

## Year 3 Ancient Civilizations – Egypt Learning Sequence Spring 2026

**Synopsis:** Through the spring term our topic will be Ancient Egypt. In **History**, the children will discover the achievements of this ancient civilisation. They will learn about how and where the Ancient Egyptians lived, what was important to their daily lives, the importance of the River Nile and how mummies were made. They will also learn about how Egyptian people used hieroglyphs to communicate and compare the powers of different gods. We will also be looking in detail at the process of mummification.

In **English** we will be looking at high quality texts such as *The Miraculous Journey of Edward Tulane* and *Marcey Riddle and the Sphinx* as stimulus for information and Diary writing forms. Further on in the term, we will moving onto writing Poetry based around emotion and explanation texts.

In **Maths**, children will be developing their understanding of multiplication and division methods, Length and Perimeter, Decimal, Fractions, Capacity and Mass.

In **Science**, we will be learning about Forces and Magnets looking at contact and non-contact forces. We will then be moving onto Plants.

In **PE**, year 3 and 4 will be working on Gymnastics and Fundamentals of Tag Rugby.

In **RE** children will be taking a closer look at the discovery RE unit and questioning, is it possible for everyone to be happy all the time? Then looking at the Easter story and questioning, what does the story tell us about hope and despair?

In **Computing**, children will be focusing on designing and using branching database and Spreadsheets, through the PurpleMash platform.

In **(PHSE) Jigsaw**, we will be covering the units, *Dreams and Goals* and further on in the term moving onto *Healthy Me*.

In **Art** the children will be developing you Collage techniques through layering and feathering skills. The moving onto Sculpture skills through Junk Modelling.

In **Design and Technology** children will build a model Shaduf.

In **Music** we will be learning about how to compose using their imagination, before moving onto exploring their feelings through music.

In **French** we will be learning about celebrations in French in the unit Birthday Celebrations, before we begin broadening our French vocabulary by learning about a Colourful Creatures.

**Curriculum areas:** English, Maths, Science, PE, RE, History, Computing, Jigsaw, Art, DT, Music and French

Length of theme: 11 weeks

## English

### *Information and Diary Writing Poetry on Emotion and Explanation Texts*

#### English Objectives Y3

##### Word Reading

- Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words
- Read further exception words
- Note unusual correspondence between spelling and sound and where these occur in the word
- Identify word families based on common root words

##### Comprehension

- Listen to a range of challenging stories, poems, plays, nonfiction and reference books, myths, legends and fairy stories
- Read books that are structured in different ways
- Identify themes and conventions
- Begin to discuss words and phrases that capture the reader's interest
- Identify how language, structure and presentation contribute to meaning
- Check that the text makes sense to them and ask questions to improve understanding of text
- Identify main ideas across paragraphs and summarise these
- Retrieve and record information from non-fiction
- Predict what might happen from details stated and implied

##### Text structure and Features

- Recognise themes
- Build cohesion within a paragraph, choosing appropriate pronouns and nouns
- Write for a range of purposes
- Link ideas across paragraphs using adverbials of time, place and number or by varying tense

#### English Learning sequence – Information writing

Unit 2 – Conjunctions and preposition to show time, place and cause

- Using conjunctions to show time, place and cause
- Using prepositions to show time, place and cause
- Write using conjunctions, prepositions and adverbs

Unit 3 - Pronouns and determiners

- Introduce pronouns
- Writing with pronouns and possessive determiners

Unit 4 - Composition

- Features of an information page
- Researching information
- Drafting
- Edit and present
- Illustrations

#### English learning Sequence - Diary Writing – Recount

Unit 1 – Introduction to Diary/ Recount writing

- Read a recount
- Explore key features of recount writing
- Explore the feeling used in recount and diary writing
- How does the author make you feel

Unit 2 – SpaG

- Use simple organisational devices eg headings, sub-headings

#### Grammar and Punctuation:

- Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)
- Use present perfect verb tense (I have seen)
- Express time, place and cause using conjunctions (when, before, after, while, because)
- Express time, place and cause using adverbs (then, next, soon, therefore)
- Express time, place and cause using prepositions (before, after, during, in, because of)
- Punctuate direct speech with inverted commas

