

Year:	3	Term:	Summer 1	Learning Challenge question	Why was Ancient Egypt's civilization ahead of its time?	MTP
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	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research

Prior Learning	<p>Y2: Combining amounts of money to make totals.</p> <p>Y2: solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change</p> <p>Y2: compare and sequence intervals of time</p> <p>Y2: tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times</p> <p>Y2: know the number of minutes in an hour and the number of hours in a day</p> <p>Y2: interpret and construct simple pictograms, tally charts, block diagrams and tables</p>	<p>Y2: Building to reading a range of fiction and non-fiction texts with increasing fluency</p> <p>Autumn 2: Begin to answer retrieval questions with increased accuracy</p> <p>Spring: Begin to answer inference questions about a range of texts using evidence from the text and prior knowledge</p>	<p>Year 2 - wrote a newspaper report about the Queen's jubilee.</p> <p>Autumn 2: learnt how to write inverted commas Learnt to write a detailed setting description for a Stone Age portal story</p> <p>Spring 1: developed their skills of using 2A adjectives (a Year 2 skill) and persuasive language in a holiday brochure</p>	<p>Autumn 2: ask relevant questions to extend their understanding and knowledge</p> <p>use relevant strategies to build their vocabulary</p> <p>give well structured descriptions, explanations and narratives for different purposes, including for expressing feelings</p> <p>speak audibly and fluently with an increasing command of Standard English</p> <p>maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Spring 1: Articulate and justify answers, arguments and opinions</p> <p>Give well structured explanations for different purposes</p> <p>Listen and respond appropriately to adults and peers</p> <p>Speak audibly and fluently</p>	<p>Y2: Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>			
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	<p>Y2: ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity</p> <p>Y2: ask-and-answer questions about totalling and comparing categorical data</p> <p>Y2: recognise, find, name and write fractions $\frac{1}{3}$, $\frac{1}{4}$, $\frac{2}{4}$ and $\frac{3}{4}$ of a length, shape, set of objects or quantity</p> <p>Y2: write simple fractions, for example $\frac{1}{2}$ of 6 = 3 and recognise the equivalence of $\frac{2}{4}$ and $\frac{1}{2}$</p>							
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Pre & post assessments	<p>Money: Continuing from Spr1 - Assessing ability to deconstruct word problems</p> <p>Time: Assessing prior learning, looking at clocks and telling time with hours/half/quarters and to/past. What Roman Numerals do children know?</p> <p>Statistics: Recognition of charts, what information can we ascertain? What's the same/what's different between different presentations of data?</p> <p>Fractions: Finding halves and quarters of amounts, recognising pictorial representations of fractions.</p>		<p>Cold Tasks A fear story about a picture prompt. A diary entry based on a birthday party they have attended</p>		<p>Pre-learn task - positive, minus, interesting - what would it be like to have a flexible skeleton?</p>			
	<p>Chapter consolidation of money, time and statistics.</p> <p>Money: Answering word problems about money</p> <p>Fractions: To finish in Su2.</p>		<p>Hot Task A fear story, set in Egypt. A diary entry based on Cinderella of the Nile</p>		<p>Post-learn task - positive, minus, interesting - what would it be like to have a flexible skeleton?</p>			
Unit assessment	See above		See above		See above			

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1	<p>Recap of money so far, + - of amounts, finding change.</p> <p>Money word problems</p> <p>Chapter consolidation</p>	<p>Independent Reading</p> <p>Book Band Assessments</p>	<p>Cold task – Writing a Suspense (Fear) Story</p> <p>Structure of a Suspense Story WAGOLL (What a good one looks like)</p> <p>Toolkit of a suspense story</p> <p>Deliberate Practice - Teacher led</p>	Acting aspects of suspense stories	<p>LQ: Why do different types of vitamins and nutrients keep us healthy and which foods can we find them in?</p> <p>Children complete a pre-learning activity.</p>			
2	<p>Telling Time</p> <p>Recapping from Y2 - going over quarters and key vocabulary.</p> <p>Using am or pm.</p>	<p>Howard Carter reading comprehension</p> <p>Suspense Story Extract</p> <p>Guided reading – whole class approach</p> <p>Retrieval Inference</p>	<p>Text mapping - suspense section</p> <p>Innovating suspense story</p> <p>Creating a suspense vocabulary - empty words, scary sounds, powerful verbs, dramatic fronted adverbials</p>	Sharing sentences, reading them aloud and adding drama to sentences.				<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Children to name and label major bones in the body.</p>

