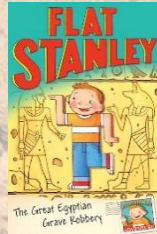
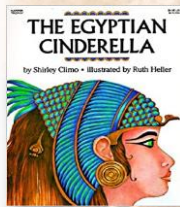


Year Three

Spring Term – ‘Walk Like an Egyptian’

As readers, our children will use the following texts to support their learning:



Fiction

‘The Egyptian Cinderella’ by Shirley Climo

‘There’s a Pharaoh in Our Bath!’ by Jeremy Strong

‘Flat Stanley - The Great Egyptian Grave Robbery’ by Sara Pennypacker

Non-Fiction

‘Egyptology; Search for the Tomb of Osiris’ by Emily Sands

‘The Egyptian Echo’ by Paul Dowswell

Poetry

‘My Shadow’ – Robert Louis Stevenson

Our children will use the texts and the links to the curriculum to develop our skills as writers of:

- **narrative** – alternative fairytale
- **poetry** – performing and writing linked to ‘My Shadow’
- **newspaper reports** – the discovery of Tutankhamun
- **discussion writings** – how the pyramids were built
- **book reviews**

Marshland Moments

27. Visit an art gallery

28. Learn how to mummify

Key Events

Doncaster Museum and Art Gallery
Educational Visit

The Louvre
Virtual Tour

Engaging Parents

Celebration of Learning –

Opportunity for parents to look at their children’s learning based on the ‘Egyptian’ theme

As mathematicians, our children will access the ‘Mathematics Mastery’ programme and study:

- **Multiplication and division** - deepen understanding of multiplication and division and apply this to solve problems.
- **Deriving multiplication and division facts** - calculate mathematical statements including for 2-digit numbers by 1-digit numbers; progress from mental to formal written methods.
- **Time** – tell, record, write and compare the time. Including using Roman numerals, 12hr clocks, a.m. and p.m.; compare durations.
- **Fractions** – recognise, use, compare, order simple fractions; understand fractions as parts of whole; add/ subtract fractions of same denominator.

<p>As scientists, our children will work scientifically:</p> <ul style="list-style-type: none"> - asking relevant questions and using scientific different enquiries to answer them - setting up simple practical enquiries, comparative and fair tests - making observations and taking measurements, using a range of equipment - gathering, recording, sorting and presenting data in a variety of ways - using scientific language, drawings and diagrams' keys, tables and charts to record findings - reporting from enquiries and using results to draw simple conclusions, make predictions and suggest improvements - identifying differences, similarities or changes related to simple scientific ideas - using scientific evidence to answer questions or to support their ideas 	<p>The children will also study the following two units:</p>			
<p>As designers and users of technology, our children will develop their technical skills in cooking and their understanding of nutrition by:</p> <ul style="list-style-type: none"> - evaluating existing healthy soups - preparing and cooking a healthy soup - understanding seasonality and know how ingredients are grown 	<p>Light</p> <ul style="list-style-type: none"> - recognise that they need light in order to see things and that dark is the absence of light - notice that light is reflected from surfaces - recognise that light from the sun can be dangerous and that there are ways to protect their eyes - recognise that shadows are formed when the light from a light source is blocked by a solid object - find patterns in the way that the size of shadows change 	<p>Humans Nutrition</p> <ul style="list-style-type: none"> - 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 		
<p>As geographers, our children will:</p> <ul style="list-style-type: none"> - name and locate the four countries in the United Kingdom - use maps and fieldwork activities to identify human and physical features 	<p>As artists, our children will:</p> <ul style="list-style-type: none"> - develop their knowledge and skills when drawing and sketching, using light and shade and looking at self-portraits - understand how 'Leonardo da Vinci' contributes to the culture and creativity of our country 			
<p>As linguists, our children will study French by:</p> <table border="0" style="width: 100%;"> <tr> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - identifying body parts - counting up to 31 - identifying items of clothing - naming the months of the year - talking about birthdays </td> <td style="vertical-align: top;"> <ul style="list-style-type: none"> - saying animal vocabulary - asking about pets - describing animals using adjectives - using prepositions - naming animal homes </td> </tr> </table>	<ul style="list-style-type: none"> - identifying body parts - counting up to 31 - identifying items of clothing - naming the months of the year - talking about birthdays 	<ul style="list-style-type: none"> - saying animal vocabulary - asking about pets - describing animals using adjectives - using prepositions - naming animal homes 	<p>As historians, our children will develop an understanding of:</p> <ul style="list-style-type: none"> - achievements of the Ancient Egyptians 	
<ul style="list-style-type: none"> - identifying body parts - counting up to 31 - identifying items of clothing - naming the months of the year - talking about birthdays 	<ul style="list-style-type: none"> - saying animal vocabulary - asking about pets - describing animals using adjectives - using prepositions - naming animal homes 			
<p>Developing their knowledge and skills in physical education, our children will:</p> <ul style="list-style-type: none"> - investigate symmetrical shapes and develop flexibility, strength, technique, control and balance in gymnastics - perform dances using a range of movements and patterns 	<p>As musicians, our children will:</p> <ul style="list-style-type: none"> - listen with attention to detail to reggae music - use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression 			
<p>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</p> <ul style="list-style-type: none"> - Why do people pray? – <i>focus on 'expressing'</i> - Why are festivals important to religious communities? - <i>focus on 'expressing'</i> 	<p>In Personal, Social and Health Education, our children will study:</p> <p>Dreams and Goals – evaluate their own learning and identify how it can be better next time</p> <p>Healthy Me - identifying things, people and places we need to keep safe from and knowing how to stay safe.</p>			
<p>As computers and users of technology, our children will investigate:</p> <ul style="list-style-type: none"> - online safety - how to use spreadsheets - developing the skill of touch-typing 				