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| **Year 3** | | | **Ancient Egyptians** | | | **Spring 1** | |
| **ROOTS Link**: | Open Our Minds | **Whole School Project**: | | - | **Ignites, Trips, Visits & Visitors**: | |  |
| **Vision**:  For this project, the children will develop their historical understanding of ancient civilisations, building on their learning about Ancient Greece and drawing comparisons with Ancient Egypt. They will compare similarities and differences between their lives and those of the Ancient Greeks and apply their knowledge of Egyptian beliefs and the features of traditional tales within their writing. Through the Ancient Egyptian’s beliefs surrounding the sun, the children will explore how light travels and how our eyes use light to see. They will apply their understanding of light and reflection by designing light mazes and investigating shadows using models of Egyptian pyramids. | | | | | | **Key Texts**:   * The Egyptian Cinderella – Shirley Climo. | |
| **History/ Geography** | | | | | | | |
| **NC Links** | | | **Knowledge** | | | **Skills** | |
| Identify the achievements of the earliest civilizations.  To have an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. | | | * To know who Howard Carter was and what he discovered. * To explain what artefacts from Tutankhamun show about the death. * To know two possible reasons and investigate the death of Tutankhamun. * To know that Ancient Egyptians existed for 30 centuries form 3100bc to 332bc (approximately).   OL: Can I create questions about artefacts using existing knowledge?  OL: Can I place historical events in chronological order?  OL: Can I label to key geographical features of Egypt on a map?  OL: Can I explain what archaeological finds can tell us about the past?  OL: Can I explain the process of mummification?  OL: Can I read hieroglyphs and compare to how we write now?  OL: Can I write a newspaper report reporting the discovery of Tutankhamun’s tomb? | | | Suggest causes and consequences of some of the main events and changes in history.  Use evidence to ask questions and find answers to questions about the past.  Give a broad overview of life in Britain from ancient until medieval times.  Place events, artefacts and historical figures on a timeline using dates. | |

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| **English** | | | | | |
| **Writing Focus**:  **Cold Write**:  **WAGOLL**:  **Hot Write**: | Traditional Tales.  Traditional Tale – About a missing item.  Traditional Tale – The Egyptian Cinderella.  Traditional Tale – Change an existing fairy tale (characters/based in Egypt etc.) or invent a new Egyptian themed fairy tale using common features. | | **Short Bursts**: | Missing Poster – Pharaoh looking for Rhodopis.  Character Description – Focusing on facial features.  Newspaper Report – Egyptian news story reporting Rhodopis’ disappearance. | |
| **Purpose:** | To entertain and allow children to reflect on point of view of character. | | **Audience:** | Children who already know format of traditional tales. | |
| **NC Links** | | **Knowledge (Grammar)** | | | **Skills (Punctuation, Composition)** |
| **Plan**:   * Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. * Discussing and recording ideas.   **Draft and write**:   * Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures. * Organising paragraphs around a theme. * In narratives, creating settings, characters and plot * In non-narrative material, using simple. organisational devices [headings and sub-headings]   **Evaluate and edit**:   * Assessing the effectiveness of their own and others’ writing and suggesting improvements. * Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences. * Proof-read for spelling and punctuation errors. * Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. | | * Adverbs can express time and cause. * Prepositions can express time and cause. * Fronted adverbials (words and phrases) add information explaining where, when or how. * Expanded noun phrases use adjectives and prepositional phrases to add detail to a noun. * Paragraphs group related material. | | | Use adverbs to express time and cause.  Use prepositions to express time and cause.  Use a colon before a list.  Use commas after fronted adverbials.  Use images and words to plan (boxing up/ story maps).  Compose and rehearse sentences orally. |

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| **Speaking & Listening** | | | |
| **Speaking & Listening** | | **Debating** | |
| Use intonation to emphasise grammar and punctuation when reading aloud.  Explain a project or concept to a group of peers.  Respond appropriately when in role including basic improvisation. | | Vary language between formal and informal according to the situation.  Engage in discussions, making relevant points. | |
| **Spelling & Phonics** | | | |
| **NC Links** | **Knowledge** | | **Skills** |
| Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.  Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. | * To know how to spell words which are often misspelt. * To know how to apply the suffixes -ness and -ful when a root word ends in ‘y’ or an ‘e’. * To know the prefix sub- means under. * To know the suffix –ly is added to an adjective to make an adverb. * Homophones are words with different spellings and meanings, but that sound the same. * To know the prefix un- and dis- reverse the meaning of the root word. * To know apostrophes replace missing letters in contractions (Year 2 recap). * To know the suffix –ly is added to an adjective to make an adverb. | | Apply the following spelling rules:   * Suffixes -ness, -ful, -less and –ly * Prefixes sub-, and tele- * Apostrophe for contractions * Words with the /ʃ/ sound spelt ‘ch’ (mostly French in origin) as well as ‘s’, ‘ss(ion/ure)’   Develop strategies for learning statutory words:   * Pyramid words * Identifying tricky part of the word * Trace, copy, replicate * Look, say, cover, write, check * Drawing around the word to show the shape * Drawing a mnemonic around a word |