#### Transcription

- Spell words that are often misspelt
- Use possessive apostrophe for plurals
- Write from memory simple sentences dictated by the teacher
- Use the diagonal and horizontal strokes needed to join letters
- Know which letters are best left unjoined
- Increase the legibility, consistency and quality of handwriting
- Use the first two or three letters of a word to check its spelling in a dictionary

#### Plan, Draft, Edit and Evaluate

- Draw on examples of writing (structure, vocabulary and grammar) when planning their own work
- Discuss and record ideas
- Compose and practise sentences orally using an increasingly wide range of vocabulary and sentence structure
- Organise paragraphs around a theme.
- Suggest changes to grammar and vocabulary
- Proof-read work for spelling and punctuation errors
- Read aloud their own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear

#### Language and Vocabulary

- Use similar writing to identify and understand vocabulary and language
- Create characters, setting and plot
- Use varied and rich vocabulary including

- Adverbs for time, place and manner
- Writing in first person
- Similes for description
- Past tense verbs

#### Unit 3 - Comprehension

- Looking features
- Finding and identifying key features
- Looking at authors point of view
- Develop Diary Writing Steps 2 Success

#### Unit 4 – Composition

- Writing a diary entry at Edward Tulane
- Thinking about his feeling he has experience along the way
- Character he has met
- Shared Write
- Plan diary
- Draft and improve diary
- Big Write

#### English learning sequence – Poetry around a theme emotion

##### Unit 1 – Introduction to festival poetry from around the world

- Perform festival poem
- Explore key festival of poems
- Explore how poetry can recreate the feelings of celebrations
- Write an acrostic poem about a festival

##### Unit 2 – SpaG – Revise world classes adjectives, verbs, adverbs and nouns

- Identify word classes
- Build sentences using nouns, verbs, adverbs and adjectives
- Develop list poetry using specified word classes

- Vary sentences openers for effect
- Discuss words and features of texts that capture the reader's interest
- Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas

Unit 3 – Comprehension – Rhyme, word choice and image building

- Analysing a poem through comprehension questions
- Explore and defining tricky words
- Generating rhyming words and powerful words to building images
- Writing poetry using rhyme and powerful words to build images

Unit 4 – SpaG – Prepositions for time, place and cause

- Replacing preposition for time, place and cause in a poem
- Adding prepositions for time, place and cause to poetry lines
- Writing about emotion using prepositions for time, cause and place

Unit 5 - Write a poem based on emotions

- Developing poetry ideas
- Drafting an emotion poem
- Developing and improving poem
- Publishing and sharing a poem

**English Learning sequence - Explanation texts – Teacher Pleaser**

Unit 1 - Core: Read and explore explanations about modern technology

- Discuss explanations and introduce the key text
- Discuss and model open ended questions
- Read explanation features
- Discuss illustrations
- Recap explanation features, develop a check list – write a shared explanation paragraph

Unit 2 – SpaG – Extend sentences using a wider range of conjunctions

	<ul style="list-style-type: none"> <li>• Discuss extending sentences. Explore a greater range of conjunctions.</li> <li>• Revise conjunctions – write a letter using conjunctions to extend sentences</li> </ul> <p><b>Unit 3 – SpAG - Nouns and Pronouns</b></p> <ul style="list-style-type: none"> <li>• Read and discuss sentences replacing nouns with pronouns</li> <li>• Look up definitions of nouns and pronouns</li> <li>• Use pronouns in writing to create a paragraph about your own Parent Pleaser machine</li> </ul> <p><b>Unit 4 – Composition write explanation about your Parent Pleaser Machine</b></p> <ul style="list-style-type: none"> <li>• Discuss problems that may happen with your machine and how to solve them.</li> <li>• Recap Spag – model how to write an opening to an explanation text.</li> <li>• Recap Nouns and pronouns – model last paragraph</li> <li>• First draft - check explanations for cohesion. Correct layout, edit</li> <li>• Final version</li> </ul>
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## Phonics/ SPAG

