



Year 3

French: All about me

- Listen attentively to spoken language and show understanding by joining in and responding.
- Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
- Present ideas and information orally to a range of audiences.
- Read carefully and show understanding of words, phrases and simple writing.
- Appreciate stories, songs, poems and rhymes in the language.
- Understand basic grammar appropriate to the language, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English.

Music: Charanga— glockenspiel 1 and Three Little Birds

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Develop an understanding of the history of music.

Art: Dots and dashes

- Create sketch books to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (for example, pencil, charcoal, paint, clay).
- Know about great artists, architects and designers in history.

Geography: Volcanoes and earthquakes

- Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.
- Identify the position and significance of the Equator, Northern Hemisphere and Southern Hemisphere.
- Describe and understand key aspects of physical geography, including volcanoes and earthquakes.
- Describe and understand key aspects of human geography, including types of settlement and land use.
- Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.
- Use the eight points of a compass, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the wider world.

English:
Key genres: Setting description, non-chronological reports.
Key texts: Escape from Pompeii and The Firework Maker's Daughter.

Maths:
Multiplication and division, length and perimeter, fractions and mass and capacity.

RE:

- Which rules should we follow?
- Is the cross a symbol of sadness or joy?

DT:
Textiles—sewing a Roman vexillum

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

PE:
Badminton, swimming, Carlisle United—football and dance

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending.
- Develop flexibility, strength, technique, control and balance.
- Perform dances using a range of movement patterns.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.
- Swim competently, confidently and proficiently over a distance of at least 25 metres.
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke].
- Perform safe self-rescue in different water-based situations.

Science:
Light

- Recognise that they need light in order to see things and that dark is the absence of light.
- Notice that light is reflected from surfaces.
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- Find patterns in the way that the size of shadows change.

How was the Roman army so strong when it invaded Britain?



Why do volcanic eruptions and earthquakes happen where they do?

PSHE:

- Health and wellbeing.
- Relationships.
- Living in the wider world.

History:
Romans

- The Roman Empire and its impact on Britain.

Computing:
Programming A and media desktop publishing

- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.



Fiction books:

- The Thieves of Ostia — Caroline Lawrence
- Empire's End — A Roman Story — Leila Rasheed
- Romans on the Rampage — Jeremy Strong
- Queen of Darkness — Tony Bradman
- The Roman Quests: Escape from Rome — Caroline Lawrence
- Defenders: Dark Arena — Tom Palmer
- Ratty's Big Adventure—Lara Hawthorne
- Into the Volcano—Jess Butterworth

Non-fiction books:

- Meet the Ancient Romans — James Davies
- So You Think You've Got It Bad: A Kid's Life in Ancient Rome — Chae Strathie & Marisa Morea
- The Romans: Gods, Emperors and Dormice — Marcia Williams
- A Roman Adventure (The Histronauts) — Frances Durkin & Grace Cooke
- Pop-Up Volcano—Tom Vaillant
- Fact Planet: Volcanoes—Izzy Howell

How can I explore this at home?

How was the Roman army so strong when it invaded Britain?



Why do volcanic eruptions and earthquakes happen where they do?

Visits and trips:

- Explore some of the [Roman forts and fortlets](#) we have in Cumbria
- Walk along Hadrian's Wall and explore some of the remaining milecastles
- Explore some of our local museums, such as Tullie House, to see what exhibits are on

Websites and links:

- Explore some of the [Roman Britain](#) content or [Ancient Rome](#) content on BBC Bitesize
- Explore some of the [volcanoes](#) content or [earthquakes](#) content on BBC Bitesize
- Watch some of the [Horrible Histories clips](#) related to the Romans
- Use [Curriculum Visions](#) to explore more!
Username: highhesket/0001
Password: jungle