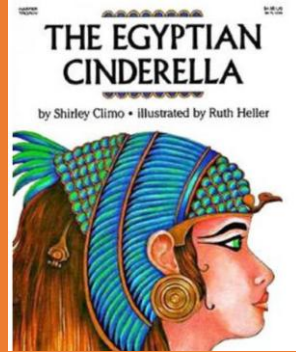
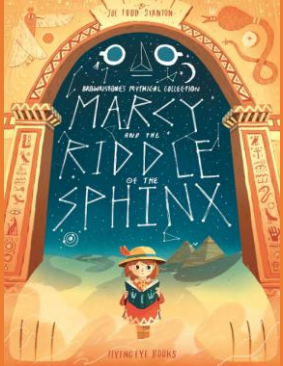


We are reading and writing about this term:

- 1) Marcy and the Riddle of the Sphinx by [Joe Todd Stanton](#)
- 2) The Egyptian Cinderella by Shirley Climo



We are be using this short film as a writing stimulus:

Tadeo Jones

<https://www.youtube.com/watch?v=2XxhNMbpE2A>

**What was
important to
ancient
Egyptians?**

Year 3

English

Children will write:

- discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- discuss and recording ideas

draft and write by:

- compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures

organise 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
- proofread for spelling and punctuation errors
- read their own writing aloud to a group or the whole class.

Grammar and Punctuation

Children will learn to use:

- extend the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although
- 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
- using commas after fronted adverbials
- indicating possession by using the possessive apostrophe with plural nouns
- using and punctuating direct speech

What was important to ancient Egyptians?

Book Talk

Children will read: "Marcy and the Riddle of the Sphinx" by Joe Todd Stanton AND "The Egyptian Cinderella" by Shirley Climo

- use dictionaries to check the meaning of words
- identify themes and conventions in a wide range of books
- Discuss words and phrases that capture the reader's interest and imagination
- discuss their understanding, and explaining the meaning of words in context
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- identifying main ideas drawn from more than 1 paragraph and summarising these
- retrieve and record information from non-fiction

Maths

Children will learn:

Time

- Roman numerals to 12
- Tell the time to 5 minutes
- Tell the time to the minute
- Read time on a digital clock
- Use a.m. and p.m.
- Years, months and days
- Days and hours
- Hours and minutes - use start and end times
- Hours and minutes - use durations
- Minutes and seconds

Shape

- Turns and angles
- Right angles
- Compare angles
- Measure and draw accurately
- Horizontal and vertical
- Parallel and perpendicular
- Recognise and describe 2-D shapes
- Draw polygons
- Recognise and describe 3-D shapes
- Make 3-D shapes

Statistics

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data

Science: Light

Children will 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.

Music

Year 3 - Traditional instruments & improvisation

French

Year 3 - Je me Presente (Presenting myself)

Music

Year 3 - Traditional instruments & improvisation

PE

Tuesday – Athletics

Thursday - Football

History

What was important to ancient Egyptians?

Children will learn to:

- Identify where and when ancient civilisations first appeared.
- Ask historically valid questions about sources.
- Identify Ancient Egypt's location and its key geographical features.
- Explain why the River Nile was important to ancient Egyptians.
- Explain the significance of the Rosetta Stone.
- Explain the importance of gods and goddesses to people in Ancient Egypt.
- Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife.
- Decide what was important to people in Ancient Egypt.

Computing

Online Safety lesson – Party Planners!

Programming B- Events and actions in programs

RE

Year 3 - How and why do people try to make the world a better place?

PSHE

Changing Me!

Children will learn:

- how babies grow and develop in the mother's uterus
- what a baby needs to live and grow
- identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

DT

Textiles - Making Ancient Egyptian Collars

Children will:

- Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.
- Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy.
- Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking.
- Measure and attach a ribbon with a running stitch.
- Recognise different types and qualities of fabrics.
- Explain the aesthetic and functional properties of some of their material choices.