

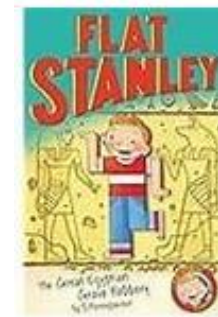
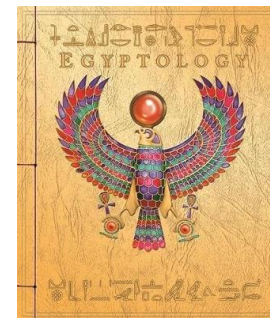
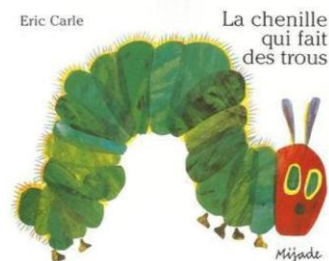
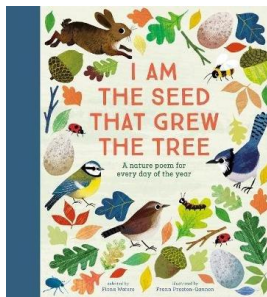


YEAR 3 / SUMMER 1

WHY WERE THE ANCIENT EGYPTIANS SO INCREDIBLE?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
We know that only our best is good enough and we will be working hard to maximise our progress in all our learning— academic, social and emotional so that we can be the best we can be and make a positive difference to ourselves and others in our community.	We will be developing our learning skills to develop our readiness to learn, resilience, reflectiveness and resourcefulness to be the best learners we can be so that we are prepared for the challenges we will face. We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.	We will explore what is possible to be achieved when we identify goals based on consideration of people as unique individuals, with their own passions and ideas. We will be challenging ourselves, extending our boundaries and developing our independence.	We will be learning how to appreciate and respect our differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings.

KEY TEXTS





ACADEMIC EXCELLENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Children to be able to explain what they are learning and what they need to do next to improve. ✓ Children to work independently until tasks are completed to the best of their ability. ✓ Children can articulate how they have progressed from their starting points and see progress as a long term aim. ✓ Children have an intrinsic motivation to do well. They recognise and value competition with oneself as a means of achieving the highest success.
POSSIBILITIES AND RISKS	<p>We will</p> <ul style="list-style-type: none"> ✓ Offer a range of sporting opportunities. ✓ Provide opportunities for children to learn to play an instrument. ✓ Children manage their emotions and build and maintain strong relationships. ✓ Children work towards goals independently and show perseverance.

LEARNING TO LEARN	<p>We will</p> <ul style="list-style-type: none"> ✓ Children will reflect on their learning and behaviours. ✓ Children to be able to explain what they are learning and what they need to do next to improve. ✓ Children to work independently until tasks are completed to the best of their ability. ✓ Children can articulate how they have progressed from their starting points and see progress as a long term aim. ✓ Children have an intrinsic motivation to do well. They recognise and value competition with oneself as a means of achieving the highest success.
SOCIAL INTELLIGENCE	<p>We will</p> <ul style="list-style-type: none"> ✓ Deliver assemblies linked to the school aims. ✓ Children take responsibility for their actions. ✓ Children appreciate and respect differences and celebrate the richness of the diversity in our community and beyond, recognising all the benefits that this brings. ✓ Children recognise that their behaviours affect others – positively and negatively.



ENGLISH	READING	We will: <ul style="list-style-type: none"> ✓ Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. ✓ Read books that are structured in different ways and read for a range of purposes. ✓ Increase their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally. ✓ Discuss words and phrases that capture the reader's interest and imagination. ✓ Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. ✓ Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 	MATHS	
	WRITING	We will: Write an Egyptian Mystery narrative: <ul style="list-style-type: none"> ✓ Discuss writing similar to that which they are planning to write in order to understand, learn from its structure, vocabulary & grammar. ✓ Organise paragraphs around a theme. ✓ Assess the effectiveness of their own and others' writing and suggesting improvements. ✓ Use the present perfect form of verbs in contrast to the past tense. ✓ Use conjunctions, adverbs and prepositions to express time and cause. ✓ Use commas after fronted adverbials. 		We will: <ul style="list-style-type: none"> ✓ Recall multiplication and division facts for the 3,4 and 8 times tables
	SPELLING	We will: <ul style="list-style-type: none"> ✓ Indicate possession by using the possessive apostrophe with plural nouns. Use and punctuate direct speech. ✓ Words with the suffix '-er'. ✓ Words where the digraph 'ch' makes a /k/ sound. ✓ Words ending with '-gue' and '-que'. ✓ Words where the digraph 'sc' makes a /s/ sound. ✓ Words that are homophones. 		Time <ul style="list-style-type: none"> ✓ Time to the nearest ten minute in 12 and 24 hour clocks including Roman numerals. ✓ Measuring and comparing time. ✓ Estimate record and compare time in minute and seconds. ✓ Compare duration of events. Time problems . ✓ Know the number of seconds in a minute, days in a month, year, leap year.
	SPOKEN LANGUAGE	We will: <ul style="list-style-type: none"> ✓ Participate in discussion, taking turns and listening to what others say. ✓ Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. 		Word problems <ul style="list-style-type: none"> ✓ Solve word problems in various maths topics. <ul style="list-style-type: none"> ✓ Continue to review key maths skills of addition, subtraction, multiplication and division.



