

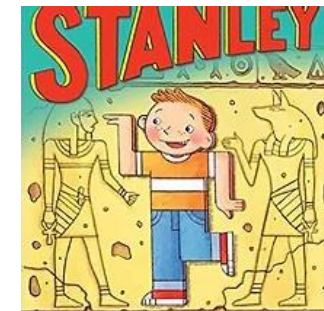
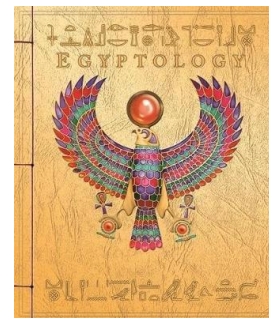
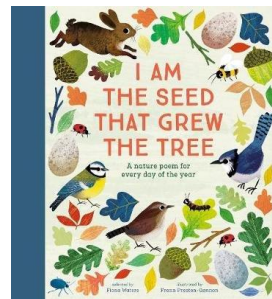
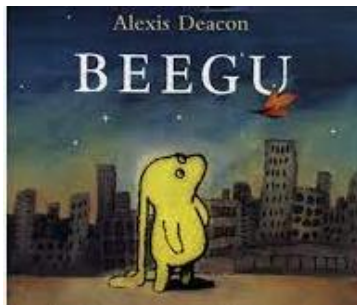


## YEAR 3 / SUMMER 1

### WHY WERE THE ANCIENT EGYPTIANS SO INCREDIBLE?

ACADEMIC EXCELLENCE	LIFE LONG LEARNING	POSSIBILITIES and RISKS	SOCIAL INTELLIGENCE
<p>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.</p>	<p>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.</p> <p>We will be learning from our mistakes and collaborating to have the skills to overcome any barriers.</p>	<p>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.</p> <p>We will be challenging ourselves, extending our boundaries and developing our independence.</p>	<p>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.</p>

#### KEY TEXTS





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

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



<b>ENGLISH</b>	<b>READING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Retrieve and record from non fiction books.</li> <li>✓ Develop pleasure in reading, motivation to read, vocabulary, through a wide range of contemporary and classic poetry, and stories beyond a level they can read independently.</li> <li>✓ Increase familiarity with a wide range of books and oral retelling</li> <li>✓ Draw inferences and make predictions</li> <li>✓ Summarise the main idea of a paragraph</li> <li>✓ Asking questions to improve their understanding</li> </ul>	<b>MATHS</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Recall multiplication and division facts for the 3,4 and 8 times tables</li> <li>✓ <b>Time</b></li> <li>✓ Time to the nearest ten minute in 12 and 24 hour clocks including Roman numerals</li> <li>✓ Measuring and comparing time.</li> <li>✓ Estimate record and compare time in minute and seconds</li> <li>✓ Compare duration of events. Time problems .</li> <li>✓ Know the number of seconds in a minute, days in a month, year, leap year</li> <li>✓ <b>Picture graphs and bar graphs</b></li> <li>✓ Drawing Picture graphs</li> <li>✓ Drawing bar graphs</li> <li>✓ Reading bar graphs</li> <li>✓ Continue to review key maths skills of addition, subtraction, multiplication and division.</li> </ul>
	<b>WRITING</b>	<ul style="list-style-type: none"> <li>✓ <b>We will ;</b></li> <li>✓ <b>Write an Egyptian Mystery narrative.</b></li> <li>✓ Use a range of prefixes e.g. auto- super- anti- (mis-, in-, dis-, un-)</li> <li>✓ paragraphs as a way to group related material</li> <li>✓ Headings and sub-headings to aid presentation</li> <li>✓ Inverted commas to punctuate direct speech</li> <li>✓ Use adverbs and prepositions to express time, place and cause.</li> <li>✓ Use diagonal and horizontal stokes to join letters.</li> </ul>		
	<b>SPELLING / PHONICS</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Develop strategies for learning words: Words from statutory and personal spelling lists</li> <li>✓ Revise suffixes- 'es', 'er', 'ed', 'ing' s es ness ful less ly</li> <li>✓ Suffix ly with root words ending in 'le' and ' ic'</li> <li>✓ Revise apostrophes for contractions</li> <li>✓ Rare GPCs ( I sound)</li> <li>✓ Revise from Year 1 and 2;vowel digraphs</li> </ul>		
	<b>SPOKEN LANGUAGE</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Give structured descriptions.</li> <li>✓ Participate actively in conversations.</li> <li>✓ Consider &amp; evaluate different viewpoints.</li> <li>✓ Engage in P4C discussions.</li> <li>✓ Use questions to develop knowledge.</li> </ul>		



