



Year 3 History – Summer Term 1: Emperors and Empires

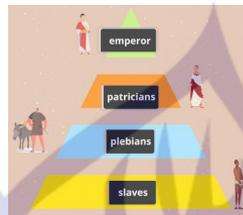


1. What was the Roman Empire?

The Roman Empire was a vast and powerful region. It started in Italy before expanding across Europe, Africa, and the Middle East.

2. How was Roman society organised?

Roman society had a clear **hierarchy**: **emperors** at the top, then wealthy **patricians**, common **plebeians**, and **slaves** at the bottom.



3. What can primary sources tell us about everyday life in ancient Rome?

Everyday life in a Roman town included the use of the **forum** for decision-making; shops and market places for trade; family life, including the different roles and lifestyles of men and women; slavery and life in a Roman fort.



Who were the Romans?



4. What was entertainment like in ancient Rome?

Romans loved exciting shows! They watched chariot races, plays, and gladiator fights in the Colosseum. **Gladiators**, often slaves, fought each other or animals. These brutal games were a big part of Roman entertainment.



5. Why did the Romans invade Britain?

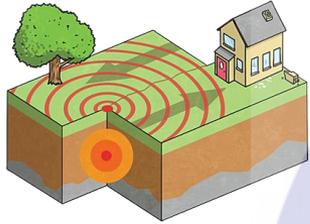
The Romans invaded Britain in 43AD seeking land, slaves, and riches after conquering lands to the east, leading to conflict with the **Celts**.



BC AD	Celts	emperor	empire	forum	gladiator
hierarchy	patricians	plebeians	Romans	slaves	sources



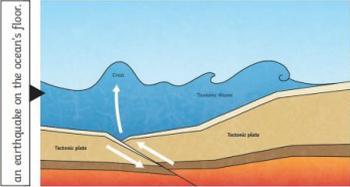
Year 3 Geography - Summer Term 2: Earthquakes



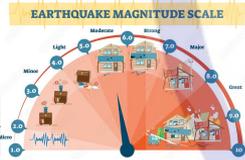
2. Earthquakes can have a huge **impact on humans** including physical and mental injury, damage to homes and essential services such as sewage treatment and road networks.

1. Earthquakes occur when two **tectonic plates** rub together. The point of origin is called the **focus**, the point above the focus is called the **epicentre**.

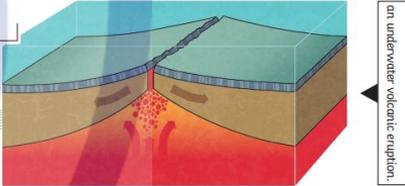
How deadly can earthquakes be?



3. Earthquakes can trigger **tsunamis**, which are large **waves** which move ocean water.



4. We can learn about the **impact** of earthquakes and tsunamis from recent recorded events.



5. Countries which are **vulnerable** to earthquakes have systems in place to limit the negative impacts they might cause.

earthquake	tectonic plates	wave	vulnerable	focus	sanitation
tsunami	physical impact	human impact	epicentre	devastation	debris

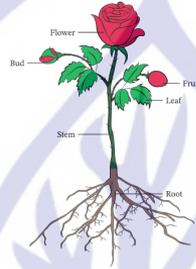


Year 3 Science – Summer Term 1: Plant Nutrition & Reproduction



1. What is the function of each part of a flower?

Flowering plants have different parts: roots, stem/trunk, leaves and flowers. They are each essential to the growth of a plant.



4. How do we know water is transported throughout plants?

Plants can transport water throughout their structure. Water is essential for their nutrition.



What do plants need to survive?

2. What do plants need to grow?

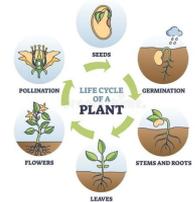
Plants require air, light, water, nutrients from soil, and room to grow. This varies from plant to plant.

3. How do I ensure my science experiment is a fair test?

In Science, a fair test is carried out to answer a scientific question – What do Plants Need to Survive?

