



Year 3

French:
Food, glorious food

- 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.

English:

Key genres: Talk 4 Writing portal story.
Key texts: The Sky Beneath the Stone.

Maths:

Fractions, money, time, shape and statistics.

RE:

- What does it mean to be called by God?
- How did Jesus change lives?

DT:

Structures and computer aided design

- Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.
- 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.
- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Music:

Charanga— The Dragon Song and Bringing Us Together

- 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.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Art:

Recycled masterpieces

- Create sketch books to record their observations and use them to review and revisit ideas.
- To 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.

Science:

Plants

- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
- Investigate the way in which water is transported within plants.
- Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Nutrition and skeleton

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

How has High Hesket changed?



What is the best place in High Hesket school?

PE:

Gymnastics, tag rugby, athletics and cricket

- 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.
- Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Geography:

Study of the local area

- Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics.
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom.
- Use maps, atlases, globes and digital/computer mapping and locate countries and describe features studied.
- Use the eight points of a compass, symbols and key to build their knowledge of the United Kingdom.
- Use fieldwork to observe, measure, record and present the human and physical features in the local area.

PSHE:

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

History:

Study of the local area

- A local history study.

Computing:

Branching databases and programming B

- 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.
- Use technology safely, respectfully and responsibly.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use sequence, selection, and repetition in programs; work with variables and various forms of input and output.
- Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs.



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Fiction books:

- The Last Tree—Emily Haworth-Booth
- Mr Puddlebrush—Jon Buxton
- Patterdale Prewe—Jane Senior
- Children of the Dale—Elizabeth Blenkarn
- Swallows and Amazons—Arthur Ransome

Non-fiction books:

- Maps of the United Kingdom—Rachel Dixon and Livi Gosling
- Lifecycles: Seed to Sunflower—Camilla De la Bedoyere

How can I explore this at home?

How has High Hesket changed?



What is the best place in High Hesket school?

Visits and trips:

- Go out on a walk around your local area and observe what you see
- Speak to friends and neighbours and find out how your local area has changed over time
- Visit the Lake District
- Explore some of our local museums, such as Tullie House, to see what exhibits are on

Websites and links:

- Explore some of the [Lake District](#) content on BBC Bitesize
- Explore some of the [geography field-work](#) content on BBC Bitesize
- Use [Curriculum Visions](#) to explore more!

Username: highhesket/0001

Password: jungle