### *Phonics and SPaG Year 3*

<p><b>Objectives Y3</b> <b>Word Reading</b></p> <ul style="list-style-type: none"> <li>• Apply growing knowledge of root words, prefixes and Suffixes (etymology and morphology) to read aloud and understand new words</li> <li>• Read further exception words</li> <li>• Note unusual correspondence between spelling and sound and where these occur in the word</li> <li>• Identify word families based on common root words</li> </ul> <p><b>Comprehension</b></p>	<p><u>Children in Year 3 will either do 4 lessons of SPaG or 4 lessons on Phonics</u></p> <p><u>Twinkl Phonics Programme (Year 3 Pupils)</u> As a school all children from Nursery to Year 2 or 3 follow the Twinkl Phonics Programme. This ranges from level 1 – level 6. Some Year 3 pupils are taking part in 4 lessons a week. Lessons are structured in the following way:</p> <ul style="list-style-type: none"> <li>• Revisit – previous sounds/words taught</li> <li>• Teach – new sounds and CEW</li> <li>• Practise – read/write words focussing on new phoneme or</li> </ul>
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- Check that the text makes sense to them and ask questions to improve understanding of text

### Grammar and Punctuation:

- Use wider range of subordinating conjunctions (before, after, while, when, if, because, although)
- Use present perfect verb tense (I have seen)
- Express time, place and cause using conjunctions (when, before, after, while, because)
- Express time, place and cause using adverbs (then, next, soon, therefore) Express time, place and cause using prepositions (before, after, during, in, because of)
- Punctuate direct speech with inverted commas
- Use the forms a or an according to whether the next word begins with a consonant or a vowel

### Transcription

- Use a wider range of prefixes (e.g. -un, -dis, -mis, -in) and suffixes (e.g. -ation, -ly)
- Spell wide range of homophones
- Spell words that are often misspelt
- Use possessive apostrophe for plurals Use the first two or three letters of a word to check its spelling in a dictionary Write from memory simple sentences dictated by the teacher
- Use the diagonal and horizontal strokes needed to join letters Know which letters are best left unjoined
- Increase the legibility, consistency and quality of handwriting

### Language and Vocabulary

- Use varied and rich vocabulary including: adjectives, expanded noun phrases, adverbs, preposition phrases, collective nouns, similes and alliteration
- Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses
- Understand the following terminology: preposition, conjunction; word family, prefix; clause, subordinate clause; direct speech; consonant, consonant letter, vowel, vowel letter; and inverted commas (or 'speech marks')

words

- Apply – read and write sentences focussing on new phoneme or words

### SPaG Year 3

#### SPag Learning Sequence

- Verbs
- Compound nouns
- Prefixes – dis, mis and un
- Subordinating conjunctions
- Apostrophes – contraction and possession
- Assess and review – Big Write
- Adverbs; time, place and cause
- Prefixes – in
- Suffixes – ation
- Tenses
- Organisational devices
- Assess and review – Big Write

Children will have weekly spellings set using the online platform Spelling Shed.

## English - Guided Reading Sessions

### English Objectives

#### Word Reading

Apply growing knowledge of root words, prefixes and suffixes (etymology and morphology) to read aloud and understand new words

Note unusual correspondence between spelling and sound

Identify word families based on common root words

Read further exception words

#### Comprehension

Listen to a range of challenging stories, poems, plays, non-fiction and reference books, myths, legends and fairy stories

Retell some stories orally

Read books that are structured in different ways

Use the first 2 or 3 letters of a word to check its spelling in a dictionary

Identify themes and conventions

Perform poems and playscripts for audience (starting to use appropriate intonation, tone, volume and action)

Recognise different forms of poetry

Begin to discuss words and phrases that capture the reader's interest

Identify how language, structure and presentation contribute to meaning

Check that the text makes sense to them and ask questions to improve understanding of text

Infer characters' feelings, thoughts and motives and justify using evidence

Predict what might happen from details stated and implied

Identify main ideas across paragraphs and summarise these

Retrieve and record information from non-fiction

### English Learning Sequence

- Teacher-led guided reading sessions delivered weekly in small groups according to ability.
- A range of texts used for every group including fiction, non-fiction and poetry.
- Children complete independent follow-up tasks after teacher-led guided reading session.

## Maths

### *Power Maths*

#### Maths Objectives Year 3

##### Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8x multiplication tables
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects

##### Fractions

- Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one digit numbers or quantities by 10
- Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- Recognise and use fractions as numbers: unit fractions and non unit fractions with small denominators
- Recognise and show, using diagrams, equivalent fractions with small denominators
- Add and subtract fractions with the same denominator within one whole [for example,  $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$ ]
- Compare and order unit fractions, and fractions with the same denominators
- Solve problems that involve all of the above

##### Measurement

- Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ ml)

#### Maths Learning Sequence

All year groups follow the Power Maths mastery programme. These curriculum objectives are covered in daily lessons through a small step, progressive approach.

