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| **Year 3 - Mrs Wells**  **Mrs Edgar** (Fridays) | **Spring Term 2025** | | |
| **Who’s the Mummy?** | | |
| **ENGLISH** | **Letter**  Write a letter as the explorer, Tadeo Jones about his adventure in an Egyptian pyramid.  **Non-Chronological Report**  Write a report about Ancient Egypt that could be used for a history book.  **Newspaper Report**  Reporting on the discovery of Tutankhamun’s tomb by Howard Carter in 1922.  **Travel Brochure**  Create a brochure encouraging people to visit Egypt, focusing on the historical sites.  Spelling, punctuation and grammar work in Active English and Active Spelling lessons.  Daily Guided Reading activities. | **C:\Users\Ryan.Barratt\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\73D5F2A6.tmpMATHS** | **Multiplication and Division**  To multiply by a 2-digit number.  To be able to divide with a range of methods.  **Length and Perimeter**  To be able to measure in mm, cm and m.  To be able to compare and convert in these units.  To calculate the perimeter of a shape.  **PiXL Assessments**  **Fractions and decimals**  Cut a shape into a given fraction.  To be able to calculate a simple fraction of a number.  Calculate equivalent fractions.  To know tenths as decimals. |
| **SCIENCE**  **C:\Users\Ryan.Barratt\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\7ACB2903.tmp** | **Forces and Magnets**   * compare how things move on different surfaces. * notice that some forces need contact between two 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 based on whether they are attracted to a magnet and identify some magnetic materials. * describe magnets as having two poles. * predict whether two magnets will attract or repel each other, depending on which poles are facing.   **Animals including humans**   * 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. * To know the major food groups that humans need for a balanced diet. * identify that humans and some other animals have skeletons and muscles for support, protection and movement. | **HISTORY**  Image result for pyamid | **The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt, including:**   * To know what else was happening in the world at the time of the Ancient Egyptians and what they had in common with other ancient civilisations. * To know what the ancient civilisations needed to have to function as a city (writing, number system, laws, defence, roads, food, trade, water supply). * To know why and who built the Great Pyramid at Giza * To know the importance of the river Nile for trading. * To know how religion influenced the Ancient Egyptian civilisation, including burial rituals. * To know who Tutankhamun was and understand the religious significance of his reign. |
| **GEOGRAPHY** | **Fieldwork in Thurlby**  Asking and answering fieldwork enquiries: making observations, collecting data, concluding, and presenting data. | **COMPUTING**  Image result for stop motion | **Sequencing sounds**  Creating sequences in a block-based programming language to make music.  **Branching databases**  Building and using branching databases to group objects using yes/no questions. |
| **PSHE**  Image result for multi cultural cartoon scene | **Dreams and Goals**   * Difficult challenges and achieving success * Dreams and ambitions * New challenges * Motivation and enthusiasm * Recognising and trying to overcome obstacles * Evaluating learning processes * Managing feelings * Simple budgeting   **Healthy me**   * Exercise * Fitness Challenges * Food labelling and healthy swaps * Attitudes towards drugs * Keeping safe and why it’s important online and off-line scenarios * Respect for myself and others   Healthy and safe choices | **RE**    **C:\Users\Ryan.Barratt\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\4429EAB4.tmp** | **Spring 1**  **Theme:** Jesus’ miracles  **Key Question:** Could Jesus heal people? Were these miracles or is there some other explanation?  **Religion:** Christianity  **Concept:** Incarnation  **Spring 2**  **Theme:** Easter- Forgiveness  **Key Question:** What is ‘good’ about Good Friday?  **Religion:** Christianity  **Concept:** Salvation/Gospel |
| **ART**  See the source image | **3D Sculpture-**   * To understand the uses of canopic jars. * To know what the designs symbolised * To design and create a canopic jar using mod rock.   **Focus artist:**Belinda Fabris | Image result for faberge eggs**Design and Technology** | **Shell Structures-**Designer- Carl Faberge  To explore the works of Faberge and the various designs of boxes- shapes, decorations, purposes etc  Children will design and make their own box to hold an Easter/Spring Treat |
| **MUSIC**    **C:\Users\Ryan.Barratt\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\6036657B.tmp** | **Instrumental Unit: South Africa**  Learning about the history and features of Latin America music, performing a salsa style song and playing from staff notation; performing a mini carnival using a range of performance techniques including song, dance, tuned and untuned musical instruments.  **Pentatonic melodies and composition**  Children will be able to:  \*Match their movements to the music, explaining why they chose these movements.  \*Accurately notate and play a pentatonic melody.  \*Play their part in a composition confidently.  \*Work as a group to perform a piece of music. | **MFL** | **Seasons**    **Fruits** |
| **C:\Users\Ryan.Barratt\AppData\Local\Microsoft\Windows\INetCache\Content.MSO\509C8D09.tmpPE** | **Term 3:**  Outdoor games  Gymnastics  **Term 4:**  Tennis  Hockey | **Additional information** | **PE days- Wednesdays & Thursdays (T3)**   * **Homework will be given out on Fridays and due on Wednesdays –** children will be rewarded if it is handed in early.   **Children will be expected to spend time reading and practising their times tables.** |