

Year group: 3

Term: Spring 1

Topic: Ancient Egypt



Literacy

**Book talk**

**Book:** There's A Pharaoh in Our Bath!

**Author:** Jeremy Strong

- Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.
- Maintain positive attitudes to reading and understanding of what he/she reads by identifying themes in books.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.
- Understand what he/she reads independently by predicting what might happen from details stated.
- Retrieve and record information from non-fiction.

**Writing**

**Writing Genre:** Instructional text

Immerse

- To follow a set of instructions.
- To order a set of instructions.
- To generate vocabulary that describes and specifies.

Analysis

- To identify language and layout features in an instructional text.

Skills

- To use subordinating conjunctions to express cause and time.
- To use prepositions to express place.
- To write in the present perfect tense.
- To spell words that end with the suffix -ly.

Plan

- To draft and write by organising a list of instructions around a theme.

### Write

- To write a set of instructions featuring subordinating conjunctions to express cause and time.
- To write a set of instructions featuring prepositions to express place.

### Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

**Writing Genre:** Poetry: riddles

### Immerse

- To read and solve riddles.
- To use descriptive language effectively.
- To generate topic specific vocabulary

### Analysis

- To identify layout and language features of a riddle.

### Skills

- To use similes to describe and specify.
- To use fronted adverbials to express place.
- To use alliteration to create an effect.
- To spell words that end with the suffix -ous.

### Plan

- To draft and write by organising a riddle around a theme.

### Write

- To write a riddle featuring similes.
- To write a riddle featuring fronted adverbials to express place.
- To write a riddle featuring alliteration to create an effect.

### Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Assessed writing opportunity: Instructions

Creative writing opportunities: Information text

Creative writing opportunities: Adventure narrative

**Children will learn:**

- To explore representations of multiplication and division
- To represent multiplication and division contexts using bar models
- To understand that multiplication can be completed in any order
- To apply knowledge of factors to multiplication contexts
- To understand the inverse relationship between multiplication and division
- To apply knowledge of the inverse to find related facts
- To apply knowledge of the inverse to solve missing number problems (3 times table)
- To apply knowledge of the inverse to solve missing number problems (4 times table)
- To explore the relationship between four and eight times table

**Calculating with Multiplication and Division:****Children will learn:**

- To explore patterns in multiples of 8
- To solve problems that involve scaling by 10
- To multiply by 10
- To divide by ten
- To explore related multiplication facts
- To derive facts from known multiplication facts
- To multiply a 2-digit number by three, four or five, without regrouping
- To multiply a 2-digit number by three, four or five, with regrouping
- To explore division structures
- To explore sharing and grouping in context
- To divide a 2-digit number by partitioning
- To divide a 2-digit number by partitioning
- To solve correspondence problems

**Times tables focus:** 3 and 4 times table

**Arithmetic focus:** addition and subtraction

Science

**Light and Shadows****Pupils will know and understand:**

- Objects that give off light are called light sources.
- Light travels from a light source.
- Light sources can be natural or artificial.
- Light sources can vary in brightness.
- Darkness is the lack of light.
- Staring directly at the Sun damages your eyes.

- UV rays can result in sunburn, ageing, and illness.
- Wearing appropriate clothing such as a hat and sunglasses, using sun cream, and avoiding direct sunlight at the hottest points in the day are ways of protecting yourself from the Sun.
- Light travels in straight lines.
- When looking at a light source, the light travels straight into your eye.
- When seeing an object, light travels to the object and then reflects into your eye
- Transparent materials allow all light to pass through them.
- Opaque materials allow no light to pass through them.
- Translucent materials allow some light to pass through them.
- Shadows are formed when light is blocked by an object.
- Shadows are areas where there is no light.
- Opaque objects form the clearest and darkest shadows.
- Transparent objects do not form shadows.
- Translucent objects form faint shadows.
- The closer an object is to a light source, the bigger the shadow becomes.
- The height of a light source above an object affects the size of the shadow produced.
- Sundials use shadows to tell the time of day.

**Working scientifically:**

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predications.

**Pupils will learn:**

- What a light source is
- How we can protect ourselves from the sun
- How light travels
- Understanding how light travels through all materials
- How shadows are formed

History

**Ancient Egypt:**

**Pupils will know and understand:**

- Ancient Egypt was a civilisation in north-east Africa.
- Ancient Egypt began about 5,000 years ago and existed for around 3,000 years.
- The main periods of Ancient Egyptian history are called the Old Kingdom, the Middle Kingdom, and the New Kingdom.
- The River Nile was very important in Ancient Egypt.
- Ancient Egyptians lived along or around the River Nile.
- The River Nile flooded every year.
- Ancient Egyptian farmers used irrigation to grow crops.

