

# Year 3 – Summer Curriculum Overview

*'Each and Every Child'* ... EXCELLENCE - TRUST - WISDOM - FRIENDSHIP - ENDURANCE

Science	History	Geography
<p><b>Unit: Plants</b></p> <ul style="list-style-type: none"> <li>Describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</li> <li>Explain what a plant needs for growth and survival (air, light, water, nutrients, space)</li> <li>Explain the role of flowers in the life cycle of flowering plants (pollination, seed formation and seed dispersal)</li> </ul> <p><b>Unit: TAPs (Enquiry skills based on previous learning)</b></p> <ul style="list-style-type: none"> <li>Know why shadows form and why they can vary in size and direction</li> <li>Know that things move differently on different surfaces</li> <li>Know that rocks differ in their appearance and properties</li> <li>Know the process of fossilisation for plants and animals</li> <li>Know that soil is made from rocks and organic matter, with these factors producing different types of soil</li> <li>Know that skeletons and muscles within different animals aid support, movement and protection</li> <li>Know the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers, inc water transportation</li> </ul>	<p><b>Unit: Ancient Greece</b></p> <ul style="list-style-type: none"> <li>Know what a City State was and how they were ruled.</li> <li>Explain what the Ancient Greeks believed in</li> <li>Know who Alexander The Great was and what made him a great leader.</li> <li>Explain ways in which Ancient Greece still influences modern day.</li> <li>Describe the roles of women and slaves in Ancient Greece.</li> </ul>	<p><b>Unit: Water, Weather and Climate</b></p> <ul style="list-style-type: none"> <li>Know about the water cycle.</li> <li>Know why we have seasons.</li> <li>Know what the weather is like in the UK.</li> <li>know the difference between weather and climate.</li> </ul>
Computing	Art and DT	Religious Education
<p><b>Unit: Desktop Publishing and Events and Actions</b></p> <ul style="list-style-type: none"> <li>Know landscape and portrait as page orientations.</li> <li>Know how different font styles and effects are used for particular purposes.</li> <li>Know that DTP pages can be structured with placeholders.</li> <li>Know the following features used to publish: -add images</li> </ul>	<p><b>Art Unit: Greek Pots and Vases</b></p> <ul style="list-style-type: none"> <li>Know that highlighting areas of a drawn object with white can create the illusion of reflected light</li> <li>Predict with accuracy the colours that they mix</li> <li>Name earthy tones and explore how to create them</li> <li>Know how to create clay coils and methods of blending and joining clay.</li> <li>Know how clay can be manipulated to create 3d forms</li> </ul>	<p><b>Unit: Rules for Living</b></p> <ul style="list-style-type: none"> <li>Know that Christians believe Moses rescued the people of God from Egypt and brought the ten commandments down from Mount Sinai.</li> <li>Know world faiths have rules to follow that have been given to them a long time ago.</li> <li>Know Christians try to live out the commandments given by God and Jesus.</li> <li>Know the commandments are the foundation of Christian and Jewish societies.</li> </ul>

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-manage layout

-shift to add capital letters

-return key to create paragraphs

- Know that a program starts because of an input
- Know what a sequence is and a program includes sequences of commands and that this is the process and demonstrate this in their work by building a sequence, combining and ordering commands.
- Know that the order of commands can affect a program's output.
- Know that different sequences can achieve the same output and different outputs and create a sequence of commands to produce a given outcome.

## **DT Unit: Levers and Linkages**

### **Design**

- Know how to annotate a sketch and to produce annotated sketches of their design
- Know what a prototype is, what its purpose is and to create a prototype for their design.
- Know that products have to have a purpose and be fit for purpose.
- Know about who the intended user is and the purpose of their design
- Know that products need to be functional and appealing.

### **Make**

- Know the purpose of a lever and a linkage and demonstrate how they are used to create movement in their design
- Know the difference between fixed and loose pivots.

### **Evaluate**

- Identify how well a product meets its design purpose
- Identify how a product has been made
- Know the purpose of testing their product.
- Test their product against the original design criteria and with the intended user.