

Year 3-  
Mr Barratt

Spring Term 2022

Who's the Mummy?

English



**Story Writing**

- Reading "Cinderella" and "The Egyptian Cinderella" before creating our own versions of the story of Cinderella.

**Newspaper Reports**

- See the adventures of Tadeo Jones.
- Find the important events in the story.
- Write a report on what has happened.

**Poetry**

- Reading a variety of different types of poems.
- Turn normal poems which they have found into shape poems.
- Creating their own Egyptian shape poem.

**Discussion Text**

- To read about and research Howard Carter and the discovery of Tutankhamun's tomb.
- To be able to write a discussion text to debate if he should or shouldn't have entered the tomb.

**Newspaper report**

- To write a newspaper report on Howard Carter's discovery of Tutankhamun's tomb.

**Non-Chronological report**

- Research further into their favourite parts of the Egyptian topic so far.
- Write a non-chronological report about the aspects in which they have researched.

MATHS



**Length and Perimeter**

- To be able to measure in mm, cm and m.
- To be able to compare and convert in these units.
- They will be able to calculate the perimeter of a shape.

**Money**

- They will be able to count and recognise UK monetary notes and coins.

**Fractions and decimals**

- Cut a shape into a given fractions
- To be able to calculate a simple fraction of a number.
- Calculate equivalent fractions.
- To know tenths as decimals.

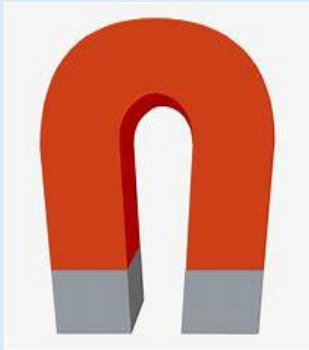
**Statistics**

- To be able to record information in a variety of charts.

**Multiplication and division**

- To be able to divide with a range of methods.
- To multiply two 2-digit numbers together.

**SCIENCE**



**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 different food groups and what foods are within the group. How much of each group is recommended and how to lead a healthy lifestyle.*
- *identify that humans and some other animals have skeletons and muscles for support, protection and movement*

**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 on the basis of 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*

**HISTORY**



**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 Hatshepsut an Egyptian leaders and trader*
- *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**



**Human geography,**

*Focused around the River Nile: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*

**COMPUTING**







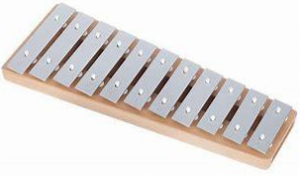


**Sequencing sounds**

*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*

<p><b>PSHE</b></p> 	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• <i>Difficult challenges and achieving success</i></li> <li>• <i>Dreams and ambitions</i></li> <li>• <i>New challenges</i></li> <li>• <i>Motivation and enthusiasm</i></li> <li>• <i>Recognising and trying to overcome obstacles</i></li> <li>• <i>Evaluating learning processes</i></li> <li>• <i>Managing feelings</i></li> <li>• <i>Simple budgeting</i></li> </ul> <p><b>Healthy me</b></p> <ul style="list-style-type: none"> <li>• <i>Exercise</i></li> <li>• <i>Fitness Challenges</i></li> <li>• <i>Food labelling and healthy swaps</i></li> <li>• <i>Attitudes towards drugs</i></li> <li>• <i>Keeping safe and why it's important online and off-line scenarios</i></li> <li>• <i>Respect for myself and others</i></li> <li>• <i>Healthy and safe choices</i></li> </ul>	<p><b>RE</b></p> 	<p><b>Community – Christianity</b></p> <p><i>How is Christian belief expressed collectively? How does Christian worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world</i></p>
<p><b>ART</b></p> 	<p><b>3D Sculpture-</b></p> <ul style="list-style-type: none"> <li>• <i>To understand the uses of canopic jars.</i></li> <li>• <i>To know what the designs for the jars symbolised</i></li> <li>• <i>To design and create a canopic jar using mod rock.</i></li> </ul>	<p><b>Design and Technology</b></p> 	<p><b>Shell Structures-</b></p> <p><i>Make a box to hold an Easter/Spring Treat</i></p> <p><i>Designer- Carl Faberge</i></p>

<p><b>MUSIC</b></p> 	<p><b>Three Little Birds</b> <b>The Dragon Song</b></p>	<p><b>MFL</b></p> 	<p><b>Seasons</b> <b>Fruits</b></p>
<p><b>PE</b></p> 	<p><b>Gymnastics</b> <b>Outdoor and adventurous</b> <b>Dance</b> <b>Tennis</b></p>	<p><b>Any additional information</b></p>	<p><b>PE days- Tuesdays and Wednesdays</b> <b>Homework days- Homework to be given out on a Friday and expected in on Wednesday</b> <b>Spellings- Handed out on a Monday and tested on the following Monday.</b></p>