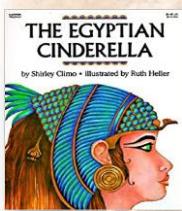


Year Three

Spring Term – ‘Walk Like an Egyptian’

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



Fiction

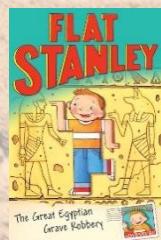
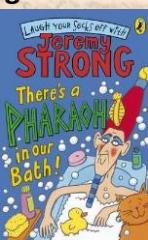
‘The Egyptian Cinderella’ by Shirley Climo
‘There’s a Pharaoh in Our Bath!’ by Jeremy Strong
‘Flat Stanley - The Great Egyptian Grave Robbery’ by Sara Penny-Packer

Non-Fiction

‘Egyptology; Search for the Tomb of Osiris’ by Emily Sands
‘The Egyptian Echo’ by Paul Dowswell

Poetry

‘My Shadow’ – Robert Louis Stevenson



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.

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

As scientists, our children will work scientifically: <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 	The children will also study the following two units: Light <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 	Humans Nutrition <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 		
As designers and users of technology, our children will develop their technical skills in cooking and their understanding of nutrition by: <ul style="list-style-type: none"> - evaluating existing healthy soups - preparing and cooking a healthy soup - understanding seasonality and know how ingredients are grown 	As artists, our children will: <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 	As historians, our children will develop an understanding of: <ul style="list-style-type: none"> - achievements of the Ancient Egyptians 		
As geographers, our children will: <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 	As linguists, our children will study French by: <table border="0"> <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 	As musicians, our children will: <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
<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 			
Developing their knowledge and skills in physical education, our children will: <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 	In Personal, Social and Health Education, our children will study: Dreams and Goals – evaluate their own learning and identify how it can be better next time Healthy Me - identifying things, people and places we need to keep safe from and knowing how to stay safe.			
Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry: <ul style="list-style-type: none"> - Why do people pray? – focus on 'expressing' - Why are festivals important to religious communities? - focus on 'expressing' 	As computers and users of technology, our children will investigate: <ul style="list-style-type: none"> - online safety - how to use spreadsheets - developing the skill of touch-typing 			