SCIENCE	<p>PLANTS</p> <ul style="list-style-type: none"> ✓ Identify and describe the different functions of different parts of flowering plants :roots, stem/trunk ,leaves and flowers. ✓ Explore the requirements of plants for life and growth and how they vary from plant to plant. ✓ Investigate the way 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. <p>Working Scientifically</p> <ul style="list-style-type: none"> ✓ Ask relevant questions and use different types of enquiry to answer. ✓ Set up practical enquiries, comparative and fair tests. ✓ Carefully and systematically observe and measure using a variety of equipment. ✓ Gather, record, classify and present data. ✓ Record findings using a variety of methods. ✓ Report on findings. ✓ Draw simple conclusions. ✓ Identify similarities and differences. ✓ Use evidence to support findings/answer questions.
HISTORY	<p><u>The Ancient Egyptians</u></p> <ul style="list-style-type: none"> ✓ The Nile was very important. ✓ They were the first to use irrigation systems. ✓ We use evidence and artefacts. ✓ Egyptian society was hierarchical. ✓ Mummification preserved a body. ✓ Important people were placed in pyramids. ✓ Religion was very important and they believed in many Gods.

COMPUTING	<p>We will:</p> <p>Simulations:</p> <ul style="list-style-type: none"> ✓ Find out what a simulation is and understand the purpose of simulations. ✓ Explore a simulation, making choices and discussing their effects. <p>Graphing:</p> <ul style="list-style-type: none"> ✓ Enter data into graphing software and answer questions. ✓ Solve an investigation and present the results in graphic form.
GEOGRAPHY	<p>HISTORY FOCUS</p>



MFL	<p>The focus of this half term is Days of the Week and Food</p> <ul style="list-style-type: none">✓ To develop foreign language listening and reading skills to understand phrases and short texts✓ To identify the correct definite and indefinite article of food nouns when given the gender✓ To develop use of creating plural nouns	ART FOCUS	PHYSICAL EDUCATION	<p>We will: ROUNDERS:</p> <ul style="list-style-type: none">✓ Learn how to score points in a striking and fielding game.✓ Develop batting to score points.✓ Develop fielding skills to limit the batter’s score.✓ Understand the role of the bowler in the fielding team.✓ Develop and understanding of tactics and begin to use them in game situations.✓ To apply skills and knowledge to play games using rounders' rules. <p>ATHLETICS:</p> <ul style="list-style-type: none">✓ To develop the sprinting technique and improve on your personal best.✓ To develop changeover technique in relay events.✓ To develop jumping technique in a range of approaches and take off positions.✓ To develop throwing for distance and accuracy.✓ To develop officiating and performing skills.	
DESIGN TECHNOLOGY				ART AND DESIGN	<p>Drawing:</p> <ul style="list-style-type: none">✓ Draw with precision and care.✓ Use thick pen to create bold outlines and thin pens for finer detail.✓ Develop own expression when deciding what to draw.✓ Develop hatching and cross hatching skills to add detail. <p>Painting:</p> <ul style="list-style-type: none">✓ Develop knowledge of thick and thin brushes.✓ Use brushes to block and wash colour.✓ Use thin brushes to paint smaller spaces.
MUSIC	<ul style="list-style-type: none">✓ Learn about how to care for and play a bowed string instrument.✓ Develop their musical listening skills and play, by ear, a variety of beginner pieces for violin, viola or cello.✓ Use their gross motor and fine motor co-ordination skills to create sounds on their instrument.✓ Extend their understanding of rhythm, pitch, pulse and metre by contributing to whole class performances.✓ Explore how expressive techniques, such as changing dynamics, can change the expressive effect of the music.			RELIGIOUS EDUCATION	<p>How do festivals and worship show what matters to a Muslim?</p> <ul style="list-style-type: none">✓ To identify some beliefs about God in Islam, expressed in Surah 1.✓ To make clear links between beliefs about God and worship) and how this links to prayer, fasting, celebrating and the intention to live out the five pillars of Islam.✓ To have opportunities to ask questions and suggest answers about the value of submission and self-control to Muslims.
PSHE	<p>We will: Growing and Changing:</p> <ul style="list-style-type: none">✓ To consider the difference between boys and girls.✓ To begin to challenge gender stereotyping. <p>First Aid:</p> <ul style="list-style-type: none">✓ To know how to make a clear and efficient call to the emergency services.✓ To understand how to deal with common injuries - bites, stings and head bumps.	ENRICHMENT	<p>We will:</p> <ul style="list-style-type: none">✓ Use of books and artefacts from the ELS library service.✓ Visit Cheadle Mosque. <p>VE Day Celebrations:</p> <ul style="list-style-type: none">✓ What is VE Day and why is it celebrated? Experience day in the life of a 1940’s child.✓ Visit Alderley Edge VE Day display at Church.		