

Year group: 3

Term: Spring 2

Topic: Ancient Egypt



Literacy

Book talk

Book: The Ancient Egypt sleepover

Author: Stephen Davies

- 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: diary entry

Immerse

- To understand different viewpoints and give an opinion.
- To generate vocabulary that describes and specifies.

Analysis

- To identify language and layout features in a diary entry.

Skills

- To use subordinating conjunctions to express cause and time.
- To write in the present progressive tense.
- To spell words that end with the suffix -ally when the root word ends in -ic

Plan

- To plan and draft a diary entry around a theme.

Write

- To write a diary entry featuring subordinating conjunctions to express cause and time.
- To write a diary entry in the past progressive tense.

Edit and Review

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

Writing Genre: Historical narrative

Immerse

- To generate vocabulary about an Ancient Egyptian setting.
- To write a setting description using expanded noun phrases.

Analysis

- To identify layout and language features of a historical narrative.

Skills

- To use dialogue to show the character's attitude.
- To write in the past progressive tense.
- To identify and learn words that do not follow a rule when adding the suffix -ly.

Plan

- To plan and draft a historical narrative around a theme.

Write

- To write the opening for an adventure narrative featuring fronted adverbials that express manner.
- To write the build-up for an adventure narrative in the past progressive tense.
- To write the problem for an adventure narrative featuring dialogue to show a character's attitude.
- To write the resolution and ending of an adventure narrative using words that have the suffix -ly.

Edit and Review

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

Assessed writing opportunity: diary entry

Creative writing opportunities: adventure narrative

Maths

Time:

Children will learn:

- To understand that clocks are measuring devices with more than one scale
- To read analogue times to the nearest minute
- To understand and correctly use am and pm to read, record and order times

- To tell the time using 'minutes past' on a digital clock
- To read and order times in words, analogue or 12-hour digital format
- To understand the units of measured time
- To measure intervals in seconds and in minutes and seconds
- To calculate and compare intervals given start and finish times
- To apply knowledge and understanding of time to solve real world problems

Fractions:

Children will learn:

- To describe part-whole relationships
- To recognise equal and unequal parts
- To recognise, identify and describe unit fractions
- To find a fraction of a given quantity
- To recognise and describe unit and non-unit fractions
- To identify, describe and write nonunit fractions
- To find non-unit fractions of a given quantity
- To compare fractions with the same denominator
- To compare unit fractions
- To recognise equivalent fractions x3
- To add and subtract fractions with the same denominator within one whole

Times tables focus: 4 and 8 times table

Arithmetic focus: multiplication and division

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:

- To investigate how we can vary the size and position of shadows.
- To explain how we can use shadows to tell a story.
- To investigate what types of material reflect light.
- To explain what mirrors do to light.
- To explain how we can see around corners.

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:

- To explain what hieroglyphics are.
- To explain what gods the Ancient Egyptians believed in.
- To explain what Ancient Egyptians believed about the afterlife.
- To understand and explain how we know about the Ancient Egyptians.
- To investigate what the Ancient Egyptians discovered.

Geography

Art

Other crafts:

- Mother's Day cards- printing
- Easter Cards- weaving

Design Technology

Textiles: Egyptian collars

Pupils will know and understand:

- Cross-stitch and appliqué: To learn how to sew cross-stitch and to applique
- Egyptian collars: To develop and use a template
- Developing the collars: To assemble fabric parts into a fabric product.
- Finishing their collars: To decorate fabric using appliqué and cross-stitch.
- To design and make a template for an Egyptian collar and apply individual design criteria.
- To follow their design criteria to create an Egyptian collar.
- To select and cut fabrics with ease using fabric scissors.
- To thread needles with greater independence.

- To tie knots with greater independence.
- To sew cross stitch to decorate or join fabrics.
- To decorate fabric using applique beads (or other embellishments), ribbon and pinking scissors.
- To evaluate an end product.

Children will learn:

- To learn how to sew cross-stitch and appliqué.
- To develop and use a template.
- To assemble fabric parts into a fabric product.
- To decorate fabric using appliqué and cross-stitch.

Computing

PE

Cricket

Children will know and understand:

- To bowl a ball towards a target.
- To strike a bowled ball after a bounce.
- To develop an understanding of tactics and begin to use them in game situations.
- To learn the rules of the game and begin to use them honestly.
- To persevere when learning a new skill.
- To provide feedback using key words.
- To use overarm and underarm throwing, and catching skills.
- To work co-operatively with groups to self-manage games.

Children will learn:

- To develop overarm and underarm throwing and apply these to a striking and fielding game.
- To develop bowling technique and learn the rules of the skill within this game.
- To develop batting technique and understand where to hit the ball.
- To develop fielding techniques and apply them to game situations.
- To play different roles in a game and begin to think tactically about each role.
- To apply skills and knowledge to compete in a tournament.

In a French classroom:**Children will know and understand:****Phonics**

- To become familiar with key phonemes represented by the following letters: a, c, e, g, i, j, q, s, t, u (which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: ou, on, an, oi, in, ge, eu, oi, ui, eau.
- To recognise that some letters carry accents and that these change the sound of those letters: ç, è, ù, é à.

Grammar

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article un or une.
- To know that feminine nouns often (but not always) end in 'e'.
- 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 most adjectives are placed after the noun in French.
- To know that adjectives of size such as petit and grand are placed before the noun.
- To know that je/j', and tu are subject pronouns.
- To know that placing ne...pas around the verb makes it negative: ne + verb + pas.
- To know that the word order is sometimes different in French compared to English.
- To know that we can use conjunctions such as et (and) and puis (then) to join clauses.
- To know that some words are cognates: they have the same spelling and meaning in French and English: le train, le taxi.
- To know that accents in French can change the sound of a letter.

Cultural awareness

- Discussing similarities and differences between customs and traditions in France and the UK.

Children will learn:

- To understand and respond to simple classroom instructions.
- To name school bag objects and recognise if they are masculine or feminine.
- To ask and answer a question about something you have or do not have.
- To read and understand short sentences.
- To prepare and present a short spoken text.

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.
- Play as part of a group keeping in time with others.
- Follow a conductor or musical cues to start, stop or change dynamics.

6. Evaluation and Reflection

- Evaluate their own playing, identifying strengths and areas to improve.
- Give constructive feedback to peers using musical vocabulary.
- Set personal goals for improving ukulele skills over the term.

RSE

Emotional Wellbeing

Children will learn:

- What am I feeling?
- What am I looking at?
- I am thankful

Children will know and understand:

- 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.
- Finally, children will identify unacceptable behaviours and learn to build resilience against negative feelings by practicing thankfulness.

Life cycles

- Life cycles

	<ul style="list-style-type: none">• A time for everything <p>Children will know and understand:</p> <ul style="list-style-type: none">• 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.• Death and life after death is further discussed, alongside the complexities of grief where children will consider ways to support themselves and others.
Immersive Events/Visits/Visitors etc	<ul style="list-style-type: none">• Art and Design curriculum showcase• Author events• Science showcase• Big Lent Walk