## Science

### *Forces and Magnets*

### *Plants*

#### Science Objectives Y3

##### Make Observations

- Develop skills of systematic observation

##### Ask Questions

- Ask relevant scientific questions and suggest how to answer eg practical test vs secondary sources
- Develop different types of scientific enquiry

##### Gather Data

- Gather, record and present data in variety of ways eg drawings, labelled diagrams, charts
- Report on findings orally and in writing using scientific language

##### Perform Tests

- Set up simple practical enquiries
- Understand comparative and fair tests

##### Analyse Data

- Use results to draw simple conclusions and make predictions
- Identify similarities, differences, changes related to scientific processes and ideas

#### Science Learning Sequence – Forces and Magnets

- Can you describe a push or a pull force correctly?
- Which Forces need contact? - Friction
- Which forces need contact? – resistance
- Which forces do not need contact?
- How do magnets behave?
- Which materials are magnetic?

#### Knowledge and Understanding:

##### Explaining Science Year 3:

- I remember science words I have used before
- I begin to use science models to describe
- I add science labels and information to diagrams

##### Designing Experiments Year 3:

- I predict cause and effect (science prediction)
- I identify cause and effect in an investigation
- I suggest a suitable data range for the cause variable

#### Science Learning Sequence for Plants:

- What are the parts of a plant?
- What conditions do plants need to grow?
- How is water moved inside the plant?
- What are the parts of a flower?
- How does pollen get to the ovule?
- How do plants spread their seeds?

#### Knowledge and Understanding:

##### Explaining Science Year 3:

- I remember science words I have used before
- I begin to use science models to describe

- I add science labels and information to diagrams
- Designing Experiments Year 3:
- I predict cause and effect (science predictions)
  - I identify cause and effect in an investigation
  - I suggest a suitable data range for the cause variable

## PE

### *Gymnastics / Fundamental Tag Rugby*

#### Y3 PE Objectives

##### Communication

- Communicate and compete with each other
- Begin to show an understanding of how to improve own and others' performances

##### Competence

- Begin to use running, jumping, throwing and catching in isolation and in combination
- Further develop flexibility, strength, control and balance

##### Performance

- Perform dances and gymnastic routines on own and with others using movement patterns
- Compare performances with previous ones
- Begin to demonstrate improvement to achieve personal best

##### Participation

- Participate in team games understanding the rules
- Develop a wider range of tactics for attacking and defending
- Participate in outdoor and adventurous activities

#### PE Learning Sequence

##### Dance – Egyptian Dance

##### Children will:

- Collaborate to make a dance warm up
- Use a stimulus to create a dance
- Dance in unison with a partner
- Perform in canon with a group
- Use some different levels and pathways
  
- Show different uses of energy and strength when performing
- Show different use of space when performing
- Explore some movements in response to a stimulus
- Co-operate and collaborate with my group to create a dance performance
- Show levels and directions when performing

##### Gymnastics

Children will follow the Key Step for Primary Schools routines. There are three gymnastics disciplines in Key Step. These are:

	<ul style="list-style-type: none"> <li>• <b>Floor:</b> Routines include balancing, jumping, rolling and flexibility skills.</li> <li>• <b>Vault:</b> Skills are performed travelling on and off a bench/raised platform.</li> <li>• <b>Body Management:</b> Routines include strength, flexibility, balancing and coordination skills.</li> </ul> <p><b>Fundamental Tag Rugby</b> Children will learn to:</p> <ul style="list-style-type: none"> <li>• Pass accurately</li> <li>• Tag opponents</li> <li>• Passing while moving</li> <li>• Attacking as a team</li> <li>• Defending as a team</li> <li>• Team tactics</li> </ul>
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**RE**