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| **Handwriting** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un-joined  Increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. | * Use the diagonal and horizontal strokes that are needed to join letters using cursive style. * Increase the legibility, consistency and quality of their handwriting. | Use joined handwriting throughout their independent writing.  Write down what they want to say with increased fluency. |

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| **Design & Technology** | | |
| **NC Links** | **Knowledge** | **Skills** |
| **Design**  Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.  **Make**  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**  Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. | Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.  Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors].  OL: Can I build a model pyramid?    OL: Can I construct a light maze? | **Scientific Enquiry**: Can I measure shadow length?   * Plan appropriate material use for the construction of a 3D pyramid model. * Use tabs or glue to join materials to construct a model Egyptian pyramid. * Consider different 3D shapes included in pyramid design (e.g. cubes/cuboids for the stepped sides.)   **Scientific Enquiry**: Can I construct a light maze?   * Attach mirrors and material walls to a base (cardboard, box etc.) * Use a torch to reflect a beam of light around corners. * How many reflections can be made inside the maze? * How could the brightness of the torch be increased? * How could you measure the brightness of the light reaching the finish? |

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| **Science** | | | | | |
| **Enquiry Questions**: | Why is the word ‘Ambulance’ written backwards on their vehicle?  How can shadows change shape? | | **Focus:**  **Key Vocabulary**: | Light and Shadow  Dull, light source, mirror, reflect, observation, opaque, shadow, shiny, translucent, transparent, concave, convex. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| **Work scientifically by**:  Looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes. Look for, and measure, shadows, and find out how they are formed and what might cause the shadows to change. | | * 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   OL: Can I explain how we need light in order to see things and what darkness is?  OL: Can I describe how light reflects from surfaces? **(Practical: shiny/dull surfaces, shaped mirrors)**  OL: Can I investigate shadow lengths? **(DT link)**  OL: Can I use scientific vocabulary to explain how a periscope works? **(Practical: mirrors)**  OL: Can I apply my understanding of reflection to create a light maze? **(Practical: DT link)**  OL: Can I investigate the transparency of materials? **(Practical)** | | | * Set up simple practical enquiries, comparative and fair tests. * Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment including thermometers and data loggers. * Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions. * Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions. |

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| **Music** | | | | | |
| **Termly Focus**: | Singing | | **Key Vocabulary**: | Song, round, canon, parts, melody, note, dynamics, character, ensemble, rhythm, notation, range, solo, repeat, pattern, rest, time value, ostinato, crescendo. | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| Pupils should be taught to sing and play musically with increasing confidence and control.  Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression  Listen with attention to detail and recall sounds with increasing aural memory  To use and understand staff and other musical notations  To appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians  To develop an understanding of the history of music. | | Understand musical terminology of singing and what effects are created: *Rounds, Ostinato, Canon.*  Know the values of notes and rests in 4/4 time including crotchet rests.  Know the vocabulary to describe dynamics:  *pianissimo, piano, mezzo piano, mezzo forte, forte, fortissimo*  Listen to and understand that there are different ‘genres’ of singing e.g classical, opera, pop, jazz, rap and that our music ‘popular culture’ has changed over time.  Know the process of production, practice, performance, and recording. Giving an insight into the music industry.  Lessons:   * Lip Sync battle ([link](https://www.youtube.com/watch?app=desktop&fbclid=IwAR0vXX8ELltbdEtFbrSU5n1WdlrGkDMXP8MNya4WiIfpmFnmGo2oMCwYF5Q&v=PUyk4VNzUMc&feature=youtu.be&ab_channel=SingKids%21songsbySueBleazard)). Children to learn the lyrics and interpret the music, then perform solo or as part of an ensemble. * Learn and perform the song Jospeh and the Technicolour dream coat solo or as part of an ensemble ([link](https://www.youtube.com/watch?v=t7aXy-I54gA&ab_channel=YEONGCHANPARK)). Link the song to Egyptian imagery/art. | | | Use knowledge to sing in canon (One a man), rounds and ostinato songs.  Sing in parts e.g. partner songs, rounds and canon  Can improvise rhythmic patterns more confidently with use of more time values and rests.  Children sing to each other and on public occasions in large or small groups or as soloists.  They are aware of dynamic range, character, ensemble and balance.  They are able to maintain an independent part within large groups.  Begin to use rhythmic notation to indicate walk, stride, glide, jogging and the crotchet rest.  Respond to symbols for crescendo/decrescendo (diminuendo) in recorded music.  Sing in parts e.g. partner songs, rounds and canon. |

