



Perryfields Primary School

Knowledge Rich Curriculum Plan

Year 3



Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
The Stone Age	The Stone Age and The Iron Age	Birmingham and Beyond	Birmingham and Beyond	Ancient Egypt	Ancient Egypt

READING: COMPREHENSION.

develop positive attitudes to reading and understanding of what they read by:

- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- using dictionaries to check the meaning of words that they have read
- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- identifying themes and conventions in a wide range of books preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- discussing words and phrases that capture the reader's interest and imagination
- recognising some different forms of poetry [for example, free verse, narrative poetry]

understand what they read, in books they can read independently, by:

- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- asking questions to improve their understanding of a text
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence ♣ predicting what might happen from details stated and implied
- identifying main ideas drawn from more than one paragraph and summarising these
- identifying how language, structure, and presentation contribute to meaning
- retrieve and record information from non-fiction
- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say

WORD READING:

Pupils should be taught to:

- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word

HANDWRITING:

- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]

SPELLING:

Pupils should be taught to:

- use further prefixes and suffixes and understand how to add them (English Appendix 1)
- spell further homophones
- spell words that are often misspelt (English Appendix 1)
- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]
- use the first two or three letters of a word to check its spelling in a dictionary
- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far

WRITING: Composition

Pupils should be taught to:

- **plan their writing by:**
 - discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
 - discussing and recording ideas
- **draft and write by:**
 - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
 - organising paragraphs around a theme
 - in narratives, creating settings, characters and plot
 - in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **evaluate and edit by:**
 - assessing the effectiveness of their own and others' writing and suggesting improvements
 - proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
 - proof-read for spelling and punctuation errors
 - read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Vocabulary, Grammar, Punctuation

Pupils should be taught to:

- **develop their understanding of the concepts set out in English Appendix 2 by:**
 - extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
 - using the present perfect form of verbs in contrast to the past tense
 - choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
 - using conjunctions, adverbs and prepositions to express time and cause
 - using fronted adverbials
 - learning the grammar for years 3 and 4 in English Appendix 2
- **indicate grammatical and other features by:**
 - using commas after fronted adverbials
 - indicating possession by using the possessive apostrophe with plural nouns
 - using and punctuating direct speech
 - use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading

Geography Key stage 2

Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. This will include the location and characteristics of a range of the world's most significant human and physical features. They should develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. Pupils should be taught to:

Locational knowledge

- locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
- name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time
- identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)

Place knowledge

- understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.

Human and physical geography

- describe and understand key aspects of:
 - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle
 - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Geographical skills and fieldwork

- use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.
- use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies

Music (by end KS2)

Pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

Pupils should be taught to:

- 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

Listen to composers and musician from different cultures eg Ravi Shankar

Art Key stage 2

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history

History (by end KS2)

Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources. In planning to ensure the progression described above through teaching the British, local and world history outlined below, teachers should combine overview and depth studies to help pupils understand both the long arc of development and the complexity of specific aspects of the content. Pupils should be taught about (Year 3 topics):

- Changes in Britain from the Stone Age to the Iron Age.
- Ancient Egypt;

DT (by the end of KS2)

Key stage 2 Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment]

When designing and making, pupils should be taught to:

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Technical knowledge

- apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- apply their understanding of computing to program, monitor and control their products.

Cooking and nutrition

As part of their work with food, pupils should be taught how to cook and apply the principles of nutrition and healthy eating. Instilling a love of cooking in pupils will also open a door to one of great expression of human creativity. Learning how to cook is a crucial life skill that enables pupils to feed themselves and others affordably and well, now and in later life.

Pupils should be taught to:

- understand and apply the principles of a healthy and varied diet
- prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques
- understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed

Science

Working Scientifically

During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:

- asking relevant questions and using different types of scientific enquiries to answer them
- setting up simple practical enquiries, comparative and fair tests
- 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.

Plants:

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Animals inc Humans

Pupils should be taught to:

- 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

Rocks:

Pupils should be taught to

- compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- describe in simple terms how fossils are formed when things that have lived are trapped within rock ♣ recognise that soils are made from rocks and organic matter

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by an opaque object
- find patterns in the way that the size of shadows change

Forces and Magnets

Pupils should be taught to:

- compare how things move on different surfaces
- notice that some forces need contact between two objects, but magnetic forces can act at a distance
- observe how magnets attract or repel each other and attract some materials and not others
- compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials ♣ describe magnets as having two poles
- predict whether two magnets will attract or repel each other, depending on which poles are facing

Computing/Online Safety

Pupils should be taught to:

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- 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 (including internet services) 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
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

Physical Education Key Stage 2

Pupils should continue to apply and develop a broader range of skills, learning how to use them in different ways and to link them to make actions and sequences of movement. They should enjoy communicating, collaborating and competing with each other. They should develop an understanding of how to improve in different physical activities and sports and learn how to evaluate and recognise their own success.