**Discovery RE: Is it possible for everyone to be happy all of the time?**

<p><b>RE Objectives</b> – Is it possible for everyone to be happy all of the time? Outcomes:</p> <ul style="list-style-type: none"> <li>• Understanding the key teachings of the Buddha help Buddhists approach life via the middle way.</li> <li>• Attachment to things leads to suffering so Buddhists try not to be materialistic.</li> <li>• Buddhist teachings focus on living the right way, harming no living thing and being</li> </ul> <p>Links to other beliefs: Pilgrimage to Lumbini (birthplace) and Bodh Gaya (place of enlightenment)</p> <p>Buddhist temple visit ·</p> <p>The importance of Meditation – use of Mandalas</p>	<p><b>RE Learning Sequence</b> – Is it possible for everyone to be happy all of the time?</p> <p>In this enquiry, the children talk about the story of the Buddha. They consider the choices he made and the outcomes of his actions and reflect on these from a Buddhist’s point of view as well as their own.</p> <p>Core learning:</p> <p>The Story of the Buddha follows a rich but unfulfilled Prince through a journey of self-discovery leading to teachings that explain the meaning of life and our part in the world.</p> <p>Key Stories and teachings include</p> <p>The Story of the Buddha (provided) leading to his teachings which include</p>
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- The Three marks of existence/ universal truths
- The Four Noble Truths
- The Noble Eightfold Path
- The Five Precepts

## History

### *The Ancient Egyptians*

#### History Objectives Y3

##### Historical Concepts

- Order key dates on a timeline to demonstrate chronology of British and world history
- Examine in depth an aspect of local history from a period beyond 1066

##### Stories and Sources

- Begin to understand how knowledge of the past is constructed from a range of sources
- Select key information from a range of sources to answer a historical question

##### Historical Questions

- Understand what types of question are historically valid and identify how to find the answer

##### Historical Vocabulary

- Develop a range of historical vocabulary eg artefact, chronology, invade, settle

#### History Learning Sequence – The Ancients Egyptians

##### History Learning Sequence

###### Children will:

- Identify the continent of Africa and the country of Egypt on a map.
- Locate the River Nile on a map.
- Use digital maps/ satellite images to locate and identify the River Nile, landscape of Egypt and key landmarks from the Ancient Egyptian civilization.
- Understand why the River Nile was so important for the Ancient Egyptian civilisation.
  
- Ask questions about Ancient Egypt by looking at artefacts.
- Draw and describe an artefact accurately.
- Make inferences and deductions from objects.
  
- Use pictures to find out information about life in ancient Egypt.
- Raise questions about Egyptian life and the River Nile.
- Explain why the River Nile was essential to survival for the ancient Egyptians.
- Use books and the internet to find out information.

- Name some of the Gods and Goddesses worshipped in Ancient Egypt.
- Write a factfile about one of the Gods or Goddesses.
- Understand the belief system of the Ancient Egyptians, including the creation story and their strong beliefs in the afterlife. (*Link to Historical stories English Unit of work*)
- Describe the process of mummification. (*Link to Explanations English Unit of work*)
- Understand why hieroglyphics are an important part of understanding how the Egyptians lived.
- Write their own name hieroglyphics

## Computing

### *Purple Mash Computing Scheme – Branching Database*

### *Purple Mash Computing Scheme- Spreadsheets*

### **2BeSafe**

#### Computing Objectives Y3

##### Computer Science

- **Begin to develop understanding of how to write and debug programs that accomplish specific goals, including controlling or simulating physical systems**
- **Begin to work with various forms of input/output**
- **Begin to solve problems by decomposing them into smaller parts**

##### Digital Literacy

- **Use a variety of software on digital devices**

##### Information Technology

- **Show emerging understanding of computer networks including the internet and how they provide multiple services such as the World Wide Web**

#### Computing Learning Sequence – Branching Database

##### Lesson 1: Yes or No

- To understand the concept of using 'Yes' or 'No' questions to sort objects

##### Lesson 2: Understanding Branching Database

- To understand how to use a branching database effectively

##### Lesson 3 : Creating a Branching Database

- To plan and create a branching database

##### Lesson 4: Debugging a Branching Database

- To test and debug a branching database to correct errors

#### Computing Learning Sequence – Spreadsheets

##### Lesson 1 : Exploring Advanced Mode

- To understand the layout and features of 2Calculate in Advanced Mode.

