

**Fiction:** The Papaya That Spoke  
**Non-Fiction:** Instruction – Mummification process  
 Non-Fiction: Newspaper Report – Discover of Tutankhamun  
**Reading spine texts:** The Sheep-Pig, Hansel and Gretel, The Emperor of Absurdia  
**Grammar:**  
 \*Present perfect tense  
 \*Inverted commas for speech  
 \*Apostrophe for possession

**Plants:** Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers  
 Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant  
 Investigate the way in which water is transported within plants  
 Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.  
**Animals and Skeletons:** 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  
 Identify that humans and some animals have skeletons and muscles for support, protection and movement.

**Number:** Count on in 4, 8, 50, 100. 10 or 100 more /less. Place value, compare and order 3-digits. Problem solving.  
**Addition and Subtraction:** Mental and formal written. Estimate, inverse to check. Problem solving.  
**Multiplication and Division:** 3, 4, 8 tables. Mental and formal written. Problem solving.  
**Fractions:** Fractions of quantities, equivalent fractions, fractions as numbers.  
**Geometry:** Draw 2-D shapes, recognise and make 3-D shapes.  
**Measures:** Length, mass, volume, capacity, time to 1 minute, roman numerals, duration of events.

**RE:** Being Fair and Just, Being Accountable and Living with Integrity. Remembering /Roots/Being Loyal and Steadfast  
**UNICEF Links: Articles 5,18, 15,32**  
**Philosophy for Children:** Critical thinking  
**PSHE:**  
 Health and Well-being  
 \*Managing feelings  
 \*School rules and safety  
 \*Changes that happen in life  
**UNICEF Links: Articles 13,14, 28.**

## English

## Science

## Mathematics

## Music

## UNICEF PSHE & Philosophy for Children

**Year 3 Spring 2018-2019**

**Title:** Ancient Egypt  
**Question:** How does Ancient Egypt compare to Modern Egypt?  
**Final Product:** Create a Museum Gallery in the classroom




*Achieving Excellence Inspiring Dreams*

To learn songs about Ancient Egypt.  
 To relate rhythm to syllables of words and make up own lyrics about Ancient Egypt.  
 To start to read simple time stick rhythm notation.  
 To start learning notes in a 5-note pentatonic scale relating

**French:** state what activities they can do well; recognise and respond to instructions; understand and use praise words; say the month of their birthday; write an invitation.

## Modern Foreign Languages

**Gym: Body management**  
 Identify similarities and differences in sequences  
 Develop body management over a range of floor exercises  
 Attempt to bring explosive moves in to floor work through jumps and leaps  
 Show increasing flexibility in shapes and balances  
**Invasion: Handball** Experience different types of small sided games  
 Able to send and receive balls  
 Use a variety of skills and techniques to defend and attack  
 Able to show basic passing and catching skills  
 Learn basic defensive techniques  
 To implement the rules of handball  
**Dance** Practise different sections of a dance aiming to put together a performance  
 Perform using facial expressions  
 Perform with a prop  
**Invasion: Hockey** To be able to consistently perform basic hockey skills such as dribbling and push pass  
 To implement the basic rules of hockey

## Physical Education

## Computing

**BGFL Research and Present**  
 Use PowerPoint Online to create a presentation.  
**E-Safety: UNICEF LINKS 8/16**  
 \*Show Respect Online

## History & Geography

**Entry Point:** Make a Mummy;  
 Finding out about the daily life of Ancient Egyptians – **compare** with life today and life in the Stone Age  
 Learning how to write using **Egyptian hieroglyphics**.  
 Finding out about the mummification process  
 Who was Tutankhamun and how was he discovered?  
 Write a diary entry by Howard Carter  
 What gods did the Egyptians believe in?  
**Exit Point** - Hold X factor style auditions – who has the best powers?

## Art & DT

\*Researching pattern and shape used in Ancient Egyptian art  
 \*Designing a tile to create a repeating pattern  
 \*Block Printing in two colours to create a border for a picture of an Egyptian-style god  
 \*Mother's Day Art – make a card