5. What role does each part of a flowering plant play in its lifecycle?

Each part of a flower plays a part in the life cycle of a flowering plant



nutrition	reproduction	stem	leaves	sepal	petal
nutrients	transportation	roots	life cycle	stamen	carpel



Year 3 Science - Summer Term 2: Light & Shadows

1. **Dark** is the absence of **light** and we need light to be able to see. Light is a form of **energy** that travels in **straight lines**.

2. Light can be **reflected** from different surfaces. Some surfaces are poor reflectors, such as some fabrics, while other surfaces are good reflectors, such as mirrors. **Reflective materials** are light in colour, shiny and smooth. Non-reflective materials are dark in colour, dull and rough.

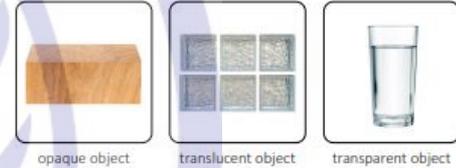


Light and shadows- can you have one without the other?

3. Light from the **Sun** is damaging for vision and the skin. **Protection** from the Sun includes sun cream, sun hats, sunglasses and staying indoors or in the shade.



4. A **shadow** is formed when light from a light source, such as the Sun, is **blocked** by an object. **Opaque** objects cast dark shadows. **Translucent** objects cast pale shadows. **Transparent** objects cast very pale shadows.



5. Shadows **change** when the light source or the object moves. For example, when a light source is **lowered**, shadows grow **longer**.

Light	Reflected	Sun	Shadow	Translucent	Energy
Dark	Reflective materials	Protection	Opaque	Transparent	Straight lines



Year 3 Religious Education - Summer Term I: Hinduism

1. Who am I?

I mean different things to different people.



2. What do Hindus believe about God?

Hindus believe that there is one God with many different aspects.



3. What do Hindu's believe about Brahmen?

Hindus believe that Brahmen can be represented by deities.

How can Brahmen be everywhere and in everything?

4. Which deities do Hindus worship?

There are many different deities that Hindus worship, including Ganesh and Lakshmi.



5. What do some deities represent?

Brahma, Vishnu and Shiva make the Trimurti and they represent creation, preservation and destruction.



Hindu	Brahmen	Lakshmi	Shiva	Represent	Trimurti
Belief	Ganesh	Vishnu	Deity/Deities	Temple	



Year 3 Religious Education – Summer Term 2: Hinduism



1. Why do we value water?

Water is important for life and we can often take it for granted.



4. What is the significance of the River Ganges?

The River Ganges is also significant for non-Hindus.



2. What does water mean to Hindus?

Water has a significant meaning in the daily life of a Hindu.

Would visiting the River Ganges feel special to a non-Hindu?



3. How is water celebrated in Hinduism?

Hindus believe that Brahman is in the water and an important life source.

5. Is the value of water recognised only by Hindus?

Water can be cleansing for Hindus and non-Hindus.

Hindu	water	offerings	pilgrims	life source	vital
Ganges	river	pilgrimage	cleanse	Brahmen	significant

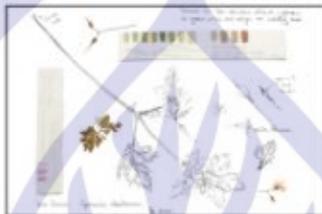


Year 3 Art & Design – Summer Term 1: Beautiful Botanicals



1. Why do some artists draw plants?

Botanical artists make accurate recordings of botanical subject matter.



2. Why do artists use their sketchbooks?

Preliminary sketches in a sketchbook can be used to communicate an idea or experiment with a technique.

3. How is botanical art different to other styles?

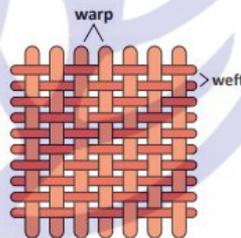
An illustration is a visual representation of a subject matter. It can often be more graphic in style than a traditional drawing or painting.

4. What inspires botanical artists?

Fruit is a popular subject matter for botanical artists and illustrators. It can be drawn and painted in different ways, including in its whole form, halved and sliced.



How can plants inspire artists?



