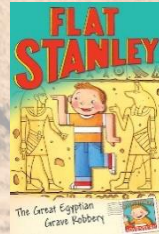
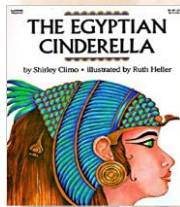


## Year Three

### 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

**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 ‘White Rose’ programme and study:

- **Multiplication and division**
- **Fractions**
- **Length and Perimeter**
- **Statistics**
- **Fractions**



<p><b>As scientists, our children will work scientifically:</b></p> <ul style="list-style-type: none"> <li>- asking relevant questions and using scientific different enquiries to answer them</li> <li>- setting up simple practical enquiries, comparative and fair tests</li> <li>- making observations and taking measurements, using a range of equipment</li> <li>- gathering, recording, sorting and presenting data in a variety of ways</li> <li>- using scientific language, drawings and diagrams' keys, tables and charts to record findings</li> <li>- reporting from enquiries and using results to draw simple conclusions, make predictions and suggest improvements</li> <li>- identifying differences, similarities or changes related to simple scientific ideas</li> <li>- using scientific evidence to answer questions or to support their ideas</li> </ul>	<p><b>The children will also study the following two units:</b></p> <table border="1"> <tr> <td data-bbox="1115 233 1733 592"> <p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognise that they need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>- find patterns in the way that the size of shadows change</li> </ul> </td> <td data-bbox="1733 233 2038 592"> <p><b>Humans</b></p> <p>Nutrition</p> <ul style="list-style-type: none"> <li>- 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</li> </ul> </td> </tr> </table>		<p><b>Light</b></p> <ul style="list-style-type: none"> <li>- recognise that they need light in order to see things and that dark is the absence of light</li> <li>- notice that light is reflected from surfaces</li> <li>- recognise that light from the sun can be dangerous and that there are ways to protect their eyes</li> <li>- recognise that shadows are formed when the light from a light source is blocked by a solid object</li> <li>- find patterns in the way that the size of shadows change</li> </ul>	<p><b>Humans</b></p> <p>Nutrition</p> <ul style="list-style-type: none"> <li>- 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</li> </ul>
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<p><b>As designers and users of technology, our children will develop their technical skills in cooking and their understanding of nutrition by:</b></p> <ul style="list-style-type: none"> <li>- evaluating existing healthy soups</li> <li>- preparing and cooking a healthy soup</li> <li>- understanding seasonality and know how ingredients are grown</li> </ul>	<p><b>As artists, our children will:</b></p> <ul style="list-style-type: none"> <li>- develop their knowledge and skills when drawing and sketching, using light and shade and looking at self-portraits</li> <li>- understand how 'Leonardo da Vinci' contributes to the culture and creativity of our country</li> </ul>			
<p><b>As geographers, our children will:</b></p> <ul style="list-style-type: none"> <li>- name and locate the four countries in the United Kingdom</li> <li>- use maps and fieldwork activities to identify human and physical features</li> </ul>	<p><b>As historians, our children will develop an understanding of:</b></p> <ul style="list-style-type: none"> <li>- achievements of the Ancient Egyptians</li> </ul>			
<p><b>As linguists, our children will study French by:</b></p> <table border="1"> <tr> <td data-bbox="172 896 640 1067"> <ul style="list-style-type: none"> <li>- identifying body parts</li> <li>- counting up to 31</li> <li>- identifying items of clothing</li> <li>- naming the months of the year</li> <li>- talking about birthdays</li> </ul> </td> <td data-bbox="640 896 1115 1067"> <ul style="list-style-type: none"> <li>- saying animal vocabulary</li> <li>- asking about pets</li> <li>- describing animals using adjectives</li> <li>- using prepositions</li> <li>- naming animal homes</li> </ul> </td> </tr> </table>	<ul style="list-style-type: none"> <li>- identifying body parts</li> <li>- counting up to 31</li> <li>- identifying items of clothing</li> <li>- naming the months of the year</li> <li>- talking about birthdays</li> </ul>	<ul style="list-style-type: none"> <li>- saying animal vocabulary</li> <li>- asking about pets</li> <li>- describing animals using adjectives</li> <li>- using prepositions</li> <li>- naming animal homes</li> </ul>	<p><b>As musicians, our children will:</b></p> <ul style="list-style-type: none"> <li>- listen with attention to detail to reggae music</li> <li>- use their voices and instruments to sing and perform with increasing accuracy, fluency, control and expression</li> </ul>	
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<p><b>Developing their knowledge and skills in physical education, our children will:</b></p> <ul style="list-style-type: none"> <li>- investigate symmetrical shapes and develop flexibility, strength, technique, control and balance in gymnastics</li> <li>- perform dances using a range of movements and patterns</li> </ul>	<p><b>In Personal, Social and Health Education, our children will study:</b></p> <p><b>Dreams and Goals</b> – evaluate their own learning and identify how it can be better next time</p> <p><b>Healthy Me</b> - identifying things, people and places we need to keep safe from and knowing how to stay safe.</p>			
<p><b>Investigating world religions through the Doncaster Agreed Syllabus for Religious Education, our children will follow the lines of enquiry:</b></p> <ul style="list-style-type: none"> <li>- Why do people pray? – <i>focus on 'expressing'</i></li> <li>- Why are festivals important to religious communities? - <i>focus on 'expressing'</i></li> </ul>	<p><b>As computers and users of technology, our children will investigate:</b></p> <ul style="list-style-type: none"> <li>- online safety</li> <li>- how to use spreadsheets</li> <li>- developing the skill of touch-typing</li> </ul>			