

Half Termly Curriculum Plan Summer 2 2025

Year 3									
	Prior Knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science	N/A	Fertiliser Potassium Chlorophyll Photosynthesis Xylem Phloem Anther Filament Stomata Transpiration Pollen Nectar	L.I. – I can identify light sources and non-light sources Label different images identifying whether they are light sources or not as well as whether they are artificial or natural sources of light	L.I.- I can explore the light that comes from the sun and how to stay safe Choose a task – either create a video highlighting the dangers of the sun and how to stay safe or create a poster about the dangers of the sun and how to stay safe Set up an investigation using UV beads to test the effectiveness of sun cream.	L.I. – I can explore which materials are reflective Create an investigation that tests whether different materials are reflective or not	L.I. – I can discover how shadows are formed Complete the investigation, moving an object closer to a light source to see what happens to the shadow	L.I. – I can investigate how shadows change throughout the day Throughout the day, children are to draw around their shadows with chalk on the playground, seeing how their shadow changes throughout the day (to be completed each hour)	Complete Assessment	Complete the pre-assessment and post-assessment at the start and end of the unit.
History	Understanding of what life in Britain was like before Romans arrived.	Celtic warrior Roman Soldier Roman Army Weapons	LI: I can compare the Celts and Roman Soldiers	L.I. – I understand the role of the Iceni	L.I.: I can use my knowledge of what Romans used	LI: I can use what I know about the Celts and the	See Assessment		Children will review their knowledge of the topic by completing the

	Identifying the key features of an Iron Age roundhouse. Understanding why the Celts built their homes on Hillforts and what these settlements were like. Creating the timeline of the Iron age through to the Roman Empire. Identifying why the Romans invaded Britain and their impact upon the country.	Armour/Body armour Shield Shoulder plate Tunic Sandals Groin protection Battle Icen Boudicca Revolt Villain	Label a picture of a Celtic warrior and a Roman Soldier Identify similarities and differences	Tribe in Roman Britain Create 6 part story board of Boudicca revolt against Roman rule	for armour in battles Children to create their own Roman shield.	Romans to describe a battle between them. Describe a battle between Celtic Warriors and Roman soldiers by creating a story board or creating a descriptive piece of writing.			hexagon assessment tool.
Geography									
Computing	Year 2 – Data & Information	Desktop Publishing Text Image Page Orientation Landscape Portrait Edit Font Style Placeholder Template	We are Desktop Publishers L.I. – To recognise how text and images convey information • I can explain the difference between text and images • I can recognise that text and images can communicate messages clearly	<u>We are Desktop Publishers</u> L.I. – To recognise that text and layout can be edited • I can change font style, size, and colours for a given purpose • I can edit text • I can explain that text can be changed to communicate more clearly	<u>We are Desktop Publishers</u> L.I. – To choose appropriate page settings • I can explain what 'page orientation' means • I can recognise placeholders and say why they are important • I can create a template for a	<u>We are Desktop Publishers</u> L.I. – To add content to a desktop publishing publication • I can choose the best locations for my content • I can paste text and images to create a magazine cover	<u>We are Desktop Publishers</u> L.I. – To consider how different layouts can suit different purposes • I can identify different layouts • I can match a layout to a purpose • I can choose a suitable layout	<u>We are Desktop Publishers</u> L.I. – To consider the benefits of desktop publishing • I can identify the uses of desktop publishing in the real world • I can say why desktop publishing might be helpful	Teacher assessment across the unit

			• I can identify the advantages and disadvantages of using text and images		particular purpose	• I can make changes to content after I've added it	for a given purpose	• I can compare work made on desktop publishing to work created by hand	
Art and Technology		Watercolour Poster Paint Acrylic Oil Wash Tints Shades Background Foreground Symbolise Influenced Inspiration Abstract Contemporary	L.I. – I can explore mixing different colours. Make tints of one colour by adding white	L.I. – I can comment and explore different sunset paintings. Learn about great artists from History	L.I. – I can use blending techniques focussing on lightening colours. Make tints of one colour by adding white Darken / Lighten colours without using black / white	L.I. – I can mix and blend colours for effect using a wash. Mix / create colour for use on a large scale. (wash)	L.I. – I can demonstrate control made with mark making in order to create a certain effect. Demonstrate increasing control of the types of marks made to create certain effects	L.I. – I can reflect on different artists' paintings and how their ideas were developed. Explore a variety of media to create colour (paint, crayon, coloured pencil, textiles, ink, pastels etc) Children to complete one of the 3 different artists sunsets	
Religious Education	N/A	Muslim Islam Five Pillars of Islam Shahadah Salah Zakat Sawm Hajj Mosque	L.I. – I can examine how a person's belief can affect how they live their life. Create a road/journey of key events in their life so far and predictions of their future key events	L.I. - I can describe how the 5 pillars of Islam affect how Muslims Create a double page presentation of the 5 pillars and their meanings.	L.I. – I can explain the significance of a mosque to a Muslim Stick in pictures and record what the significance of each object	L.I. – I can investigate how the Shahadah influences daily life of a Muslim	L.I. – I can assess the daily life of a Muslim and how it is impacted by their beliefs		