5. How else can we represent nature?

Plants can be woven as warp and weft onto a loom.

botany	accurate	preliminary	loom	plants	graphic
botanical	communicate	illustration	warp and weft	weave	evaluate



Year 3 Design & Technology – Summer Term 2: Greenhouse



1. What is a greenhouse?

A **greenhouse** is a building where plants can grow in a **warm** and **protected** environment.

Greenhouses let light in through **transparent** or **translucent** walls and roofs. Windows, vents or fans provide **ventilation**.



2. How can diagonal struts can strengthen a structure?

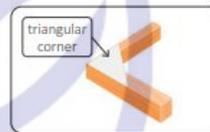
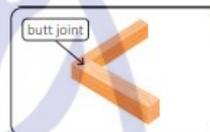
The struts create **triangular** shapes within a frame structure. Adding diagonal struts adds **strength** and **stability**.

4. What are design criteria?

Design criteria are the exact goals a project must achieve to be **successful**. These criteria might include the product's use, appearance, cost and target user.



What makes a successful greenhouse?



3. What materials are suitable for making a greenhouse?

Materials, such as glass and plastic are suitable for making greenhouse roofs and walls because they are **transparent**, **waterproof** and **hardwearing**.

5. What tools can be used for cutting?

Specific **tools** can be used for cutting, such as **saws**. Wood can be joined using glue, nails, staples, or a combination of these. Safety rules must be followed to prevent injury from sharp blades.

Greenhouse	Translucent	Diagonal struts	Waterproof	Evaluate	Saws
Transparent	Ventilation	Design criteria	Hardwearing	Tools	Glue guns



Year 3 French - Summer Term 1: Ice Creams

phonics

on

sound in:

• citron



ch

sound in:

• pistache



&

**guttural
'r'**

The 'r' sound in French is guttural from the back of the throat like in the words 'fraise' and 'citron'.



**silent
letters**

There are many last consonant silent letters in French. The final letter 't' is silent in the word 'chocolat'.



vocabulary

10 ice-cream flavours in French.



How to ask for a pot, cone and the number of scoops in French.



Je voudrais une glace s'il vous plaît. Je voudrais deux boules à la vanille s'il vous plaît.

*I would like an ice-cream please.
I would like 2 scoops of vanilla please.*

grammar

In French there are 2 words for the English determiner 'a'. These are often referred to as indefinite articles:

un

une

Singular determiner 'a/an'

The high frequency verb 'je voudrais' means (I would like) in French.

Je voudrais...

I would like...



un petit pot



un cornet



une boule



deux boules



une glace à la vanille



une glace à la fraise



une glace à la banane



une glace au chocolat



une glace au café



une glace au citron



une glace au caramel



Year 3 Music – Summer Term 2: Bringing Us Together



Disco music includes strong drum and bass lines. It has quite a fast tempo with a steady dance groove and energetic electric guitar lines. Disco first appeared in the 1970s in New York.

I. Listen and Appraise

Find the pulse: Dance, clap, sway, march, be an animal or a pop star.

Instruments/Voices: Keyboard, drums, bass, a female singer.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

Themes: Disco. Friendship, peace, hope, unity

How does disco music make you feel?

3. Perform and Share

Decide how you going to perform this song. It tells an important story.

Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

2. Musical Activities

Singing: in two parts

Play instrumental parts : s with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, A + G. *Which part did you play?*

Improvise : using up to 2 notes – C + A. Bronze: C | Silver: C, and sometimes A | Gold: C + A challenge. *Which challenge did you get to?*

Compose: a simple melody using simple rhythms choosing from the notes C, A + G or C, D, E, G + A. (Pentatonic scale)

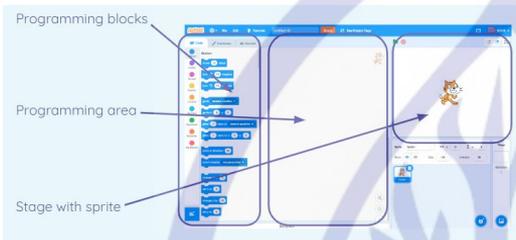
bass	compose	disco	drums	dynamics	imagination
improvise	melody	pentatonic scale	pitch	riff	tempo



Year 3 Computing – Summer Term I: Sequencing Sounds

1. What is a block?

Each block in Scratch is a command which controls your sprite.