			Show, don't tell					
3	<p>Telling time to 5 minute intervals using to and past.</p> <p>Telling time to the nearest minute intervals using to and past.</p>	<p>Suspense Story Extract</p> <p>Guided reading – whole class approach</p> <p>Prediction</p>	<p>Deliberate Practice - Teacher led</p> <p>Plan a suspense story</p> <p>Inverted commas to show a character's emotion</p> <p>Hot Task - suspense story</p>				<p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Classify the skeletons of different animals. How do they compare?</p> <p>Children can identify and explain the key differences between vertebrates and invertebrates.</p>	
4	<p>Roman Numerals to 12 (XII)</p> <p>Measuring time in seconds and hours.</p>	<p>Newspaper reading comprehension</p> <p>Guided reading – whole class approach</p>	<p>Hot Task - continued</p> <p>Proofreading, editing and publishing.</p> <p>Cold Task - Diary entry</p>	<p>Listen to adult and peer's ideas regarding their suspense story and respond to them appropriately</p>	<p>What are muscles and how do they help animals to move?</p> <p>Children learn about the function of a muscle and the muscular</p>		<p>I can make systematic and careful observations about bones and joints in the human skeleton (and that of some animals).</p>	

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		Vocabulary Summarising	Structure of a diary entry		system. Practical inquiry to look at how pairs of muscles work together.		Name the main muscles in the human body (and some animals). Describe the role of the skeleton and muscles in support, protection and movement.	
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5	<p>Months in the year and days in the week</p> <p>Drawing pictograms and bar graphs.</p> <p>Reading pictograms and bar graphs</p>	<p>Howard Carter</p> <p>Guided reading – whole class approach</p> <p>Compare and contrast</p> <p>Distinguishing between fact and opinion</p> <p>Discussing words and phrases</p>	<p>WAGOLs (What a good one looks like)</p> <p>Toolkit of a diary entry - present perfect tense</p> <p>Hot seating</p> <p>Conscience Alley - emotive language</p>	<p>Asking questions to Howard Carter to attain further information</p>			<p>I can identify and classify producers, predators and prey in a food chain explaining the energy flow and nutrition each provides.</p> <p>Greater Depth: Recommend exercises that use each main muscle group in the human body.</p> <p>pg177</p>	
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6	<p>Fractions - recapping from Y2, practising and consolidating multiplication and division skills.</p> <p>Counting in tenths.</p> <p>Fraction as a division, e.g. $1 \div 2 = \frac{1}{2}$</p>	<p>The Story of Isis and Osiris</p> <p>Guided reading – whole class approach</p> <p>Vocabulary Retrieval Inference</p> <p>Identifying themes</p>	<p>Plan diary entry</p> <p>Hot Task - Write diary entry</p> <p>Hot Task – continued</p> <p>Proofreading, editing and publishing.</p>	<p>Listen to adult and peer's ideas regarding their newspaper report and respond to them appropriately</p>				<p>LQ: How can animals be compared and grouped by their diet?</p> <p>Children learn about the different animal groups - herbivore, carnivore and omnivore. Recap on work already taught about teeth.</p> <p>Children complete an end of unit activity to show what they have learnt.</p>
End of unit assessment	<p>Chapter consolidations of money, time and statistics.</p>	<p>Children will begin to identify and infer meaning from themes (with support from an adult). Additionally, the children will become more confident with answering prediction and summary questions.</p>	<p>Write a suspenseful suspense/ fear story, which includes a detailed setting description.</p> <p>Write a diary entry</p>					

	Geography	History	DT	Art	Computing	PSHE
Prior Learning		<p>Y1: Identify similarities and differences between ways of life in different periods- eg victorian</p> <p>Develop an awareness of the past, using common words and phrases relating to the passing of time.</p> <p>Y2: They should know where the people and events they study fit within a chronological framework and identify similarities and differences between ways of life in different periods.</p>	<p>Select the most appropriate tools and techniques for building a structure.</p> <p>Know why a model has or has not been successful.</p> <p>Start to measure, tape or pin, cut and join materials with some accuracy.</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures.</p>	<p>Using mark making to begin to create drawings that are visually engaging.</p>		<p>What do we know about jobs?</p> <p>What is a healthy lifestyle? What do we mean by these terms?</p> <p>RSE</p> <p>Living in the wider World</p>
Pre & post assessments		<p>Why was the ancient egyptian civilisation ahead of its time?</p> <p>Pre - learn Task - Class Graffiti Wall</p> <p>Draw a scene to represent Ancient Egypt</p>	<p>Discuss their ideas of how to create a functional, ancient Egyptian that incorporates a pulley mechanism.</p>	<p>What is Animation?</p> <p>What are the different types of animations?</p>		<p>Quiz</p>