##### Lesson 2: Arrows Toolbar

- To use the arrows toolbar to be able to automatically total rows and columns

##### Lesson 3: Using Formulae (Simple Wizard)

- To use simple formulae in a spreadsheet by using the formula wizard

<ul style="list-style-type: none"> <li>• Use some search technologies effectively and appreciate how results are selected</li> <li>• Decide which questions to ask when using search engines</li> </ul> <p><b>E-Safety</b></p> <ul style="list-style-type: none"> <li>• Use technology safely, respectfully and responsibly Recognise acceptable/ unacceptable behaviour and identify ways to report concerns about content and contact</li> </ul>	<p>Lesson 4: Using Formulae (Advanced Wizard)</p> <ul style="list-style-type: none"> <li>• To use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values.</li> </ul> <p>Lesson 5: Solving Real-Life Problems with Spreadsheets</p> <ul style="list-style-type: none"> <li>• To apply spreadsheet skills to solve real – world problems</li> </ul> <p>Lesson 6 – Theme park project</p> <ul style="list-style-type: none"> <li>• To design and use a spreadsheet to answer a series of questions</li> </ul> <p>2BeSafe</p>
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## Jigsaw

### *Dreams and Goals / Healthy Me*

<p><b>Jigsaw Objectives Y3 (From Jigsaw Progression Map) – Dreams &amp; Goals</b></p> <ul style="list-style-type: none"> <li>• Know that they are responsible for their own learning</li> <li>• Know what an obstacle is and how they can hinder achievement</li> <li>• Know how to take steps to overcome obstacles</li> <li>• Know what dreams and ambitions are important to them</li> <li>• Know about specific people who have overcome difficult challenges to achieve success</li> <li>• Know how they can best overcome learning challenges</li> <li>• Know what their own strengths are as a learner</li> <li>• Know how to evaluate their own learning progress and identify how it can be better next time</li> </ul> <p><b>Healthy Me -</b></p> <ul style="list-style-type: none"> <li>• Know how exercise affects their bodies</li> </ul>	<p><b>Jigsaw Learning Sequence Y3 – Dreams &amp; Goals</b></p> <p>In this Puzzle, the children look at examples of people who have overcome challenges to achieve success and discuss what they can learn from these stories. The children identify their own dreams and ambitions and discuss how it will feel when they achieve them. They discuss facing learning challenges and identify their own strategies for overcoming these. The children consider obstacles that might stop them from achieving their goals and how to overcome these. They reflect on their progress and successes and identify what they could do better next time.</p> <ul style="list-style-type: none"> <li>• Can break down a goal into small steps</li> <li>• Can manage feelings of frustration linked to facing obstacles</li> <li>• Imagine how it will feel when they achieve their dream/ambition</li> </ul> <p><b>Jigsaw Learning Sequence Y3 – Healthy Me</b></p> <p>In this Puzzle, the children learn about the importance of exercise and how it helps your body to stay healthy. They also learn about their heart and lungs, what they do and how they are very important. The children discover facts about calories, fat and sugar; they discuss what each of these are and how the amount they consume can affect their health. The children learn about different types of drugs, the ones you</p>
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- Know that the amount of calories, fat and sugar that they put into their bodies will affect their health
- Know that there are different types of drugs
- Know that there are things, places and people that can be dangerous
- Know when something feels safe or unsafe
- Know why their hearts and lungs are such important organs
- Know a range of strategies to keep themselves safe
- Know that their bodies are complex and need taking care of

**PSHE Objectives**

These can be found on our website

<https://stainton-cofe-primary-school.secure-primariesite.net/puzzle-overviews/>

take to make you better, as well as other drugs. The children consider things, places and people that are dangerous and link this to strategies for keeping themselves safe.

- Respect their own bodies and appreciate what they do
- Can take responsibility for keeping themselves and others safe
- Identify how they feel about drugs  
Can express how being anxious or scared feels

**Art**

*Collage/ Junk Sculpture*

**Y3 Art Objectives**

**Media and materials**

- Create sketchbooks to record and revisit observations
- In painting, use white to make tints and black to make tones and create a colour wheel
- In collage, consider the effect of chosen materials and technique
- In sculpture, include texture that conveys feelings, expression or movement and refine use of tools
- In print, press, roll, rub and stamp and recreate print from environment, eg wrapping paper etc
- In digital media, use a range of tools to create different lines, colours, shapes, tones and textures

**Skills**

- Use and apply art and design techniques and improve control and

**Art Learning Sequence**

- Observe different depictions of Egyptian sarcophagus
- Capture observations in a sketch book
- Choose an image to recreate using a variety of materials as a collage
- Consider the effect of chosen materials and technique Using observational skills and mixing of materials, recreate chosen image
- Study a range of images and artefacts representing; sarcophagus, pyramids, headdress, sphinx
- Use a range of materials and tools to join and build a model representation.