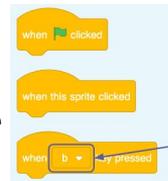
2. How do I move a sprite?

Motion blocks are used to move your sprite.



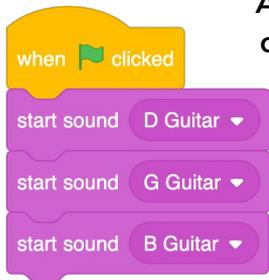
3. How do I begin a project?

Event blocks can be used to start a project.



4. What is a sequence?

A sequence is a pattern or process in which one thing follows another.



How can Scratch be used to sequence sounds?

5. How can I improve my project?

Costume and backdrops can improve a project.



algorithm	backdrop	block	command	control	costume
debug	design	event	process	sequence	sprite



Year 3 Computing – Summer Term 2: Events and Actions



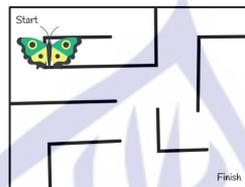
1. What do motion blocks do?

Motion blocks can **control** the movement of a sprite in different ways.



2. How does resizing help?

Resizing a sprite enables it to move easily.

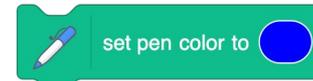


3. What does a pen block do?

Pen blocks enables you to draw lines.



How can events and actions be used effectively in programming?



4. How can pen, motion and event blocks be used?

Pen, **motion** and **event** blocks can be used to create new **effects**.



5. How do you debug a programme?

1. Review the task — what should the project do?

2. Test the project

3. **Identify** the bug

4. **Fix** the bug

5. **Test** the bug fix — does the code now do what it should?



6. Why is evaluating important?

It is important to **evaluate** the different aspects of a project.

algorithm	block	code	control	debug	effects
evaluate	event	fix	motion	resizing	test



Year 3 Physical Education – Summer Term: Athletics



1. Changes during exercise

- Hotter
- Heart beating faster
- Deeper breaths



2. Throwing

- Hands/feet in opposition
- Transfer of weight
- Swing and follow through in direction of throw



3. Decision making

- Think first
- Experiment/give it a go
- Make changes/adjustments if necessary

4. Take-off/Landing

- Bend knees
- Use arms for power/balance
- Head up



What skills, rules and techniques are used in athletics?



5. Jumping for height/distance

- Bend knees at take-off
- Drive arms up and out
- Run up



6. Team work

- Communicate
- Positive
- Areas of improvement

athletics	balance	communicate	direction	distance	drive
improvement	jumping	positive	power	running	throwing



Year 3 Physical Education - Summer Term: Cricket



1. Catching
 Watching the ball
 Hands together
 Fingers pointing to the floor

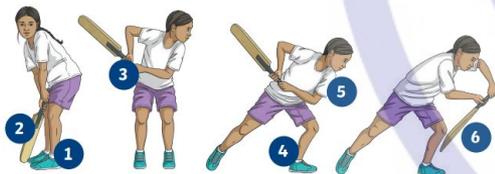


2. Throwing under-arm
 Side on stance
 Point at target
 Straighten arm



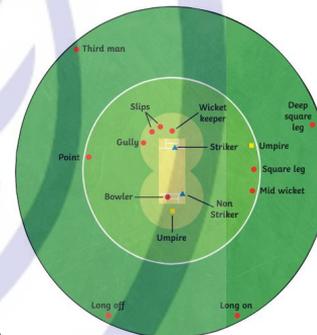
3. Throwing over-arm
 Side on stance
 Point at target
 Release from high

4. Striking
 Head still, watching the ball
 Contact ball with middle of bat
 Step towards the ball



What skills, rules and tactics are used in cricket?