Pupils should be taught to:

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- ♣ take part in outdoor and adventurous activity challenges both individually and within a team ♣ compare their performances with previous ones and demonstrate improvement to achieve their personal best

R.E.

Pupils should extend their knowledge and understanding of religions and worldviews, recognising their local, national and global contexts. They should be introduced to an extended range of sources and subject-specific vocabulary. They should be encouraged to be curious and to ask increasingly challenging questions about religion, belief, values and human life. Pupils should learn to express their own ideas in response to the material they engage with, identifying relevant information, selecting examples and giving reasons to support their ideas and views

Languages (French) Key Stage 2

Pupils should be taught to:

- listen attentively to spoken language and show understanding by joining in and responding
- explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words
- engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- speak in sentences, using familiar vocabulary, phrases and basic language structures
- develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*

- present ideas and information orally to a range of audiences*
- read carefully and show understanding of words, phrases and simple writing
- appreciate stories, songs, poems and rhymes in the language
- broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary
- write phrases from memory, and adapt these to create new sentences, to express ideas clearly
- describe people, places, things and actions orally* and in writing

Key Vocabulary

<u>Term 1</u>	<u>Term 2</u>	<u>Term 3</u>
<p>Neolithic - is used to describe things relating to the period when people had started farming but still used stone for making weapons and tools.</p> <p>Archaeologist – a person who digs up objects left behind by earlier people and studies them.</p> <p>Skara Brae – a Neolithic Age site</p> <p>Stonehenge - a prehistoric monument in Wiltshire, England</p> <p>Fort – a settlement or building that is protected by walls and trenches.</p> <p>Woolly mammoth – a type of hairy elephant that lived in the most recent Ice age, but that is now extinct.</p> <p>Hunter-gatherer - someone who obtains food by hunting, fishing, and foraging.</p> <p>Kingdom – piece of land ruled by a King or Queen.</p> <p>Chronological - arranged in or according to the order of time</p> <p>Scene – the place where something happens; a view someone sees</p> <p>Seep – a liquid or gas seeps when it flows slowly through or into or out of something.</p> <p>Etch – to etch a picture is to make it by engraving on a metal plate</p> <p>Reduce – make smaller</p> <p>Predator – animals that hunt and prey on other animals.</p>	<p>Town - a built-up area with a name, defined boundaries, and local government, that is larger than a village and generally smaller than a city.</p> <p>City – a large town</p> <p>Key - a list of the signs, colours etc. used on a map or technical drawing etc. that explains what they mean</p> <p>Industry - economic activity concerned with the processing of raw materials and manufacture of goods in factories.</p> <p>Map - a diagrammatic representation of an area of land or sea showing physical features, cities, roads,</p> <p>Shakespeare – famous English playwright</p> <p>Stratford – place within West Midlands where Shakespeare was born</p> <p>Scientific Vocabulary</p> <p>Germination: When a plant begins to grow from the seed.</p> <p>Pollination: an insect takes pollen from one plant to another.</p> <p>Dispersal: When an animal, the wind or water move seeds from a plant.</p>	<p>Egyptian - relating to Egypt or its people.</p> <p>Pharaoh - an ancient Egyptian ruler.</p> <p>Myth/legend - a traditional story, especially one concerning the early history of a people, and typically involving supernatural beings or events.</p> <p>God/Goddess - a male/female deity.</p> <p>Mummy - a dead body which has been preserved or dried out.</p> <p>Mummification – method of artificial preservation.</p> <p>Embalm - to treat a dead body so as to preserve it from decay.</p> <p>Scarab – a beetle that was scared to the ancient Egyptians.</p> <p>Tomb – a building or rooms used for burial.</p> <p>Pyramid - a triangular building built as Egyptian tomb.</p> <p>Sarcophagus – a stone coffin.</p> <p>Sphinx – an Egyptian statue having the body of a lion and the head of a man.</p> <p>Hieroglyph – a picture to represent writing.</p> <p>Cartouche – an oval frame used to surround hieroglyphic name of any important person in ancient Egypt.</p> <p>Cairo – capital of Egypt.</p> <p>The River Nile – one of Africa's greatest rivers, which flows into the Mediterranean Sea.</p> <p>Red Sea – the sea lying directly east of Egypt.</p> <p>Valley of Kings – an area of desert canyons where many pharaohs were buried.</p> <p>Cleopatra - a famous Egyptian queen.</p> <p>Tutankhamun - a young pharaoh who became famous because his tomb was untouched when it was discovered.</p> <p>Archaeologist – a person who studies the lives and cultures of ancient people.</p> <p>Artefact – an object produced or shaped by human craft, especially a tool, weapon, or ornament of archaeological or historical interest.</p>