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| **Computing** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. | **Purple Mash Unit 3.4** : Touch-Typing  **Programs**: 2Type  To learn how to use the home, bottom and top rows.  To practice keys types with left and right hands. | Understand the names of the fingers.  Use two hands to type letters on the keyboard.  Evaluate and improve my own performance when touch-typing. |

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| **RE** | | | | | |
| **Termly Focus**:  **Religion Focus**: | Jesus’ Miracles  Christianity | | **Key Question**:  **Key Content**: | Could Jesus heal people? Were these miracles or is there some other explanation?  Incarnation | |
| **NC Links** | | **Knowledge** | | | **Skills** |
| To develop understanding of concepts and mastery of skills to make sense of religion and belief.  To provide opportunities for pupils to develop positive attitudes and values and to reflect and relate their learning in RE to their own experience. | | Pupils should be taught to:  • Listen and respond appropriately to adults and their peers.  • Ask relevant questions to extend their understanding and build vocabulary and knowledge.  • Articulate and justify answers, arguments and opinions  • Give well-structured descriptions and explanations  • Participate actively in collaborative conversations  • Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas  • Participate in discussions, presentations, performances and debates  • Consider and evaluate different viewpoints, attending to and building on the contributions of others. | | | Retell a story about Jesus healing someone.  Identify some questions people ask about Jesus’ healing miracles.  Explain what people think of as miracles.  Explain one Christian viewpoint about one of Jesus’ healing miracles.  Compare stories about Jesus’ miracles. |

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| **PSHE** | |
| **Knowledge** | **Skills** |
| **Focus: Dreams and Goals**   * Describe how a person has faced difficult challenges and achieved success. * Identify a dream or ambition that is important to me. * Work out the best ways to face new challenges. * Understand how to be motivated and enthusiastic about achieving new challenges. * Recognise obstacles which might hinder achievements and take steps to overcome these. * Evaluate own learning process and identify how it can be better next time. | Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).  Imagine how I will feel when I achieve my dream/ambition.  Break down a goal into a number of steps and know how others could help me to achieve it.  Know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge.  Manage the feelings of frustration that may arise when obstacles occur.  Share my success with others. |

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| **PE** | | |
| **NC Links** | **Knowledge** | **Skills** |
| Apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement.  Enjoy communicating, collaborating and competing with each other. Develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.  Use running, jumping, throwing and catching in isolation and in combination.  Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics].  Take part in outdoor and adventurous activity challenges both individually and within a team.  Compare their performances with previous ones and demonstrate improvement to achieve their personal best. | **Outdoor Focus**: Striking, fielding, catching, throwing, and rolling.  OL: Can I refine under arm throwing and introduce/develop the over arm throwing technique?  OL: Can I introduce the idea of the long barrier position to develop fielding skills?  OL: Can I introduce the batting technique off a stationary batting tee?  OL: Can I develop batting technique and put in to the context of a small game and scoring runs?  OL: Can I introduce the tactics of where to aim when batting against fielders?  **Indoor Focus**: Gymnastics (hand apparatus).  OL: Can I use a beanbag in a gymnastic performance?  OL: Can I use a soft ball in a gymnastic performance?  OL: Can I use a hoop in a gymnastic performance?  OL: Can I use a ribbon or juggling scarf in a gymnastic performance?  OL: Can I create a longer movement phrase involving a selected item of hand apparatus?  OL: Can I remember, improve and perform movement phrases? | Suggest what needs to be practised to improve the throwing techniques.  Describe what they and others do that is successful in fielding.  Hold the bat correctly and strike the ball successfully.  Set up small-sided games and score runs.  Know rules and use them fairly to keep games going.  Use a range of skills e.g. throwing, striking, intercepting  & stopping the ball with some control and accuracy.  Vary skills and tactics to suit the game.  Use a hand apparatus on different levels.  Create a short movement phrase linking gymnastic actions involving hand apparatus.  Change speed and direction during a short movement phrase while using hand apparatus. |