



Year 3&4

French: School

- Listen attentively to spoken language and show understanding by joining in and responding.
- Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words.
- Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.
- Speak in sentences, using familiar vocabulary, phrases and basic language structures.
- 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.
- Broaden their vocabulary and develop their ability to understand new words that are
- Write phrases from memory, and adapt these to create new sentences, to express ideas clearly.
- Describe people, places, things and actions orally and in writing.
- Understand basic grammar appropriate to the language being studied, 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: Mamma Mia! and Glockenspiel 2

- 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.
- 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.

English:

Key genres: Newspaper reports.
Key texts: The Iron Man and Marcy and the Riddle of the Sphinx.

Maths:

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

Science:

Animals including humans and electricity

- Describe the simple functions of the basic parts of the digestive system in humans.
- Identify the different types of teeth in humans and their simple functions.
- Construct and interpret a variety of food chains, identifying producers, predators and prey.
- Identify common appliances that run on electricity.
- Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.
- Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.
- Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.
- Recognise some common conductors and insulators, and associate metals with being good conductors.

RE:

- Why do Christians believe Jesus is the son of God?
- Easter: a story of betrayal or trust?

Art:

Perspective and pattern—M.C. Escher

- 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: Megacities

- Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key human characteristics, countries and major cities.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.
- Describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links.
- 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.

DT: Food

- 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 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.
- Understand and apply the principles of a healthy and varied diet.
- Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.
- Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

PE:

Gymnastics, dance, Carlisle United—football and badminton

- Use running, jumping, throwing and catching in isolation and in combination.
- Play competitive games, modified where appropriate (for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis), 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.

Why do so many people live in megacities?



What was life like in Ancient Egypt?

PSHE:

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

History:

Ancient Egypt

- The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China.

Computing:

Repetition in shapes (Logo) and audio editing

- 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.
- 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 search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Fiction books:

- Secrets of a Sun King—Emma Carroll
- The Red Pyramid—Rick Riordan
- The Heart Scarab—Saviour Pirotta & Jo Lindley
- Oh Mummy Mia!—Maz Evans
- The Boy Who Stole the Pharaoh's Lunch—Karen McCombie & Anneli Bray
- Flat Stanley: The Great Egyptian Grave Robbery—Sara Pennypacker & Jon Mitchell
- The Ancient Egypt Sleepover—Stephen Davies

Non-fiction books:

- Egyptology: Search for the Tomb of Osiris—Dugald Steer
- Egypt Magnified—David Long & Harry Bloom
- So You Think You've Got It Bad: A Kid's Life in Ancient Egypt—Chae Strathie & Marisa Morea

How can I explore this at home?

Why do so many people live in megacities?



What was life like in Ancient Egypt?

Visits and trips:

- Explore some of our local museums, such as Tullie House, to see what exhibits are on
- Explore our local city of Carlisle and compare what this is like to our rural villages
- Head to Keswick Museum to see a mummified cat!

Websites and links:

- Explore some of the content on [BBC Bitesize](#)
- Watch some of the Horrible Histories clips related to Ancient Egypt
- Use [Curriculum Visions](#) to explore more!
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