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		Post - learn Task Add to your pre-learn with new knowledge	Create a functional, ancient Egyptian product that incorporates a pulley mechanism.	Production of an animated drawing using a tablet.		Quiz
Unit assessment		See above	See above.			See above.
1	<p>LQ How will using maps help me find where Ancient Egypt was?</p> <p>Where is Modern Egypt? Compare with Ancient Egypt in size.</p>	<p>Pre learn - draw a scene to represent Ancient Egypt. What do you already know? Add to graffiti wall</p> <p>LQ – What were the Ancient Egyptians like?</p> <p>Look at iconic pictures of important things from ancient Egypt and discuss .</p> <p>Look at and discuss the timeline locating Ancient Egypt in time as well as place. Discuss where it sits in relation to prior learning about the stone age.</p> <p>Hook lesson –</p>		<p>LQ: How can I talk about the work of other animators from their drawings?</p> <p>Activity: The children will discuss the different types of animation from different artists and then create two sketches using mark making from still images.</p>	<p>LQ: How do I write and send an email?</p> <p>Children construct an email message and send it to a partner..</p>	<p>LQ: How do my feelings affect my behaviour? How can I manage my feelings?</p>

		<p>Scavenger hunt for Egyptian facts and group mind mapping</p> <p>LQ: Where is Ancient Egypt Located?</p> <p>Locate Egypt on the World map and discuss prior learning on continents. Add Egypt, the UK and continents to a map.</p>				
2		<p>LQ: What did theAncient Egyptians believe about life after death and how do we know?</p> <p>Egyptian workshop How to get to the afterlife. Land of 2 fields. Mummification. Sarcophagi and tombs The ba,ka and akh</p> <p>LQ: What is the book of the dead?</p> <p>Artwork depicting the journey of the dead and the tests they have to pass. Freeze frame the scene with all the participants. Annotate the picture.</p>		<p>LQ: How can I use observational skills to look at source material to inspire my character model?</p> <p>Activity: The children will begin to take notes and discuss the movement of the puppet character that they will create that is based around the Egyptian theme.</p>	<p>LQ: How are emails sent across the internet?</p> <p>Children develop an understanding of what happens when an email is sent</p>	

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3		<p>LQ: What sources of evidence have survived and what do they tell us?</p> <p>Quick recap on continents and where UK and Egypt are on the World map.</p> <p>Discuss and learn a little about Egyptian artwork.</p> <p>As a Kagan group, they use the artwork to say what they can see, what they can infer and what they don't understand about the Nile and how the Egyptians used it.</p>		<p>LQ: How can I use my ideas to begin to create my character and source the materials that I will need for my animation.</p> <p>Activity: The children will begin to draw or design their characters and think about the theme of their narrative.</p>	<p>LQ: How do I ensure I use email safely?</p> <p>Children learn about e-safety rules around emailing.</p>	<p>Social and emotional health?</p> <p>LQ: how do we communicate online?</p>

		<p>LQ Why was the River Nile important to the Ancient Egyptians?</p> <p>Geography of the Nile. Research the ways the Egyptians used the Nile.</p>				
4		<p>LQ: Why were the pyramids built and who built them?</p> <p>LQ: How have the discovery of the pyramids helped us understand the Ancient Egyptians?</p> <p>Look at different discoveries such as hieroglyphics and papyrus roll.</p>		<p>LQ: How can I use my ideas to create my character and decorate the materials that I will need for my animation.</p> <p>Activity: The children will continue to draw or design their characters and think about the movement of their character in their narrative around an Egyptian theme..</p>	<p>LQ: How do I create and email a presentation?</p> <p>Children create a presentation and email it to a partner</p>	

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5		LQ: What does the evidence tell us about everyday life for men, women and children?		<p>LQ: How can I use my ideas to create my character and decorate the materials that I will need for my animation.</p> <p>Activity: The children will continue to draw or design their characters and think about the movement of their character in their narrative around an Egyptian theme..</p>	<p>LQ: How can I edit a presentation with a partner?</p> <p>In pairs, children edit their presentations.</p>	<p>Mental Health and Wellbeing</p> <p>LQ: What am I good at?</p>

6

LQ: Where were other major civilizations of the time located?

