

# Curriculum Half Termly Overview

Year group - 3

Term - Spring 1



Pharaohs



Wow moment: Create a mummification		
English text types	Writing	SPAG
<p><b>Core text:</b> (story read to the children for pleasure) Pharaohs -</p> <p><b>Weeks 1-3:</b> The Time Slip Scarab an extract written by Pie Corbett. Text type - portal / time slip Focus - suspense and action Children will focus on the structure of the extract (beginning, middle and end). They will learn the story verbally and break it down into smaller parts. From this the children will change parts of the story to create their own time slip story.</p> <p><b>Week 4:</b> Tadeo Jones and the Egyptians- video clip. Children will explore a range of senses to support writing a detailed setting.</p> <p><b>Weeks 5-6:</b> How to Mummify a pharaoh / canopic jars - this extract gives children an insight into instructions. The children will explore the features of instructions and how to write a set of instructions.</p>	<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>Use conjunctions to express time and cause.</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].</li> <li>Vary long and short sentences:</li> <li>Long sentences to add description or information.</li> <li>Short sentences for emphasis and making key points.</li> <li>Ellipses to keep the reader hanging on.</li> <li>Use paragraphs to group related information.</li> <li>Use headings and sub headings.</li> </ul> <p><b>Reading</b></p> <p>Children will read a range of texts: fact and fiction. They will be introduced to VIPERS - vocabulary, infer, predict, explain, retrieve and summarise.</p>	<ul style="list-style-type: none"> <li>Add an apostrophe for plural possession.</li> <li>Understand what a main clause is and it's features.</li> <li>Spell common exception words (some will be sent home to learn).</li> <li>Use a range of sentences in writing and punctuate correctly (, . ! ?).</li> <li>Use inverted commas to punctuate direct speech.</li> <li>Use prefixes; un-,dis-, mis-, in- and im-.</li> </ul>
Maths	Tables and Mental Maths	MFL
<p><b>Weeks 1-3 Multiplication and Division</b> - multiply 2-digit numbers by a 1-digit number with no exchanging and exchanging. Divide numbers and understand remainders.</p> <p><b>Week 4 Money</b> - count money using pence and pounds. Understand the value of money to convert pounds and pence. Add and subtract money, including giving change.</p> <p><b>Week 5-6 Statistics</b> - draw and understand tally charts, pictograms and bar charts. To interpret tables.</p>	<p>x2, x5, x10, x3, x4 and 8 tables</p>	<p><b>Spanish -Que tal? and Los Numeros</b></p> <ul style="list-style-type: none"> <li>Recap on greetings and other common replies (please, thank you)</li> <li>Recap on how to speak in a simple sentence to introduce themselves and reply to a greeting.</li> <li>Children understand and use emotions phrases.</li> <li>Say the numbers 0-15 in Spanish.</li> <li>Use songs, games and rhymes to support counting.</li> </ul>
Science	Computing	PSHE
<p><b>Movement and Feeding</b></p> <ul style="list-style-type: none"> <li>In this unit children will learn that animals including humans need the right types and amounts of nutrition to thrive and grow, and that eating the wrong types and amounts can lead to health problems.</li> <li>They will identify that we cannot make our own food and that we need to eat a varied diet including meat and fish, beans and lentils, fats, starchy foods, fruit and vegetables.</li> <li>They will construct a balanced food plate and describe what happens if we don't eat a balanced diet. Children will identify that animals have different dietary requirements and some foods that humans eat may be poisonous to animals.</li> </ul>	<p><b>Online Safety</b></p> <ul style="list-style-type: none"> <li>Understand and use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> <li>Watch Lee and Kim video clip. Thinkuknow website. Children to understand what personal information is, how to identify a trusted adult, what information should be shared (article 16) and that its ok to say 'no'. Use their knowledge to create an e-safety poster or leaflet linked to what they have learnt using their skills in MS Word. (article 19)</li> </ul>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Understand how to stay motivated when doing something challenging.</li> <li>Realise how to keep trying even when things are difficult.</li> <li>Identify features of working together with partners, groups and class.</li> <li>Understand the value of having a positive attitude.</li> <li>Support each other to achieve their goals.</li> <li>Work hard to achieve their own dreams and goals.</li> <li></li> </ul>

