

KS2 – Year Three

Year 3 Morganite and Rubellite	Term 6 Summer 2	Enquiry Theme	Ancient Egyptian Achievements
		Enquiry Engagement Question	How were the Egyptians creative?
Role play	Inside	Egyptian Tomb	

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English- reading	Retrieve and record information from non- fiction texts Recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Identify main ideas drawn from more than one paragraph and summarise these Use appropriate terminology when discussing texts (plot, character, setting) Identify how language, structure and presentation contribute to meaning						
English- writing Composition; vocabulary, grammar and punctuation, linked to foundational skills and knowledge	Genre: Non-chronological report Text(s): <i>The Abominables</i> Identify and write adverbs and adverbial phrases of time, place and manner within compound sentences. Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences.		Genre: Explanation Text(s): <i>Real life experiences – Ancient Egyptian Mummification</i> Identify and write adverbs and adverbial phrases of time, place and manner that begin compound sentences. Identify and write apostrophes for singular possession.		Genre: Recount Text(s): <i>Real life experiences</i> Identify and write apostrophes for plural possessions. Convert spoken word into direct speech (statement) followed by a reporting clause. Convert spoken word into direct speech (question and exclamation) followed by a reporting clause.		
English- phonics Phase ... Little Wandle Leatters and Sounds	As needed						
English- spelling Apply	t	v	z	qu	ng	th	zh
English- handwriting 26 Revising joins: parallel ascenders and descenders 27 Revising horizontal join from r to an anticlockwise letter 28 Revising break letters 29 Assessment	26 Revising joins: parallel ascenders and descenders	27 Revising horizontal join from r to an anticlockwise letter	28 Revising break letters	29 Assessment	30 Revising capital letters		

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30 Revising capital letters							
Maths Geometry: Shape Statistics	Measurement: Time	Geometry: Shape	Geometry: Shape	Geometry: Shape	Statistics	Statistics	Statistics
Maths- Foundational Facts	Recognise all coins and notes	Convert between pounds and pence	Recall days of the week and months of the year	Recall bonds to 60 (calculate minutes to the next hour)	Recall time conversions	Consolidation/ Assessment based gap filling	
Science Animals including humans 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement.	Know that animals, including humans, cannot make their own food and must eat to get nutrition. Asking questions: use a range of question stems (what, why, how) to ask questions about living things.	Name the main nutrients found in food and describe what each one does for the body. Asking questions: ask scientific enquiry questions with support about the functions of nutrients.	Use a secondary source to research which nutrients are found in different types of food. Asking questions (research enquiry): use secondary sources to find answers to scientific questions.	Ask scientific enquiry questions about nutritional content and use food labels to find answers. Asking questions: ask scientific enquiry questions with support; after an enquiry, ask further questions stimulated by findings.	Know that a healthy diet contains the right types and amounts of different nutrients. Asking questions: following an enquiry, ask further questions; communicate conclusions using scientific vocabulary.	Explain how different animals get the nutrients they need from what they eat. Asking questions: independently ask scientific enquiry questions; communicate findings from research using scientific vocabulary.	
History The achievements of the earliest civilizations an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt	Understand who the Ancient Egyptians were	Understand the life of an archaeologist through the eyes of Howard Carter	Understand the purpose of a Egyptian burial tombs	Understand the process and importance of mummification	Learn about the Egyptian Gods and Goddesses	Compare the Egyptian civilisation to the Bronze Age	
Geography							
Art and Design							
Design and Technology I'm in Love with My Car (Mechanical/Electrical) Henry Ford	Explore the mechanism of cars which enable them to move.	Explore how mechanisms of toy cars work. Investigate movement on different surfaces (friction).	Analyse the different materials used to create the axles and wheels of a car. Create an ordered exploded drawing of	Plan and create their design using the range of mechanisms and tools shown to them previously.	Children to test their initial designs on the different materials and change anything before creating their final design, explaining why changed anything.	Know how to produce a final piece, taking on board feedback and self-evaluation, using selected tools.	

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	Understand what Henry Ford did for the car industry. Explore how car design impacts on function.		the car and label the different parts of the mechanisms. Identify which techniques are used to make the mechanisms fit together accurately.			Understand how to ask a consumer for feedback on final product.	
Music Traditional instruments and improvisation (Theme: India) Children listen to a range of rag and tal music, identifying traditional instruments as well as creating their own improvisations and performing as a class.	Explain an opinion of Indian music	Improvise using given notes	Improvise using given notes	Create a piece of music using a drone, rag and tal	Perform a piece of music using musical notation		
Computing Unit 6 Programming B-events and actions in programmes	Explain how a sprite moves in an existing project	Create a programme to move a sprite in four directions	Adapt a programme to a new context	Develop my program by adding features	Identify and fix bugs in a program	Design and create a maze based challenge	
PE Athletics Rounders	Athletics: Use jumping and hopping in a sequence	Athletics: Run at different speeds	Athletics: Approach and jump hurdles	Athletics: Throw a javelin using the pull throw technique	Athletics: Use a variety of skipping techniques	Athletics: Keep score accurately over a range of events	
	Rounders: Get into the best body position to field a ball	Rounders: Bowl with some consistency in a game	Rounders: Hit a moving ball with one hand	Rounders: Stop a moving ball using the long barrier technique	Rounders: Throw longer distances using overarm technique	Rounders: Select and apply new skills in a competition	
RE Enquiry: What is the best way for a Sanatani to lead a good life? Theme: Belief into action Hinduism/ Sanatana Dharma	Explain how my actions may have consequences for myself and others	Explain the Sanatani beliefs in Karma, Atman and Moksha	Explain how a Sanatani might live a good life through prayer and dedication to God	Explain what some Sanatanis might believe about doing good for society	Explain different ways I could lead a good life To say how a Sanatani might lead a good life	Explain how I could take actions to lead a good life which might have a positive impact on the future	
PSHE and Citizenship Changing Me How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults	Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops	Know some of the changes that happen between being a baby and a child Know that in animals and humans lots of changes happen	Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty	Know that babies need love and care from their parents/carers	Identify what I am looking forward to when I move to my next class	

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			between conception and growing up				
MfL Ice creams	Name 5 ice-cream flavours	Name 5 ice-cream flavours	Say which ice cream they would like and the word 'and' (y)	Ask for a cone or small tub/ pot of ice cream	Perform a short role play where ice cream is bought	Revise all content	
Visits/ visitors							
REAch2 11 before 11 Promises	Culture Vulture 						