What did Ancient Egypt have in common with other civilizations from that time?

Look at 3 other major civilizations elsewhere in the world at this

time and can locate them

approximately on a map:

- Indus valley
- Sumer (Mesopotamia Modern Iraq)
- Shang dynasty China.

LQ: How can I use my ideas to create my animation?

Activity: The children will use their drawings or puppet characters to create an animated narrative around an Egyptian theme.

LQ: How do I share my presentation in a video conference?

Children share their edited presentations with the class via a video conference.

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7				<p>LQ: How can I use my ideas to create my animation?</p> <p>Activity: The children will use their drawings or puppet characters to create an animated narrative around an Egyptian theme.</p>		
8						
End of Unit assessment			Create a functional, ancient Egyptian product that incorporates a pulley mechanism and transports water.			

	Music	RE	PE		Languages
			Games	Dance / Gymnastics	

Prior Learning	Jazz music, Ragtime and Dixieland. Swung rhythm. Tempo, dynamics, pattern.	What makes something special? What do we know about the Bible?	Children taught Athletics through KS1	What do we know about dance terms already? Can we show these?	Colours animals numbers greeting
Pre & post assessments	Recap Jazz history Questioning and discussion surrounding ballads.	Recap the different religions that the children have learnt and the sacred elements that each of the religions have.	Week 1 - Children will take several tests and record their results.	Children to create short pieces to music to show understanding	Pre assessment cloud from VLE Post assessment cloud from VLE
	End of unit quiz, focussed on key ballad vocabulary. Performing songs in time and tune.	Children to show the similarities and differences between the different beliefs about God.	Week 5 - Children will take the same tests and compare the difference to see if there has been any improvement from week 1 to week 5.	Children to show their final piece to music.	
Unit assessment		What do different people believe about God?	Moves Freely and with pleasure and confidence in a range of ways. Observes the effects of activity on their bodies		
1	LQ: What is a ballad? Naming the key features of a ballad, learn lyrics from a song and use actions to help us remember it. Follow the tune of a	LQ: 'Seeing is believing' - is it? What do I think about believing in God? Pupils will learn to describe somethings that they cannot see but do believe in. If God is invisible, can the children imagine what they might be like?	The children are going to further develop their understanding of sprinting and the three phases. The children will be able to make comments on their own work and other peoples in order to self-enhance their technique. LQ: When reviewing videos of your sprinting technique, what	Week 1 finish week 6 gymnastics Week 2 LQ: How can I create and learn a dance motif? Develop a 16 count class motif based on Ancient Egyptian ● Create a mind	LQ: How do I understand and say some fruits and vegetables?

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	ballad.	<p>Think of some reasons why some people believe in God and why some do not</p> <p>Give examples of what they believe God to be like using metaphors.</p>	are you looking for in order to develop your technique?	<p>map based on the motif, theme and children's knowledge about the Egyptians</p> <ul style="list-style-type: none"> To creatively use the mind map to improvise movements Combine ideas to make a whole class choreography 	
2	<p>LQ: How can I perform a ballad?</p> <p>Listen and learn to identify key features of a ballad. Understanding that a ballad tells a story through song.</p> <p>Remember the lyrics and tune to a new song.</p> <p>To perform a song with actions.</p>	<p>LQ: What do Christians believe about God?</p> <p>Find out more about Christian metaphors for God.</p> <p>Discover what Christians mean when they say 'Father, Son and the Holy Spirit' for God.</p> <p>Know some of the artefacts that religious people might use when they talk to God or pray.</p> <p>Understand that prayer is a way religious believers believe they can</p>	<p>The children are going to develop their understanding of the triple jump and the sequence. The children will use video technology to understand where they are going right and wrong in order to enhance their understanding. LQ: What are the four phases of the triple jump and which is the most important in relation to distance?</p>	<p>Week 3 LQ: How can I create and learn a travel that includes relevant gestures?</p> <p>Develop a 32 count individual travelling section.</p> <ul style="list-style-type: none"> Show changes in level and pathway when travelling Use 2 or 3 	<p>LQ: How do I play games with vegetable and fruit words?</p>