5. Attacking
 Identify gaps to hit into
 Angle bat/body to hit ball into gap
 Follow through in direction of the gap



6. Defending
 Look around to see where other fielder are
 Move into space
 Footwork

attacking	bat / batter	body	contact	defending	fielder
footwork	point	straight/en	stance	target	throwing



Year 3 Physical Education – Summer Term: Rounders



I. Catching

Watching the ball
Two hands together
Close hands, bring to chest



Throwing under-arm
Arms, legs in opposition
Non-throwing hand to point at target
Swing back and follow through in direction



2. Throwing over-arm

Side on stance (in opposition)
Non-throwing hand to point at target
Swing back, release from high, follow through

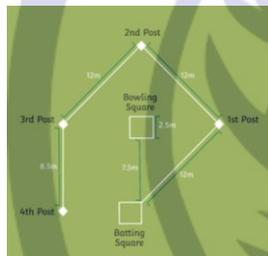
What skills, rules and tactics are used in rounders?

5. Striking into space

Look around to see where the space is
Turn body (hips and shoulders) to point in direction of space
Follow through in direction of strike

3. Fielder organisation

Look at scoring area
Spread fielders around area (width and depth of area)
Change positions depending on the batter's strengths and weaknesses



4. Striking

Watch the ball
Side on (non-striking foot at front)
Present bat



6. Group work

Communicate
Positive
Areas of improvement

bat / batter	bowler	catching	depth	direction	fielders
opposition	position	scoring	space	strike	throwing



Year 3 Physical Education – Summer Term: Tennis

1. Striking using swing action

- Waist height contact
- Low to high swing
- Sideways stance, feet and striking hand in opposition



2. Forehand

- Dominant side
- Non-dominant hand tracks ball
- Contact with middle of racket

Rally

- Friendly shot/feed
- Hit up
- Directed back at partner



3. Backhand

- Dominant hand at bottom
- Use two hands
- Contact on non-dominant side of body

What skills, rules and tactics are used in tennis?

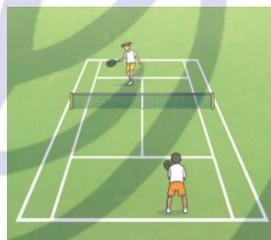


4. Ready position

- Both hands on racket
- Track ball with eyes
- Get in position for either forehand or backhand

5. & 6 Tactics

- Move opponent (side to side, forwards and backwards)
- Find a weakness
- Play to own strength



6. Winning points

- Your shot must land in opponent's half of the court
- Bounces more than once in opponent's half of the court – win point
- Not returned into your half of the court – win point
- Opponent hits ball into net – win point

backhand	contact	direction	dominant	forehand	opponent
partner	position	racket	sideways	stance	track



Year 3 Curriculum For Life – Summer Term I: Relationships



1. How do toys influence children?

Children's toys can reinforce gender stereotypes through colour.



2. What are stereotypes based on?

Stereotypes can be based on different factors such as age.



3. When should we ask for permission?

It is important to ask other people for **permission** in different situations.



gender	Characteristics of males and females that are socially constructed.
permission	The act of allowing someone to do something.
search engine	A program that finds webpages on the web.
secret	Something kept hidden or unexplained.
sharing	To let someone see or have access something.
stereotype	An assumption about what someone will do / act based on a particular group or aspect.



4. Are secrets a good thing?

Good secrets are always temporary.

Getting Help – If you are worried about anything, talk to a trusted adult.
Childline www.childline.org 0800 1111 Calls DO NOT show on the phone bill



Year 3 Curriculum For Life – Summer Term 2: Economic Wellbeing



1. What sorts of jobs are there?

There are a range of **jobs** – paid and unpaid.



2. Is it always possible to buy things straight away?

It may not be possible to have everything you want straightaway, if at all.



3. Who influences our choices when it comes to money?

Choices we make about spending and saving our **money** can be influenced by, and have an impact on, other people.



4. How can we pay?

There are a range of ways to pay for things that don't involve **cash**.



5. What does charitable mean?

Being **charitable** means that you do something for somebody else or for a good cause.



belief	A firm thought that something is true, based on evidence.
cash	Currency: coins or notes used to pay for things.
charitable	Doing something for somebody/a good cause.
fact	A statement we know to be true.
money	What we give in return for goods.
opinions	A view or judgement about something, not necessarily based on evidence