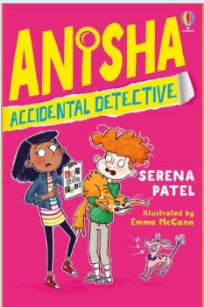
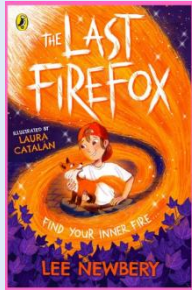
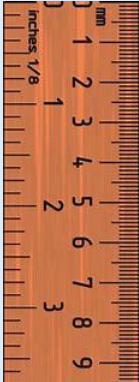
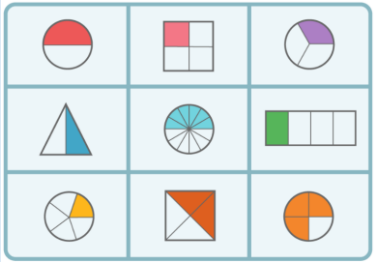
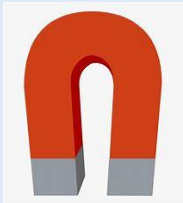

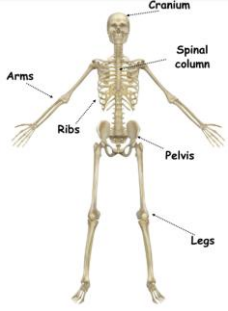




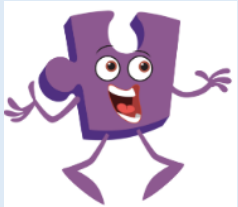





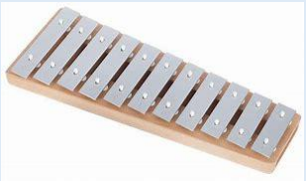






Year 3 - Mrs Wells	Spring Term 2026 Who's the Mummy?		
<p><b>ENGLISH</b></p>  	<p><b>Letter</b> Write a letter as the explorer, Tadeo Jones about his adventure in an Egyptian pyramid.</p> <p><b>Non-Chronological Report</b> Write a report about Ancient Egypt that could be used for a history book.</p> <p><b>Newspaper Report</b> Reporting on the discovery of Tutankhamun's tomb by Howard Carter in 1922.</p> <p><b>Narrative</b> Create a 'potion' - what does it do? What are the ingredients?</p> <p>Spelling, punctuation and grammar work in Active English and Active Spelling lessons.</p> <p>Daily Guided Reading activities.</p>	<p><b>MATHS</b></p>  	<p><b>Multiplication and Division</b> To multiply by a 2-digit number. To be able to divide with a range of methods.</p> <p><b>Length and Perimeter</b> 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.</p> <p><b>PiXL Assessments</b></p> <p><b>Fractions and decimals</b> 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.</p>
<p><b>SCIENCE</b></p> 	<p><b>Forces and Magnets</b></p> <ul style="list-style-type: none"> <li>compare how things move on different surfaces.</li> <li>notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> </ul>	<p><b>HISTORY</b></p> 	<p><b>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt, including:</b></p> <ul style="list-style-type: none"> <li>To know what else was happening in the world at the time of the Ancient Egyptians and what they</li> </ul>

 	<ul style="list-style-type: none"> <li>• observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials.</li> <li>• describe magnets as having two poles.</li> <li>• predict whether two magnets will attract or repel each other, depending on which poles are facing.</li> </ul> <p><b>Animals including humans</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• To know the major food groups that humans need for a balanced diet.</li> <li>• identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> </ul>		<p>had in common with other ancient civilisations.</p> <ul style="list-style-type: none"> <li>• To know what the ancient civilisations needed to have to function as a city (writing, number system, laws, defence, roads, food, trade, water supply).</li> <li>• To know why and who built the Great Pyramid at Giza</li> <li>• To know the importance of the river Nile for trading.</li> <li>• To know how religion influenced the Ancient Egyptian civilisation, including burial rituals.</li> <li>• To know who Tutankhamun was and understand the religious significance of his reign.</li> </ul>
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<b>GEOGRAPHY</b> 	<b>Fieldwork in Thurlby</b> Asking and answering fieldwork enquiries: making observations, collecting data, concluding, and presenting data.	<b>COMPUTING</b> 	<b>Sequencing sounds</b> Creating sequences in a block-based programming language to make music.  <b>Branching databases</b> Building and using branching databases to group objects using yes/no questions.
<b>PSHE</b>  	<b>Dreams and Goals</b> <ul style="list-style-type: none"> <li>• Difficult challenges and achieving success</li> <li>• Dreams and ambitions</li> <li>• New challenges</li> <li>• Motivation and enthusiasm</li> <li>• Recognising and trying to overcome obstacles</li> <li>• Evaluating learning processes</li> <li>• Managing feelings</li> <li>• Simple budgeting</li> </ul> <b>Healthy me</b> <ul style="list-style-type: none"> <li>• Exercise</li> <li>• Fitness Challenges</li> <li>• Food labelling and healthy swaps</li> <li>• Attitudes towards drugs</li> <li>• Keeping safe and why it's important online and off-line scenarios</li> <li>• Respect for myself and others</li> </ul> Healthy and safe choices	<b>RE</b>  	<b>Spring 1</b> <b>Theme:</b> Jesus' miracles  <b>Key Question:</b> Could Jesus heal people? Were these miracles or is there some other explanation? <b>Religion:</b> Christianity <b>Concept:</b> Incarnation  <b>Spring 2</b> <b>Theme:</b> Easter- Forgiveness  <b>Key Question:</b> What is 'good' about Good Friday? <b>Religion:</b> Christianity <b>Concept:</b> Salvation/Gospel

<b>ART</b> 	<b>3D Sculpture-</b> <ul style="list-style-type: none"> <li>To understand the uses of canopic jars.</li> <li>To know what the designs symbolised</li> <li>To design and create a canopic jar using mod rock.</li> </ul> <b>Focus artist:</b> Belinda Fabris	<b>Design and Technology</b> 	<b>Shell Structures-</b> Designer- Carl Faberge  To explore the works of Faberge and the various designs of boxes- 3D shapes, decorations, purposes etc  Children will then design and make their own box to hold an Easter/Spring Treat
<b>MUSIC</b>  	<b>Instrumental Unit: South Africa</b> 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.  <b>Pentatonic melodies and composition</b> Children will be able to: <ul style="list-style-type: none"> <li>*Match their movements to the music, explaining why they chose these movements.</li> <li>*Accurately notate and play a pentatonic melody.</li> <li>*Play their part in a composition confidently.</li> <li>*Work as a group to perform a piece of music.</li> </ul>	<b>MFL</b> 	<b>Seasons</b>   <b>Fruits</b> 
<b>PE</b> 	<b>Term 3:</b> Outdoor games Gymnastics  <b>Term 4:</b> Tennis Hockey	<b>Any additional information</b>	<b>PE days- Tuesdays &amp; Thursdays (T3)</b> <b>*Children will be expected to spend time reading and practising their times tables.</b> <b>*Learning project homework should be sent into school on the last Monday of every term.</b>