		communicate with God.		different movements when travelling	
3	<p>LQ: What is the story behind a ballad?</p> <p>Understanding that a ballad tells a story and focussing on one ballad to explore the story.</p> <p>Write sentences to accompany a storyline. Summarise a story from a ballad.</p>	<p>LQ: What do the stories of Moses and the burning Bush and of Saint Paul's conversion tell us about God in Christianity?</p> <p>Ask questions about the feelings and emotions of the story.</p> <p>Look for similarities and differences between the two Bible stories about encounters with God discussing and explaining their ideas..</p> <p>Think of some reasons why some people believe in God.</p> <p>Give simple reasons for their own views about God.</p>	<p>The children are going to further develop their understanding of running and jumping over hurdles. They will develop their ability to run, jump, and remain balanced when landing. LQ: How do we get over the hurdles?</p>	<p>Week 4 LQ: How can I work in a pair to develop a new phrase?</p> <ul style="list-style-type: none"> to use pictures or videos creatively to show use of mirror image, unison, canon and changes in level to work cooperatively 	<p>LQ: How can I say and remember some fruits and some breakfast foods?</p>
4	<p>Bee Musical Rehearsal</p> <p>Explore Bee Musical songs.</p> <p>Understanding the story of the songs.</p>	<p>LQ: What do Muslims believe about Allah?</p> <p>About the Shahadah, the Muslim statement of faith in one God</p> <p>To think about some simple Muslim beliefs</p>	<p>The children are going to further enhance their tennis ball throw. The children will develop their technique to increase the distance of their throw. The use of video</p>	<p>Week 5LQ: How can I work in a pair to develop and link a new phrase?</p>	<p>LQ: What are some nouns for breakfast foods?</p>

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		<p>about God based on 12 of the 99 names of Allah.</p> <p>That the Quran guides Muslims in their daily life and teaches them about Allah/God.</p> <p>To think about some questions about God: If there is a great God full of love, what might God be like and how could we describe God?</p>	<p>technology will be used again to review their understanding of the technique and where they can improve. LQ: Which part of the body generates the power for an overarm throw?</p>	<ul style="list-style-type: none"> to use pictures or videos creatively to show use of mirror image, unison, canon and changes in level <p>to work cooperatively</p>	
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5	<p>Bee Musical Rehearsal</p> <p>Learn lyrics and tune of the songs.</p> <p>Building skills of breath control and singing technique.</p>	<p>LQ: What difference does it make to life if you believe there is no God?</p> <p>Pupils will learn that there are some people that are non-religious.</p> <p>Consider questions such as: Does God help people to be good? How can you be good without God?</p> <p>Think of some reasons why some people do not believe in God.</p> <p>Ask thoughtful questions about religious and non-religious ways of life.</p> <p>Make links between religious and non-religious ideas.</p>	<p>Children are going to take several tests in all areas of athletics, sprinting, throwing and jumping and see how far & how fast they can complete each one. Scores will then be put onto a database to review the following years...</p>	<p>Week 6 LQ: How can I combine my dance with another pair?</p> <p>To work in small groups (4s) and use poems to develop a 16-32 count group section</p> <ul style="list-style-type: none"> to work well in groups showing good cooperation skills to use a poem as a stimulus for creative and imaginative actions show Canon and changes in formation 	<p>LQ: How do I ask politely for an item?</p>
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6	<p>Bee Musical Rehearsal</p> <p>Sing in time and tune with peers to the Bee Musical Songs. Exploring singing techniques and breathing control.</p>	<p>LQ: What are the similarities and differences between different ideas about God?</p> <p>Describe the beliefs of different religions and of atheists.</p> <p>Find out more about what is characteristic of what each religion says about God.</p> <p>Consider questions such as “What is God like?” and “Why is it hard to talk to God?”</p> <p>Look for similarities and differences between different views of God.</p> <p>Think of some reasons why some people disagree about God rather strongly.</p> <p>Give simple reasons for their own ideas and opinions.</p>	<p>Week 7 LQ: How can I perform, evaluate and give constructive feedback?</p> <p>Children practise, then share their completed performances with the class, then evaluate and give feedback to others.</p> <p>To evaluate finished performance piece</p> <ul style="list-style-type: none"> to understand what makes a good performance to give useful feedback to a partner to improve our own performance based on feedback 	<p>LQ: How can I understand and enjoy a story?</p>
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End of Unit Assessment	<p>Ballad quiz assessment on key vocabulary.</p> <p>Performing songs in time and tune.</p>	<p>End of Unit Quiz</p> <p>Act out and see saw some of the Bible stories covered - e.g. Prodigal Son, Adam and Eve etc.</p>	<p>All children should have a good understanding of how to sprint, jump and throw. Their technique should be correct in all areas and they should understand how they could improve their performance and other peoples' skills.</p>		
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