- Ancient Egyptians travelled along the River Nile to trade.
- Pharaohs ruled over the people, like royalty.
- Pharaohs were considered gods.
- Some pharaohs were buried inside pyramids.
- Three of the most famous pharaohs are Ramesses II, Tutankhamun, and Cleopatra.
- Over 30 dynasties ruled Ancient Egypt over the course of 3,000 years Some pharaohs built pyramids to house their bodies after they had died.
- The most famous pyramids are the Giza Pyramids.
- 20,000 workers took 20 years to build the Great Pyramid at Giza.
- Deir el-Medina is where workers lived while they built underground tombs for pharaohs during the New Kingdom.
- Ancient Egyptian society was structured like a pyramid.
- Life was different for people at different levels.
- The pharaoh was at the top and enslaved people were at the bottom.
- The Ancient Egyptian system of writing was called hieroglyphics.
- Hieroglyphics used pictures to show sounds and meaning.
- Ancient Egyptians wrote on papyrus.
- The Rosetta Stone is an important artefact that helped archaeologists understand hieroglyphics.

**Children will learn:**

- When and where Ancient Egypt was
- Why the River Nile was important
- Who ruled Ancient Egypt
- Why did Ancient Egyptians build pyramids?
- How was Ancient Egyptian society structured?

Geography

Art

**Sculpture Abstract Shapes**

**Children will know and understand:**

Formal elements:

- Colour: Using light and dark colours next to each other creates contrast.
- Form: Three dimensional forms are either organic (natural) or geometric (mathematical shapes, like a cube).
- Form: Organic forms can be abstract.
- Shape: Negative shapes show the space around and between objects.
- Shape: Artists can focus on shapes when making abstract art.

Making skills:

- How to join 2D shapes to make a 3D form.
- How to join larger pieces of materials, exploring what gives 3D shapes stability.
- How to shape card in different ways e.g. rolling, folding and choose the best way to recreate a drawn idea.

- How to identify and draw negative spaces.
- How to plan a sculpture by drawing
- How to choose materials to scale up an idea
- How to create different joins in card e.g. slot, tabs, wrapping.
- How to add surface detail to a sculpture using colour or texture.
- Display sculpture.

Knowledge of artists:

- Artists make decisions about how their work will be displayed.

Evaluating and analysing:

- Artists make art in more than one way.
- There are no rules about what art must be.
- Art can be purely decorative, or it can have a purpose.
- People use art to tell stories and communicate.
- People make art for fun and to make the world a nicer place to be.

**Children will learn:**

- Structural shapes
- Constructing in 3D
- Seeing space
- Abstract sculpture
- Surface decoration

Design Technology

Computing

**iNetwork:**

**Children will know and understand:**

- Computers are connected.
- Being connected means that computers can share information and resources.
- Files can be stored centrally on a network and resources like printers shared.
- They can be connected by wires and cables between devices or wirelessly using advice called a Wireless Access Point (WAP).
- Each device on a network has its own unique address called an Internet Protocol (IP) address.
- Each webpage and website has its own unique address called a Uniform Resource Locator (URL)

**Children will learn:**

- To understand what a network is
- To know key parts of a computer network
- To understand that the internet is the physical connections between computers and networks
- To understand that devices on networks have a unique address

	<p><b><u>iSafe:</u></b>  <b>Children will know and understand:</b></p> <ul style="list-style-type: none"> <li>• Be discerning in evaluating digital content</li> <li>• Use technology safely, respectfully and responsibly</li> <li>• To recognise acceptable/ unacceptable behaviour.</li> <li>• Identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• To understand some measures that can be taken to stay safe</li> <li>• To understand potential consequences of sharing without consent</li> <li>• To understand some of the ways we can protect ourselves online against manipulation</li> <li>• To understand ways the internet can make young people feel about themselves</li> <li>• To understand the need for strong passwords</li> <li>• To identify several different forms advertising can take online.</li> </ul>
PE	<p><b><u>Fitness:</u></b></p> <p><b>Children will know and understand:</b></p> <ul style="list-style-type: none"> <li>• Physical agility, balance, speed stamina, strength, co-ordination</li> <li>• Social-Support others, work safely, communication</li> <li>• Preserve-determination, honesty, perseverance</li> <li>• Thinking-identify areas of strength, and areas for development</li> </ul> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• To recognise different areas of fitness and explore what your body can do.</li> <li>• To develop speed and strength</li> <li>• To develop co-ordination.</li> <li>• To develop agility.</li> <li>• To develop balance.</li> <li>• To develop stamina.</li> </ul>
French	<p><b><u>French playground games, numbers and age:</u></b></p> <p><b>Children will know and understand:</b></p> <p><u>Phonics</u></p> <ul style="list-style-type: none"> <li>• To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u.</li> <li>• To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.</li> </ul>

- To know that consonants at the end of words in French are not usually pronounced: the t is silent in salut, comment, petit and vert. The e at the end of m'appelle; the s at the end of t'appelles and pas are silent, as is the d in grand.

#### Grammar

- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: **des ciseaux**.
- To know that some words are cognates: they have the same spelling and meaning in French and English: **le train, le taxi**.

#### Cultural awareness

- To know some playground games played in France.

#### **Children will learn:**

- To count from one to six in French.
- To count beyond six in French.
- How old they are in French
- To use number words to give more information about ourselves.
- To recognise the numbers one to twelve, written in French.
- To use the number words one to twelve when playing playground games.

