

English

- Core Text: 'The Egyptian Cinderella'
- Daily spelling sessions with weekly spellings
- Handwriting taught weekly using cursive style
- Reading lessons (daily) and individual reading (at least once a week)
- Grammar rules taught explicitly
- Narrative - Writing dialogue, character descriptions, setting descriptions, features of myths, mythical creatures and gods, writing a new narrative according to the text
- Nonfiction - Comparisons to past and present, debating, writing about artefacts, posters for museums, biographies, writing a non-chronological report.

History

What was important to people during Ancient Egyptian times?

What does the evidence tell us about everyday life for men, women and children in Ancient Egypt?

What sources of evidence have survived and how were they discovered?

How would we find out who really did build the pyramids?

What did the Ancient Egyptians believe about life after death and how do we know? (mummification)

What did the Ancient Egyptians believe about life after death and how do we know? (Book of the Dead)

RE

Would visiting the River Ganges feel special to a non-Hindu?

We are learning to understand the significance of the River Ganges both for a Hindu and non-Hindu.

Music
Ballads

Hook:

Watch a video about Egypt

Fabulous finish to the topic:

Class gallery of artwork and the terms learning

PSHE
Relationships

'Ancient Egypt'

Term 5

Year 3

Art - working with shape and colour

This pathway aims to enable pupils to respond to a painting from another culture or era, using visual literacy skills to come to their own understanding of the artwork.

Children then go on to make their own creative response to the original painting, using layering of shape, colour and line using printmaking and drawing.

Value of the term:

Patience

PE
Tennis and Rounders

Maths

Fractions: Calculating

- Find out fractions of a number of objects and an amount
- Add and subtract fractions with the same denominator within one whole

Measurement:

- Read Roman numerals up to XII
- Know the number of seconds in a minute and multiple minutes
- Tell the time to one minute intervals past the hour on an analogue clock
- Draw the hands on a clock to show one minute intervals past the hour on an analogue clock
- Calculate duration of events
- Read digital and analogue time

Science - Light

- Recognise that they need light in order to see things and that dark is the absence of light
- Recognise that they need light in order to see things and that dark is the absence of light.
- To notice that light is reflected from surfaces.
- To recognise that shadows are formed when the light from a light source is blocked by an opaque object.
- To find patterns in the way that the size of the shadows change.

Computing

- Recognising how, text, and, images, convey, information and that text and layout can be edited.
- Choosing appropriate page settings
- Adding content to a desktop, publication
- Considering how different layouts, can suit different purposes and the benefits of desktop publishing.