<p>use of materials</p> <p><b>Vocabulary</b></p> <ul style="list-style-type: none"> <li>Use range of artistic vocabulary to discuss and evaluate work eg observe, perspective, technique, palette</li> </ul> <p><b>Significant artists</b></p> <ul style="list-style-type: none"> <li>Evaluate work of some artists and analyse creative works. Know about great artists, architects and designers and how their art/design reflected and shaped our history</li> </ul>	<ul style="list-style-type: none"> <li>Us prior knowledge of DT stiffening, strengthening and stabilising to reinforce model.</li> </ul>
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## Design Technology

### How did the Egyptians use mechanisms? Build a Shaduf

<p><b>Design Technology Objectives Y3</b></p> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>Select from and use a wide range of tools, equipment, materials and components accurately</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>Evaluate own ideas and designs against given design criteria and consider the views of others to improve their work</li> <li>Investigate a range of existing products that address real/relevant problems, in a range of contexts eg home, leisure, school</li> </ul> <p><b>Design</b></p> <ul style="list-style-type: none"> <li>Communicate ideas using different strategies</li> <li>Use research to inform design</li> <li>Take risks to become innovative and resourceful</li> </ul> <p><b>Technical Knowledge</b></p> <ul style="list-style-type: none"> <li>Apply understanding of how to strengthen, stiffen and reinforce structures</li> </ul> <p>Identify range of mechanical systems and how they work (gears, pulleys, cams, levers and linkages)</p>	<p><b>D&amp;T Learning Sequence</b></p> <ul style="list-style-type: none"> <li>Introduce, Explore and Compare different types of Shaduf</li> <li>Record the differences/similarities</li> <li>Look at levers and pivot mechanisms</li> <li>Provide the challenge of creating a working Shaduf</li> <li>Create design criteria for shaduf with focus on strength and mobility</li> <li>Use different materials to create the shaduf (wood, dowel, card etc.)</li> <li>Test the different shadufs (adapting as necessary) and record findings</li> <li>Evaluate materials used that were most successful and explain why</li> </ul>
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## Music

### *Charanga Music Scheme – composing using your imagination / Feelings through Music*

**Music Objectives Y3**
**Performance**

- Instrumental Performance: Play/ perform melodies following staff notation & ordering phrases
- Reading Notation: Introduce the stave, lines and spaces, and clef
- Reading Notation: Introduce and understand the differences between notations
- Reading Notation: Apply word chants to rhythm

**Composing**

- Begin to compose music on their own and with others, using the interrelated dimensions of music eg pitch, tempo, dynamics, musical notations
- Use some staff and other musical notation

**Listening**

- Describe music using simple musical vocabulary

**Singing**

- Perform actions confidently and in time to action songs
- Keep a steady beat

**Music Learning Sequence – composing using your imagination**
**Musical Spotlight: composing using your imagination**

Use your imagination when creating your compositions in this unit. What do you see when you close your eyes? Can you write a melody or find sounds that represent the story you want to tell?

**Social Question: How Does Music Make the World a Better Place?**

Explore this question as you progress through the unit.

**Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, G#, A, B

**Music Learning Sequence – Feelings through music**
**Musical Spotlight: Feelings through music**

Music is used for many reasons and can help us express our feelings. Music can be loud or quiet, fast or slow, smooth and connected or short and detached. We can also use instruments with different sounds to help communicate different emotions. Explore the music in this unit and try to connect your feelings with what you hear.

**Social Question: How Does Music Teach Us About Our Community?**

Explore this question as you progress through the unit.

**Musical Learning:** Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F#, G, A, Bb, B

The learning sequence will follow the same structure each week:

1. Understanding the music/ Improvise together

2. Listen and respond
3. Learn to sing the song
4. Play your instrument with the song
5. Performance

Below are some examples that the children will do with each section:  
**Understanding the music / improvising together**

- *Steady beat Metre  $\frac{3}{4}$*
- *Rhythmic and melodic patterns*
- *Recognising and/or reading simple notation and tonic sol-fa*
- *Tonal centre is F major*
- *The first three notes of the F major scale are used (F, G, A)*
- *Minims, crotchets and quavers*

**Listen and respond**

- *Talk about the song together*
- *Explore its musical style through the style indicators of this music and its performers*
- *Embed a deeper understanding of the musical concepts related to the song*
- *Learn about/ find a connection with the song*

