

## ENGLISH

*Texts and possible writing opportunities;*

- Croconile
- Myths/ creation stories- Narrative writing
- Information texts History and Geography
- The Egyptian Cinderella –diary entry
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## SPaG

- Present perfect form, nouns and pro-nouns.
- Use and punctuate direct speech
- Use a wider range of conjunctions (when, if, because, although
- Expresses time, place and cause using adverbs (e.g. then, next, soon, therefore), Use of tenses correctly,
- Possessive apostrophe singular and plural nouns.
- Imperative verbs, Organising paragraphs, First person

## PE

*Pupils will.*

- Play competitive games and apply basic principles suitable for attacking and defending. Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke. Perform safe self-rescue in different water-based situations

## ICT

*Pupils will be taught to;*

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

## LINKS IN LEARNING

- As part of their Science in Year 2, children looked at what plants need to grow as well as their life cycles.
- In Year 4 the children will participate in a Roman WOW day.

Year 3

Walk like an Egyptian

SUMMER 1&2  
2022/2023

## SCIENCE

### Science

*Pupils will be taught to;*

- **Summer 1 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.
- **Summer 2**
- **Forces and Magnets**
- Compare how things move on different surfaces
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials Describe magnets as having 2 poles
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

## MATHS

### Maths

- Number – fractions – Connections
- Recognise and show, using diagrams, equivalent fractions with small denominators.
- Add and subtract fractions with the same denominator within one whole.
- Compare and order unit fractions, and fractions with the same denominators.
- Measurement Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).
- Statistics Interpret and present data using bar charts, pictograms and tables.
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- Geometry – properties of shape Draw 2-D shapes and make 3-D shapes using modelling materials.
- Recognise 3-D shapes in different orientations and describe them.
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## WOW MOMENTS

- \*Egyptian dress up day- Practical day of activities and process drama
- \*Art and DT afternoon
- \* Trip to Tring Museum

### Key Texts

- Egyptian Myths
- The Croconile
- The Ancient Egypt Sleepover

### Other Opportunities and Experiences to Enrich learning

- Egyptian Art
- Trip to Tring museum
- Egyptian day
- Coronation DT

## HISTORY or GEOGRAPHY

### Geography

- *Pupils will be taught to;*
- Locate the world's countries, using maps to focus on Africa, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities and the importance of the Nile.

### History

- *Pupils will study;*
- The achievements of one the earliest civilizations in Ancient Egypt and look at how this has affected the western world.

## **MUSIC**

- **Music**
- To play and perform solo and ensemble contexts using voices and instruments with control and expression.
- To create Egyptian music and soundscapes

## **ART & DESIGN**

*Pupils will;*

- Use sketch books/ folders to record hieroglyphs/ Egyptian figures from Egyptian wall paintings.
- Use clay low relief. Joining, rolling, carving to create Ancient Egyptian cartouche or low relief model of ancient Egyptian cities in clay. Art work emphasis on mixed media designs.

## **DESIGN TECHNOLOGY**

*Children will design and create a shaduf, they will be taught to;*

- Use research and develop design criteria the design of innovative, functional, appealing products that are fit for purpose.
- Select from and use a wider range of tools and equipment to perform practical tasks accurately.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

## **PSHE**

### **Relationships**

I can explain how some of the actions and work of people around the world help and influence my life and can show an awareness of how this could affect my choices.

### **Changing Me**

I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary

## **RE**

### **Summer 1**

#### **Founders & Prophets, Ethics & Moral Issues**

- How do the lives, teachings and example of the key religious figures in the different religions influence the faith today? Do these figures provide a good example for us on how to live our lives? What do religions teach about how we should live our lives?

### **Summer 2**

#### **Sacred Texts, Ethics and Moral Issues**

- What are some of the key teachings of the Holy Books and how are they interpreted? How do Holy Books help believers in their daily lives?

**Year 3**

**Walk like an Egyptian**

**SUMMER 1&2  
2022/2023**