## Music

### **Instrumental: Ukulele**

Pupils will know and understand:

#### 🎸 1. Instrument Knowledge

- Know the parts of the ukulele (e.g., body, neck, frets, strings, tuning pegs).
- Understand that the ukulele is part of the string family and is often used in folk, pop, and Hawaiian music.
- Know how to tune the ukulele (G-C-E-A), even if not yet able to do it independently. □

#### 2. Chord Knowledge

- Know how to read and play basic chord diagrams (C, F, Am).
- Understand that a chord is made by playing more than one note at the same time.
- Know that chords support the harmony of a piece of music.

#### □ 3. Rhythm and Pulse

- Know the difference between pulse (steady beat) and rhythm (pattern of sounds).
- Know how to strum a steady beat in 4/4 time.
- Understand the basic value of crotchets (quarter notes), quavers (eighth notes) and rests in rhythms. ♪

#### 4. Pitch and Melody

- Understand that pitch refers to how high or low a sound is.
- Know how to play open strings and basic fretted notes (e.g., on the A string: 0, 1, 3).
- Recognise that moving fingers along the fretboard changes the pitch.

## 5. Musical Notation

- Know how to interpret simple chord symbols (C, F, Am) and chord diagrams.
- Be introduced to tablature (tab) as a way of showing where to place fingers on strings.
- Understand basic graphic notation and how it can represent rhythm and pitch.

## 🎧 6. Listening and Musical Elements

- Know that dynamics means volume (loud/soft) and tempo means speed (fast/slow).
- Understand the role of the ukulele in ensemble and solo performance.
- Recognise and describe some different styles of ukulele music, e.g., Hawaiian, pop, or folk.

## 👥 7. Ensemble Awareness

- Know that playing music together requires listening, timing, and teamwork.
- Understand basic rehearsal and performance etiquette (e.g., starting and ending together, listening to others).

### **Pupils will learn:**

#### 1. Instrumental Performance (Ukulele Focus)

- Hold and play the ukulele correctly using good posture and hand position.
- Strum open strings and begin to use basic chords (e.g., C major, F major, and Am).
- Change between two chords with some fluency to accompany simple songs.
- Keep a steady pulse while playing simple rhythms and songs.
- Play simple melodic patterns using single open strings or fretted notes.

#### 2. Listening and Appraising

- Recognise and describe the sound of the ukulele in recorded music.
- Listen to and internalise rhythms before playing them on the ukulele.
- Identify changes in pitch, dynamics and tempo in ukulele-based or ensemble music.

#### 3. Musical Notation and Understanding

- Read simple chord diagrams and understand the strings and frets of the ukulele.
- Follow graphic or staff notation to perform simple rhythms or melodies.
- Understand basic musical symbols such as repeat signs, bar lines, and dynamics (e.g., loud/quiet).

#### 4. Improvisation and Composition

- Create short rhythmic patterns using body percussion or ukulele strumming.
- Improvise simple melodies on one or two strings using open and fretted notes.
- Compose short pieces using known chords and rhythms, possibly with lyrics.

#### 5. Singing and Playing Together

- Sing simple songs in tune while playing a chordal accompaniment on the ukulele.

	<ul style="list-style-type: none"> <li>• Play as part of a group keeping in time with others.</li> <li>• Follow a conductor or musical cues to start, stop or change dynamics.</li> </ul> <p>6. Evaluation and Reflection</p> <ul style="list-style-type: none"> <li>• Evaluate their own playing, identifying strengths and areas to improve.</li> <li>• Give constructive feedback to peers using musical vocabulary.</li> <li>• Set personal goals for improving ukulele skills over the term.</li> </ul>
RSE	<p><b><u>Emotional Wellbeing</u></b></p> <p><b>Children will learn:</b></p> <ul style="list-style-type: none"> <li>• What am I feeling?</li> <li>• What am I looking at?</li> <li>• I am thankful</li> </ul> <p><b>Children will know and understand:</b></p> <ul style="list-style-type: none"> <li>• Emotional Well-Being helps them to understand the difference between feelings and actions, how to manage them and what they can do to help themselves stay emotionally healthy. In this Unit, media is discussed as a 'fake reality' and God's love for us is presented as a better basis for our self-confidence.</li> <li>• Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practicing thankfulness.</li> </ul> <p><b>Life cycles</b></p> <ul style="list-style-type: none"> <li>• Life cycles</li> <li>• A time for everything</li> </ul> <p><b>Children will know and understand:</b></p> <ul style="list-style-type: none"> <li>• Returning to the story of Jairus' daughter from Unit 1, Unit 4 –Children will explore the miraculous nature of human conception and birth and offers an opportunity for thanksgiving.</li> <li>• Death and life after death is further discussed, alongside the complexities of grief where children will consider ways to support themselves and others.</li> </ul>
Immersive Events/Visits/Visitors etc	<ul style="list-style-type: none"> <li>• Art and Design curriculum showcase</li> <li>• Whole school Mass with Father Joseph</li> <li>• Author events</li> </ul>