**Learn to sing the song**

- *Learn to sing the song as part of an ensemble/choir*
- *Follow a leader/conductor*
- *Understand the meaning of the song*
- *Demonstrate and maintain correct posture and breath control*

**Play your instrument with the song**

- *Playing the glockenspiel parts*
- *Playing the recorder parts*

**Performance**

- *Share a performance of the learning that has taken place in the lesson*

## French

### Kapow Scheme of learning – Playground Games/ In a French Classroom

- Recall all numbers one to six, with generally accurate pronunciation, in particular vowel and combinations sounds ('un', 'eu', 'oi' and 'in').
- Join in with a song using actions.
- Respond to numbers by showing fingers or ticking on whiteboards.
- Ask and answer a question about their age.
- Change their answers and recognise number words.
- Listen carefully and relate sounds to a written phoneme.
- Recall numbers one to 12 with increasingly accurate pronunciation.

To know:

### Phonics

- To become familiar with key phonemes represented by the following letters: **a, c, e, g, i, j, q, s, t, u.**
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau.**
- To know that consonants at the end of words in French are not usually pronounced: the **t** is silent in **salut, comment, petit** and **vert**. The **e** at the end of **m'appelle**; the **s** at the end of **t'appelles** and **pas** are silent, as is the **d** in **grand**.

### Grammar

- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: **des ciseaux**.
- To know that some words are cognates: they have the same spelling and meaning in French and English: **le train, le taxi**.

### Cultural awareness

Children will learn:

#### Lesson 1: Let's count in French

- To count from 1-6 in French.

#### Lesson 2: Let's count higher

- To count beyond 6 in French.

#### Lesson 3: How old are you in French?

- To use number words to give more information about ourselves.

#### Lesson 4: Reading French numbers

- To recognise written numbers in French from one to twelve.

#### Lesson 5: Outdoor games in France

- To use numbers words from one to twelve in playground games.

- To know some playground games played in France.

#### **Objectives Y3– In a French classroom**

- Show their understanding of key vocabulary with a physical response.
- Attempt to imitate the pronunciation of vocabulary accurately.
- Correctly identify masculine and feminine nouns in written form.
- Use modelled language to create questions or sentences using appropriate articles.
- Deduce the meaning of new words, matching labels to pictures using a range of language detective skills.
- Attempt to build their own sentences using labels as a model.
- Speak clearly and present simple phrases when supported visually.
- Use appropriate intonation to engage the audience.

#### **Phonics**

- To become familiar with key phonemes represented by the following letters: **a, c, e, g, i, j, q, s, t, u** (which differ from their pronunciation in English).
- To identify sounds created by linking some of the key phonemes: **ou, on, an, oi, in, ge, eu, oi, ui, eau**.
- To recognise that some letters carry accents and that these change the sound of those letters: **ç, è, ù, é à**.

#### **Grammar**

#### **French Learning Sequence – In a French classroom**

Children will learn:

##### **Lesson 1: follow the French teacher**

To understand and respond to simple classroom instructions.

##### **Lesson 2: Pencils and things in the French classroom**

To name the school bag objects and identify if they are masculine or feminine

##### **Lesson 3: To have or have not in the French classroom**

To ask and answer a question about something you have or do not have.

##### **Lesson 4: School bag French detectives**

To read and understand short sentences

##### **Lesson 5: In my French bag**

To prepare and present a short spoken text.

- To understand that every French noun is either masculine or feminine.
- To know that the gender affects the form of the indefinite article **un** or **une**
- To know that feminine nouns often (but not always) end in 'e'.
- To know that most nouns in French become plural by adding an 's' at the end, as in English, but that some are irregular: **des ciseaux**.
- To know that most adjectives are placed after the noun in French.
- To know that adjectives of size such as **petit** and **grand** are placed before the noun.
- To know that **je/j'**, and **tu** are subject pronouns.
- To know that placing **ne...pas** around the verb makes it negative: **ne** + verb + **pas**.
- To know that the word order is sometimes different in French compared to English.
- To know that we can use conjunctions such as **et** (and) and **puis** (then) to join clauses.
- To know that some words are cognates: they have the same spelling and meaning in French and English: **le train, le taxi**.
- To know that accents in French can change the sound of a letter.

#### **Cultural awareness**

- Discussing similarities and differences between customs and traditions in France and the UK.