<b>SCIENCE</b>	<p><b>PLANTS</b></p> <ul style="list-style-type: none"> <li>✓ identify and describe the different functions of different parts of flowering plants :roots, stem/trunk ,leaves and flowers.</li> <li>✓ Explore the requirements of plants for life and growth and how they vary from plant to plant.</li> <li>✓ Investigate the way witter is transported within plants.</li> <li>✓ Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul> <p><b>Working Scientifically</b></p> <ul style="list-style-type: none"> <li>✓ Ask relevant questions and use different types of enquiry to answer.</li> <li>✓ Set up practical enquiries, comparative and fair tests.</li> <li>✓ Carefully and systematically observe and measure using a variety of equipment.</li> <li>✓ Gather, record, classify and present data.</li> <li>✓ Record findings using a variety of methods.</li> <li>✓ Report on findings</li> <li>✓ Draw simple conclusions</li> <li>✓ Identify similarities and differences</li> <li>✓ Use evidence to support findings/answer questions..</li> </ul>
<b>HISTORY</b>	<ul style="list-style-type: none"> <li>✓ Know how Egyptian artefacts and ruins tell us about their culture, and religious beliefs.</li> <li>✓ Know what Egyptian life was like for different groups of people.</li> <li>✓ Know how the Egyptian society has had an impact on modern society.</li> <li>✓ Know why people chose to settle in certain areas in ancient Egypt.</li> <li>✓ Compare what was happening in the Egyptian civilisation with what was happening in Britain at the same time. Compare aspects of life such as achievements, society, beliefs, and architecture.</li> </ul>

<b>COMPUTING</b>	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Understand the uses of PowerPoint</li> <li>✓ Create a page in a presentation</li> <li>✓ Add media to a presentation</li> <li>✓ Add animations to a presentation</li> <li>✓ Add timings to a presentation</li> <li>✓ Use the skills learnt to design and create an engaging presentation</li> </ul>
<b>GEOGRAPHY</b>	<p>HISTORY FOCUS</p>



MFL	<p><b>The focus of this half term is Days of the Week and Food</b></p> <ul style="list-style-type: none"> <li>✓ To develop foreign language listening and reading skills to understand phrases and short texts</li> <li>✓ To identify the correct definite and indefinite article of food nouns when given the gender</li> <li>✓ To develop use of creating plural nouns</li> </ul>	PHYSICAL EDUCATION	<p><b>We will:-</b></p> <ul style="list-style-type: none"> <li>✓ Begin to run at different speeds and understand this is pacing</li> <li>✓ Confidently run showing the correct skills and techniques for a coordinated performance over different distances</li> <li>✓ Introduce and recognise the acceleration phase in running</li> <li>✓ Introduce a standing sprint start technique</li> <li>✓ Develop fluency and demonstrate the skills to run over obstacles showing an awareness of height and distance</li> <li>✓ Develop a changeover technique when sprinting with in a team</li> <li>✓ Develop a variety of jumping combinations and sequences with control eg high and standing long jump</li> </ul>
DESIGN TECHNOLOGY	ART FOCUS	ART AND DESIGN	<p><b>Drawing Objectives:</b></p> <ul style="list-style-type: none"> <li>✓ Draw with precision and care</li> <li>✓ Use thick pen to create bold outlines and thin pens for finer detail</li> <li>✓ Develop own expression when deciding what to draw</li> <li>✓ Develop hatching and cross hatching skills to add detail</li> </ul>
MUSIC	<p>TEXTURE AND TIMBRE – BOWED STRINGS</p> <ul style="list-style-type: none"> <li>✓ Exploring playing techniques</li> </ul>	RELIGIOUS EDUCATION	<p><b>We will learn about Islam;</b></p> <ul style="list-style-type: none"> <li>✓ <b>How important are religious artefacts?</b></li> <li>✓ To recognise the Qur'an and identify it with Islam.</li> <li>✓ To explain how and why Muslims treat it with respect and believe it to be the exact words of 'Allah' (God).</li> </ul>
PSHE	<p><b>We will:</b></p> <p><b>SRE Families and Care:</b></p> <ul style="list-style-type: none"> <li>✓ To reinforce what makes a family</li> <li>✓ To explore different families and understand that all families are different.</li> </ul> <p><b>First Aid:</b></p> <ul style="list-style-type: none"> <li>✓ To make a clear and efficient call to emergency services</li> <li>✓ To understand how to deal with common injuries - bites, stings and headbumps</li> <li>✓ <b>No Outsiders:</b> Beegu by Alexis Deacon. To be welcoming .</li> </ul>	ENRICHMENT	<p><b>We will:</b></p> <ul style="list-style-type: none"> <li>✓ Use of books and artefacts from the ELS library service.</li> <li>✓ Be involved in the choir competition at Alderley Edge Festival.</li> <li>✓ Visit Cheadle Mosque</li> </ul>