



# Curriculum Half Termly Overview



Title **I Want my Mummy**

Year group - **3**

Term - **Spring 1**

Wow moment: Mummify a tomato and observe for 40 days. Possible VR activity.		
English text types	Writing	SPAG
<p><b>Core text:</b> There's a Pharaoh in our Bath!</p> <p><b>Weeks 1-2:</b> How to Mummify a pharaoh / canopic jars - this extract gives children an insight into instructions. The children will explore the features of instructions and how to write a set of instructions.</p> <p><b>Weeks 3-5:</b> The Time Slip Scarab an extract written by Pie Corbett. Text type - portal / time slip Focus - suspense and action Children will focus on the structure of the extract (beginning, middle and end). They will learn the story verbally and break it down into smaller parts. From this the children will change parts of the story to create their own time slip story.</p> <p><b>Week 6:</b> Tadeo Jones and the Egyptians- video clip. Children will explore a range of senses to support writing a detailed setting.</p>	<ul style="list-style-type: none"> <li>Use conjunctions to express time and cause.</li> <li>Express time, place and cause using conjunctions [for example, when, before, after, while, so, because].</li> <li>Vary long and short sentences:</li> <li>Long sentences to add description or information.</li> <li>Short sentences for emphasis and making key points.</li> <li>Ellipses to keep the reader hanging on.</li> <li>Use paragraphs to group related information.</li> <li>Use headings and sub headings.</li> </ul> <p><b>Reading</b> Children will read a range of texts; fact and fiction. They will be introduced to VIPERS - vocabulary, infer, predict, explain, retrieve and summarise.</p>	<ul style="list-style-type: none"> <li>Add an apostrophe for plural possession.</li> <li>Understand what a main clause is and its features.</li> <li>Spell common exception words (some will be sent home to learn).</li> <li>Use a range of sentences in writing and punctuate correctly (, . ! ?).</li> <li>Use inverted commas to punctuate direct speech.</li> <li>Use prefixes; un-, dis-, mis-, in- and im-.</li> <li>Continue to use basic punctuation consistently.</li> </ul>
Maths	Tables and Mental Maths	MFL
<p><b>Weeks 1-5 Multiplication and Division</b> - 2, 5, 10, 3, 4, 8 times tables and related division facts multiply 2-digit numbers by a 1-digit number with no exchanging and exchanging. Divide numbers and understand remainders.</p> <p><b>Week 6 Measurement</b> measuring in m, cm and mm</p>	x2, x5, x10, x3, x4 and 8 tables	<p><b>Language Angels.</b></p> <ul style="list-style-type: none"> <li>What musical instruments do you play?</li> </ul> <p>Children will recognise and recall and spell up to 10 musical instruments.</p>
Science	Computing	PSHE
<p><b>Movement and Feeding</b></p> <ul style="list-style-type: none"> <li>In this unit children will learn that animals including humans need the right types and amounts of nutrition to thrive and grow, and that eating the wrong types and amounts can lead to health problems.</li> <li>They will identify that we cannot make our own food and that we need to eat a varied diet including meat and fish, beans and lentils, fats, starchy foods, fruit and vegetables.</li> <li>They will construct a balanced food plate and describe what happens if we don't eat a balanced diet. Children will identify that animals have different dietary requirements and some foods that humans eat may be poisonous to animals.</li> <li>They will also explain the role of the muscles and skeleton and describe what would happen if we didn't have a skeleton.</li> <li>Working Scientifically, children will identify similarities and differences between themselves and other children, and look for patterns between physical attributes and ability to perform tasks.</li> <li>They will carry out pattern-seeking investigations, take results and construct scatter graphs. They will use evidence to answer questions and draw simple conclusions.</li> </ul>	<p>In this unit, the children are introduced to email and other forms of online communication. They will look at how to write and send emails, as well as how to decide if an email is safe to open. They will build on their existing knowledge of cyberbullying and how to deal with unkind behaviour online. The use and importance of privacy settings is introduced and children will discuss the types of information we should not share online. They will build on the idea of a digital footprint by thinking about how the adverts they see online are targeted at them. Children will finish the unit by using the knowledge they have gained to plan a party using online communication methods. In programming, the children will explore the concept of sequencing in programming through Scratch. It begins with an introduction to the programming environment and they will be introduced to a selection of motion, sound, and event blocks which they will use to create their own programs, featuring sequences.</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>Understand how to stay motivated when doing something challenging.</li> <li>Realise how to keep trying even when things are difficult.</li> <li>Identify features of working together with partners, groups and class.</li> <li>Understand the value of having a positive attitude.</li> <li>Support each other to achieve their goals.</li> <li>Work hard to achieve their own dreams and goals.</li> </ul>
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		<p><b>What can we learn about Christian worship and beliefs by visiting churches?</b></p> <ul style="list-style-type: none"> <li>Recognise there are different types of churches (denominations) and identify the names of the different denominations/churches they have visited eg Roman Catholic church, Baptist Church, Salvation Army citadel.</li> <li>Describe some of the objects/actions found in churches and how they are used in worship.</li> <li>Describe simply the meaning of these objects/actions.</li> <li>Children give their views to questions raised (eg Do objects matter?) and give plausible reasons to back up their views.</li> </ul>
History	PE	
<p><b>Egyptians and Pharaohs</b></p> <ul style="list-style-type: none"> <li>Why did the Ancient Egyptians build Pyramids allows teachers to have a focus on the skills, lifestyles, roles and beliefs that developed in a unique place because of the settled way of life allowed by the food supply from the Nile and the water for irrigation and farming.</li> <li>Different world history civilisations existed before, after and alongside others. For example, the ancient Sumer existed from 4500 BC to 1990 BC and the ancient Egyptians from 3100 BC to 332 BC.</li> <li>Provide pupils with some fact cards about key developments, people and events in Ancient Egypt.</li> <li>Build up some visual frame of reference for pupils of differing aspects of Egyptian life and encourage the use of primary sources to gain insight into the key features of life in a particular period.</li> </ul>	<p><b>Dance - Around the clock</b></p> <ul style="list-style-type: none"> <li>The children will create a group dance, inspired by clocks, their mechanisms and important times throughout the day.</li> <li>They will work individually to create short dances and in small groups, then they will draw these together to create a whole class performance.</li> </ul> <p><b>Gymnastics - Balancing act.</b></p> <ul style="list-style-type: none"> <li>The children will create a gymnastic sequence with six actions on the floor, mats and apparatus.</li> <li>The sequence will focus on small body part balances linked through travelling, rolling and jumping. It will also show different levels and a change in direction.</li> </ul>	
Art	DT	Music
<p><b>Egyptian Art</b></p> <p>The children will be exploring Ancient Egyptian art and learning about how and why it was created. They will create a brief for an Ancient Egyptian-inspired scroll. Next, they will make a modern-day version of papyrus style paper and transfer their scroll designs from sketchbooks onto the paper made. Finally, the children will create a zine to share learning about the Ancient Egyptians.</p>	<p><b>Eating Seasonally</b></p> <p>Creating meals using a range of skills and cooking methods</p>	<p><b>How does music make the world a better place? (DMS UKELELE)</b></p> <p>The children will develop an understanding of appropriate musical language (including musical elements), from both prior and new learning.</p> <p>They will identify and describe feelings as they relate to music as well as demonstrate an understanding of the musical style and a broader understanding of the cultural and historical connections of the music.</p> <p>They will also create a four or six-bar melody according to the instructions given for the Music Notepad composition task. They will follow the instrumental part on the screen when playing instrumental parts with the song, playing by ear or with the notation provided.</p>