Cultural Capital

Visit to Lapworth Museum – link to science topic	Parents to visit class weekly – linked to praise assembly Grandparent’s lunch Visit to RSC Stratford-upon-Avon where we will participate in a workshop with actors.	Visit to Birmingham Museum/visit by Historian Parents to visit when linked to praise assembly
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Oracy

Recount of Stone Age boy Verbal comprehension of class reading book. PSHE discussions and Circle Time. Pair and group work. Talk partners. Maths buddies. Reading sessions and comprehension skills.	Hot Seating characters from Cinderboy and Macbeth Performance poetry Verbal comprehension of class reading book. PSHE discussions and Circle Time. Pair and group work. Talk partners. Maths buddies. Reading sessions and comprehension skills.	Interactive/ Negotiation Howard Carter discovery Explain Mummification Persuade Letter to Mrs Jones about trip to Egypt. Recount Diary trip to Egypt Verbal comprehension of class reading book. PSHE discussions and Circle Time. Pair and group work. Talk partners. Maths buddies. Reading sessions and comprehension skills.
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BLP

<ul style="list-style-type: none">• Collaboration• Interdependence	Resourcefulness Questioning Making Links and Imagining	Reciprocity Collaboration Listening	Reflectiveness Meta-learning Distilling Revising.
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Stone Age

<u>Autumn 1</u>	<u>Subject Area</u>	<u>Autumn 2</u>
Prior Learning:	Learning connections	Further Learning:
•	English	•
Prior Learning: Year 1 - Senses	Learning connections	Further Learning: Y4 – Digestive System, Y6 – The Heart
Human Body <ul style="list-style-type: none"> - Types of skeleton and their roles - The human body's organs and their roles - A healthy, human diet 	Science	Rocks and Soils <ul style="list-style-type: none"> - The three types of rock - The rock cycle - Properties of rocks - Fossils and fossilisation
Prior Learning: Y1 – Changes (Victorian toys as artefacts)	Learning connections	Further Learning: Y4 – Romans, Anglo-Saxons, Y5 - Vikings
The Stone Age <ul style="list-style-type: none"> - Placing the Stone Age in history (BC, AD) - Cave paintings and artefacts as primary sources - Stone Age hunters and gatherers, tools and weapons 	History	<ul style="list-style-type: none"> - Stone Age settlements, homes - Stonehenge
	Geography	<ul style="list-style-type: none"> - Stone Age settlements in Britain - Cave formations - Skara Brae
Prior Learning:	Learning connections	Further Learning:
Follow Kapow	D & T	Follow Kapow
Prior Learning: Year 2	Learning connections	Further Learning:
Carl Giles- drawing cartoon characters Tints and shades Stonehenge landscape Cave painting Drawing woolly mammoth	Art	Hands on cave wall Making a woolly mammoth Craft puppets Sock puppets Charcoal animals
Prior Learning: Purple Mash Scheme of work and P.E. Hub Scheme- building on prior learning	Learning connections	Further Learning:
Purple Mash Scheme Coding	Computing	Purple Mash Scheme Online Safety Spreadsheets
Developing notation skills Singing	Music	Enjoying improvisation

Learning new genres of music/composers		
PE Hub Scheme Cricket skills led by Chance to shine instructor.	PE	Dance
Greetings	French	Alphabet
What is it like to be a Sikh in Sandwell	RE	Keeping the five Pillars of Islam