<ul style="list-style-type: none"> <li>• They will also explain the role of the muscles and skeleton and describe what would happen if we didn't have a skeleton.</li> <li>• Working Scientifically, children will identify similarities and differences between themselves and other children, and look for patterns between physical attributes and ability to perform tasks.</li> <li>• They will carry out pattern-seeking investigations, take results and construct scatter graphs. They will use evidence to answer questions and draw simple conclusions.</li> </ul>	<ul style="list-style-type: none"> <li>• Create a secure password that they could use in the future. Use <a href="http://howsecureismypassword.net">howsecureismypassword.net</a></li> <li>• Understand that the internet can be dangerous, what is safe to share and what to do if they are worried.</li> <li>• The internet is a great resource when used appropriately but it can be unsafe. Staying safe online is a priority and telling someone if they're unhappy with anything.</li> </ul>	<b>RE</b> <b>What can we learn about Christian worship and beliefs by visiting churches?</b> <ul style="list-style-type: none"> <li>• Recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel.</li> <li>• Describe some of the objects/actions found in churches and how they are used in worship.</li> <li>• Describe simply the meaning of these objects/actions.</li> <li>• Children give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views.</li> </ul>
<b>History</b>	<b>PE</b>	
<p><b>Egyptians and Pharaohs</b></p> <ul style="list-style-type: none"> <li>• Why did the Ancient Egyptians build Pyramids allows teachers to have a focus on the skills, lifestyles, roles and beliefs that developed in a unique place because of the settled way of life allowed by the food supply from the Nile and the water for irrigation and farming.</li> <li>• Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</li> <li>• Provide pupils with some fact cards about key developments, people and events in Ancient Egypt.</li> <li>• Build up some visual frame of reference for pupils of differing aspects of Egyptian life and encourage the use of primary sources to gain insight into the key features of life in a particular period.</li> <li>• Discuss the key features and terms and what items might be found in a Pyramid.</li> <li>• Create a study of Howard Carter.</li> </ul>	<p><b>Dance- Machines</b></p> <ul style="list-style-type: none"> <li>• Build up skills weekly to perform a dance routine.</li> <li>• Explore their Clock-like gestures and movements demonstrating some variation in speed, level and pathway.</li> <li>• They will create and perform short dance phrase related to Clocks / Times in the day, working in pairs, small groups and in unison. This should be demonstrated with imagination, control with the opportunity to express and communicate their ideas and feelings on the topic.</li> </ul> <p><b>Sunderland Coach</b></p> <ul style="list-style-type: none"> <li>• Develop and explore team attitudes and perseverance.</li> <li>• Develop a range of ball skills.</li> <li>•</li> </ul>	
<b>Art</b>	<b>Music</b>	
<p><b>Egyptian Art</b></p> <ul style="list-style-type: none"> <li>• Draw detailed, colourful pictures of decorative artefacts found in Tutankhamun's tomb. Look at other ancient Egyptian artworks and identify artistic styles that were popular at the time. Make a note of any common symbols, including the use of line, shape and colour, explaining how they have developed over time. <b>Note:</b> The wedjat is an eye symbol that appears on many important objects, particularly tomb items. It was a symbol of protection for the soul in the afterlife. Ask children to use a magnifying glass or enlarge the pictures so they can see extra details. They could also use a range of different materials to recreate artefacts and objects in 3-D.</li> <li>• Draw their shape and form, then use clay to make a jar or container that could be used in an ancient Egyptian home to carry water or store food.</li> <li>• Learn how to write like an Egyptian! Find out about the work of a 'scribe', including the tools of their trade and their special role in ancient Egyptian society. Practise writing in hieroglyphics and create a special cartouche with their name on it to wear as a pendant. Explore the role of amulets and how they were worn by ancient Egyptians for good luck. Sketch ancient designs, then make an amulet using soft wire, beading and clay.</li> <li>• Use images in books or online to investigate the ancient Egyptian headwear known as 'nemes'. Sketch the nemes from different perspectives and capture details, such as its shape, pattern and form. Make a nemes using fabric, card, and gold and blue craft foils. Use a camera to take photos and record different points of the making process. Model the finished item and take a final photo.</li> </ul>	<p><b>RECORDERS - Durham music service</b></p>	