



Class: Year 3

Term: Spring Term 2021

### Literacy

#### Reading-

- Children will be listening to and discussing a wide range of fiction, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books and retelling some of these orally
- preparing poems read aloud and to perform, showing understanding through intonation, tone, volume and action
- identifying themes and conventions in a wide range of books
- discussing words and phrases that capture the reader's interest and imagination

#### Writing-

Children will plan their writing by:

- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar and extending use of grammatical structures.
- discussing and recording ideas
- draft and write by:
- composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures
- organising paragraphs around a theme
- in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- evaluate and edit by:
- assessing the effectiveness of their own and others' writing and suggesting improvements
- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- proof-read for spelling and punctuation errors
- read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

### Numeracy

Pupils will:

- Use mental strategies for calculations up to 3 digit numbers. Estimate and use the inverse to solve problems. Solve problems including missing numbers problems using number facts.
- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables. Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers.
- Identify fractions, counting up and down in tenths. Recognise, find and write fractions of a set of objects and numbers. Add and subtract fractions with a common denominator, solve problems using fractions.
- Measure, compare, add and subtract length, (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- Add and subtract amounts of money, including change. Estimate and read time with increasing accuracy. Tell the time from an analogue clock, including Roman numerals.
- Draw 2D and 3D shapes, recognise 3D shapes in different orientations.
- Recognise angles as a property of a shape or a turn.
- Identify right angles, recognise that two right angles make a half turn, say whether an angle is greater or smaller than a right angle.
- Identify horizontal and vertical lines, pairs of perpendicular lines and parallel lines.
- Interpret and present data using bar charts, pictograms and tables. Solve one step and two step problems using information presented in scaled bar charts and pictograms and labels.

### Science

Working scientifically, pupils will:

be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
  - setting up simple practical enquiries, comparative and fair tests
  - making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
  - gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
  - recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
  - reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
  - using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
  - identifying differences, similarities or changes related to simple scientific ideas and processes
  - using straightforward scientific evidence to answer questions or to support their findings.
- In context, pupils will

In context: **LIGHT & DARK:** *How far can you throw your shadow?*

Pupils will

- Notice that light is reflected from surfaces.
- Find patterns that determine the size of shadows.
- Identify and investigate how the size and shape of shadows can be changed
- Identify and describe how light passes through different objects, making note of opaque, transparent and translucent materials

### Cross curricular Literacy links

Fiction texts- **The Egyptian Cinderella & Orion and the Dark**

Traditional narratives

Newspaper articles

Diary writing

Enquiry based research

Artwork

Information/ explanatory texts

### Cross curricular Numeracy links

Block and line graphs

Coordinates linked to map work

Measures – Science

Time/dates

Place value (significant dates)

Problem solving

### Computing

Creating Egyptian art using ipad/ laptops

Use of Scratch for basic computer programming/ coding

How to use powerpoint and create one about the 'Wonders of Egypt'

E-Safety

### Spanish

Listen attentively to spoken language and show understanding by joining in and responding

- Numbers 1-10
- Animal- nouns, masculine & feminine
- Animals- plurals, my favourite
- Listen to stories & Join in with songs
- Days of the week

### Geography- Why is the Nile special?

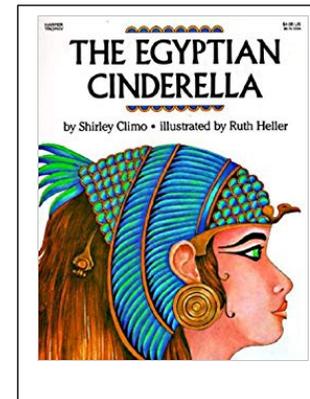
Children will use maps and atlases to find places and describe features studied. They will find out where rivers begin and end; how rivers are formed; features of rivers; uses of rivers; and the importance and impact of the River Nile.

### History – Why did the Ancient Egyptians build Pyramids?

Pupils will note connections, contrasts and trends over time. They will ask and answer historically valid questions. They will construct informed responses that involve selection and organisation of relevant historical information. They will develop an understanding of how our knowledge of the past is constructed from a range of sources- primary, secondary and historical interpretations. They will place events on a timeline.

## How can we re-discover the wonders of Egypt?

Why was Ancient Egypt one of the first great civilisations and when was it around? What and who were the key events and people of Ancient Egypt? What was Egyptian life like and how do we know so much about it? Why did the Egyptians build pyramids? What was put in pyramids? Who was Howard Carter and what did he discover?



### R.E.

What can we learn about Christian symbols and beliefs by visiting churches?

What do Christians remember on Palm Sunday?

Developing knowledge about features of Christian beliefs, including symbols, by looking at the features and rituals of the church.

Children will develop a knowledge and understanding of religion, undertake critical thinking and practise personal reflection throughout.

### Music

- Play and perform in solo and ensemble contexts, using their voices/ body percussion and musical instruments with increasing accuracy, fluency, control and expression
- Listen with attention to detail and recall sounds with increasing aural memory
- Develop an understanding of the history of music.
- Begin to use musical notation.

### PSHE

- Developing positive communities
- British values- mutual respect and tolerance
- Power of words
- British values- Democracy

P.E. – Health related fitness and Athletic activities

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate.

### Art/DT

Art: Investigating Egyptian art- what, how and why it was made. Discuss this type of art-likes/ dislikes and try to make detailed copies of some. Creating a collage using different materials and use of Hieroglyphics to create art work & Egyptian pattern

### DT/Forest school

Ancient Egyptian box and famous designers. Designing and Making using textiles. Food and nutrition