Birmingham and Beyond

<u>Spring 1</u>	<u>Subject Area</u>	<u>Spring 2</u>
Prior Learning: Year 2 -	Learning connections	Further Learning: Year 4 -
<ul style="list-style-type: none"> • Create a character description and setting description • Create a fairy tale • Create a poem 	English	<ul style="list-style-type: none"> • Retell a story • Write a play script • Write a newspaper article
Prior Learning: Year 2 - Plants	Learning connections	Further Learning:
Plants <ul style="list-style-type: none"> • Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant. 	Science	Magnets and forces <ul style="list-style-type: none"> - Opposite poles attract - Identifying magnetic objects - Forces – pushes and pulls - The role of friction on moving objects
Prior Learning: Year 2 Cadburys	Learning connections	Further Learning: Year 5: Victorians Year 6 WW2
Birmingham and Beyond <ul style="list-style-type: none"> • Compare historical images of Birmingham landmarks. • Explore the historical industry in Birmingham. 	History	<ul style="list-style-type: none"> • Explore the history of football in Birmingham and the surrounding areas.
<ul style="list-style-type: none"> • Name and locate counties and cities of the United Kingdom (focus on Birmingham and surrounding areas). • Use maps, atlases and computer to locate places (understand and use key). • Use Ordnance Survey maps • Explore the local area in which we live use maps to locate familiar places. • Identify landmarks in Birmingham • Transport links. • Research Birmingham business' (MG, Cadbury, Jewellery Quarter) 	Geography	<ul style="list-style-type: none"> • Canals – plot Birmingham canal routes. • Compare Birmingham with other cities (Stratford)
Prior Learning: Year 2	Learning connections	Further Learning:
	D & T	<ul style="list-style-type: none"> • Create a new badge for a Birmingham Football team. • Shape and stitch materials. • Use basic cross stitch and back stitch. • Prepare, create and evaluate curry (cooking) <p>Design and make a curry</p>
Prior Learning: Year 2	Learning connections	Further Learning:
<ul style="list-style-type: none"> • Use clay and other mouldable materials to create a model of the Bull. (Bullring) • Sketch The Bull landmark lightly (no need to use a rubber to correct mistakes). <p>Sketch Birmingham landmarks. Birmingham Library Make a Birmingham landmark. Look at graffiti art forms.</p>	Art	

Prior Learning: Purple Mash Scheme of work and P.E. Hub Scheme- building on prior learning	Learning connections	Further Learning:
Purple Mash Scheme Touch Typing Emailing	Computing	Purple Mash Scheme Branching Databases
Elgar – Enigma variations	Music	Birmingham Bands Comparison with Elgar
PE Hub Scheme Netball Gymnastics	PE	PE Hub Scheme Outdoor Learning Gymnastics
Numbers	French	Colours
Why does the Prophet Muhammad matter to Muslims?	RE	What is it like to be Jewish?

Ancient Egypt

<u>Summer 1</u>	<u>Subject Area</u>	<u>Summer 2</u>
Prior Learning: Year 2 fire and ice character description Persuasive brochure	Learning connections	Further Learning: Y\$ Settings/letter/newspaper
Write a setting description Write character descriptions based on Myths and Legends Create our own myth	English	To write a letter to persuade the reader Diary – Recount a visit to Egypt To create an information brochure about Egypt
Prior Learning: Y2 sunlight and plants	Learning connections	Further Learning: Y6 light
Light and Shadow Recognise that we need light in order to see. Explore how light is reflected from surfaces. Investigate what shadows are and why they are formed. Investigate how the size of shadows changes throughout the day.	Science	Light and shadows Consolidation of Year 3 science
Prior Learning: Y1-2 Historical sources/map skills	Learning connections	Further Learning: Y4-6 Historical sources/map skills
Understand how historical sources help us find out about the past Understand Egyptian beliefs about life and death Understand the importance of death and Gods in Egypt	History	Research who Howard Carter was and his life. Understand why the pyramids were built Investigate the discovery of Tutankhamun's tomb through sources of evidence
Use maps to locate countries	Geography	Use digital mapping to locate countries and landmarks Understand the water cycle and links to Egypt Understand the Nile as a trade link Understand the importance of the River Nile
Prior Learning: Y1-2 Historical sources/map skills	Learning connections	
	D & T	Design own canopic jars using clay Create design criteria as a class Use range of tools and materials to create a sculpture evaluate our designs
Create a sand collage of the desert and pyramids Explore the use of pattern in Ancient Egypt and develop own pattern for printing. Design own hieroglyphics	Art	Pharaoh headdress
Prior Learning:	Learning connections	
Simulations Graphing	Computing	Presenting Powerpoints

Ancient Egyptian Songs	Music	Ancient Egyptian Songs
PE Hub Scheme Athletics Cricket	PE	PE Hub Scheme Athletics Basketball
Animals	FRENCH	Consolidation of Greetings, numbers, colours and animals
What is the “Trinity” and why is it important to Christians?	R.E	Values -What matters most.

