

Year 3 Spring 1
Footprints in the Sand

Hook (curiosity): Travel on a virtual aeroplane to Egypt to watch The Prince of Egypt film (get your passport stamped)

Text (Reading, language, communication):

The Day of Ahmed's Secret.
The Umbrella.
The Story of Tutankhamun.

End product (engagement):

Create your own Pharaoh headdress to wear home.

Vocab (Reading, language, communication):

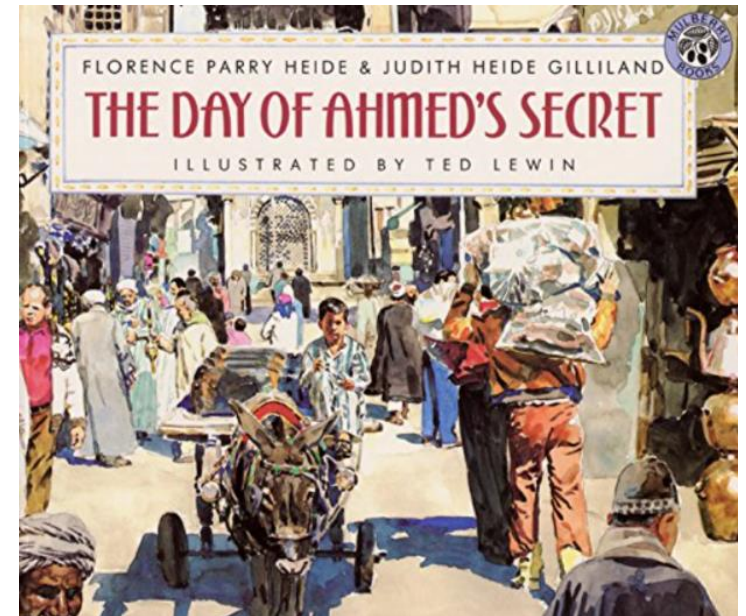
Egyptians, pyramids, mummification, pharaohs, hieroglyphs, afterlife.

Sticky knowledge (Learning that sticks):

1. Ancient Egyptian civilisation began at the end of the Stone Age.
2. Ancient Egyptian civilisation lasted for 3,000 years.
3. Ancient Egyptians invented one of the earliest known writing systems.
4. The symbols are called hieroglyphs.
5. A pharaoh is an Egyptian King or Queen.
6. The Egyptians built the pyramids.
7. Mummification was a process used to prepare Egyptians for the afterlife.
8. The River Nile was essential to life for Ancient Egypt.

Driver: History

Footprints in the sand



Music (Ballads from KAPOW)

National Curriculum links:

- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.
- Improvise and compose music for a range of purposes using the inter-related dimensions of music.
- Listen with attention to detail and recall sounds with increasing aural memory.
- Use and understand staff and other musical notations.
- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians.
- Develop an understanding of the history of music.

Progression of skills objectives:

- Discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary.
- Recognising and explaining the changes within a piece of music using musical vocabulary.
- Describing the timbre, dynamic, and textural details of a piece of music, both verbally, and through movement.
- Beginning to show an awareness of metre.
- Beginning to use musical vocabulary (related to the inter-dimensions of music) when discussing improvements to their own and others' work.
- Composing a piece of music in a given style with voices and instruments.
- Singing songs in a variety of musical styles with accuracy and control, demonstrating developing vocal technique.
- Singing and playing in time with peers, with some degree of accuracy and awareness of their part in the group performance.

History (What did the Ancient Egyptians Believe? from KAPOW)

National Curriculum links:

- Overview of the earliest civilisations.

Progression of skills objectives:

- Identify the ancient civilisations and key periods in ancient Egypt.
- Describe the physical features of Egypt.
- Explain the Egyptian creation story. Identify the characteristics of important gods or goddesses.
- Explain why the pyramids were built. Identify the stages and challenges of building a pyramid.
- Explain the links between ancient Egyptian beliefs and mummification.
- Name sources that can be used to find out about ancient Egyptian beliefs.
- Explain some Egyptian beliefs about the afterlife.

Art and Design

National Curriculum links:

- Create sketch books to record observations.
- Improve mastery of art and design techniques including collage.
- To improve their mastery of art and design techniques including sculpting with a range of materials.
- Learn about artists, architects and designers in history.

Progression of skills objectives:

- To improve their mastery of art and design techniques with a range of materials – collage. select colours and materials to create effect, giving reasons for their choices.
- Cut, make and combine shapes to create recognisable forms.
- Add material to the sculpture to create details.

Computing Desktop publishing

National Curriculum links:

- To recognise how text and images convey information.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.
- Select, use, and combine a variety of software on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information.

Progression of skills objectives:

- To recognise how text and images convey information.
- To recognise that text and layout can be edited.
- To choose appropriate page settings.
- To add content to a desktop publishing publication.
- To consider how different layouts can suit different purposes.
- To consider the benefits of desktop publishing.

Religious Education (Judaism from Surrey Syllabus)

JUDAISM: What are important times for Jewish people?

- Importance of 'remembering' in Judaism.
- Key festivals: Passover, Yom Kippur & Sukkot, links to stories & practices.
- Bar/Bat Mitzvah as commitment (covenant) to keep mitzvot & ketubah as marriage promises.

**PE
(Sports for Kids)**

Progression of skills objectives (Hockey):

- Learns how to Handle a stick and how to Dribble.
- Learns how to Control and pass a ball.
- Learns how to perform a Legal Turn.
- Learns how to perform a tackle.
- Learns how to accurately shoot a ball.
- Learns and can apply basic rules of Hockey in a game-based scenario.

Progression of skills objectives (swimming):

- Weekly swimming lessons so children can learn to swim up to 25m.

Design Technology

See Spring 2

**BSL
Family**

Geography

See Spring 2

**Science
Skeletons**

National Curriculum links:

- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Progression of skills objectives:

- Asking relevant questions and using different types of scientific enquiries to answer them.
- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.
- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.
- Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables.
- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.
- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.
- Identifying differences, similarities or changes related to simple scientific ideas and processes.
- Using straightforward scientific evidence to answer questions or to support their findings.

**PSHE
(Health and Wellbeing from KAPOW)
(Safety and the Changing Body from KAPOW)**

National Curriculum links:

- Health and Wellbeing.
- Safety and the Changing Body.

Progression of skills objectives:

- Discussing why it is important to look after my teeth.
- Learning stretches that can be used for relaxation.
- Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.
- Exploring my own identity through the groups I belong to.
- Identifying my strengths and exploring how I use them to help others.
- Being able to break down a problem into smaller parts to overcome it.

- Exploring ways to respond to cyberbullying or unkind behaviour online.
- Developing skills as a responsible digital citizen.
- Identifying unsafe things people might do near roads unsafe.
- Beginning to recognise unsafe digital content.