

RSHE –

Careers, financial capability and economic wellbeing: Saving, spending and budgeting

Pupils learn:

- about what influences people's choices about spending and saving money
- how people can keep track of their money
- about the world of work

No Outsiders - Yr 3 lesson 5.

Learn to be welcoming

History

Enquiry Question: Why should we remember the Egyptian civilisation?

Identify a range of features of Ancient Egypt including technological developments, buildings and beliefs.

To use a variety of primary sources of information to describe aspects of Ancient Egypt.

Hold opinions on how much Ancient Egyptians achieved.

Class Read:

Title: So you think you've got it bad Egypt

Curriculum links: History, PSHCE

Writing opportunities: Information texts, playscripts, instructions, narrative



St. Cecilia's Catholic Primary School

Topic Map: Year 3 , Summer Term 1



Design Technology & Art and Design:

Enquiry Question: What impact can we have on our school community?

In DT the children will:

- study a variety of free-standing objects and consider what makes them strong and stable. Sketch and annotate a variety of designs.
- think of and describe ways of strengthening paper and card, then experiment with strengthening and joining paper and card in order to further develop their ideas.
- learn how people can keep track of their money.
- create free-standing 'prototype' frames using paper and card, applying what they learned during the previous lesson.
- Draw and annotate their own designs for a frame, considering how they will ensure it is strong, stable and free-standing.
- Referring to their previously completed designs, children will make frames. They are challenged to consider carefully how they will ensure their frame looks like their design.
- Evaluate their own design process as well as their finished frame according to a range of given, and agreed upon, criteria.

In Art & Design the children will:

- find out who George Seurat was and explore his style of Art.
- explore Seurat's paintings and how he created effects of colour and shading.
- create a piece of pointillism artwork.

Crucial Knowledge children must remember:

To recall the primary colours (blue, red and yellow) and secondary colours (green, orange and purple).

To know that secondary colours are made by mixing primary colours (blue and yellow make green, red and blue make purple and red and yellow make orange).

Understand that to make a simple, strong structure, a variety of sturdy materials (paper, wood and cardboard) need to be used.

To know that folding, layering, rolling and twisting can be used to strengthen paper and card structures. To know that George Seurat is an artist who is famous for the artistic technique of Pointillism.

To understand that the pointillism technique requires precise dots of distinct colour to create the illusion of form.

To draw and annotate diagrams of structures to consider what will be challenging, what will need adapting and how close their design will look compared to the final product.

To make a structure for a planting frame using wood and recycled materials.

Physical Education:

Dance

Pupils create dances in relation to an idea including historical and scientific stimuli. Pupils work individually, with a partner and in small groups, sharing their ideas. Pupils develop their use of counting and rhythm. Pupils learn to use canon, unison, formation and levels in their dances. They will be given the opportunity to perform to others and provide feedback using key terminology.

Tennis

To develop racket and ball control.

To develop returning the ball using a forehand groundstroke.

To be able to rally using a forehand.

To develop the two handed backhand.

To learn how to score.

To develop playing against an opponent.

To work collaboratively with a partner and compete against others.

Religious Education:

Topic 5 - 'To the Ends of the Earth'

In this branch, pupils will look at how Mass today mirrors Mass celebrated by the first disciples. The first historical account of Mass is in St Paul's letter to the Corinthians. They will also connect with the words of Jesus at the end of Matthew's gospel and the words that the priest or deacon says at the end of the Mass. Pupils will begin to explore the mystery of the Holy Trinity in more depth.

Computing

Computer Science: Events through Code Studio Course C: Lesson 17. Physical Computing- Micro bits

Digital literacy & Online safety: Putting a STOP to Online Meanness Who Is in Your Online Community?

IT & Digital Literacy: Modelling, Music and Media. Audio Visual Media

Mathematics:

Unit 10 – Capacity

Measure capacity and volume in litres and millilitres
Measure in litres and millilitres
Equivalent capacities and volumes (litres and millilitre)
Compare capacity and volume
Add and subtract capacity and volume
Problem solving – capacity
End of unit check

Unit 11 – Fractions (2)

Add fractions
Subtract fractions
Partition the whole
Problem solving – add and subtract fractions
Unit fractions of a set of objects
Non-unit fractions of a set of objects
Reason with fractions of an amount
Problem solving – fractions of measures
End of unit check

Unit 12 – Money

Pounds and pence
Convert pounds and pence
Add money
Subtract money
Find change
End of unit check

English

Narrative Writing – Egyptian Mystery
Purpose: To narrate

Children will read Egyptology: Search for the Tomb of Osiris to inspire them to write their own Egyptian-themed mystery narrative.

They will:

- Explore the language and structure of mystery stories
- Learn how to use a or an correctly depending on whether the next word starts with a consonant or a vowel
- Use word families to show how words are related in form and meaning
- Build on previous learning by using inverted commas to punctuate direct speech
- Plan, draft, edit and improve their mystery narrative

Recount Writing – Egyptian Expedition
Purpose: To recount

Children will write a recount of an imagined Egyptian expedition, inspired by events and experiences in Egyptology: Search for the Tomb of Osiris.

They will:

- Use prepositions (e.g. before, after, during, because of) and adverbs (e.g. then, next, soon, therefore) to express time, place, and cause
- Explore the language and structure of the book and texts
- Use a wider range of conjunctions, such as when, if, because, and although
- Plan, draft, edit and improve their recount

Science

Light

- Identify the difference between light sources and non light sources.
- Explore the light that comes from the sun and how to stay safe.
- Explore materials which are reflective.
- Discover how shadows are formed.
- Investigate how shadows change throughout the day.
- Investigate how you can change the size of a shadow.

Music

Glockenspiel Skills 1 Children will learn about and explore the glockenspiel using the interrelated dimensions of music and begin to learn about staff notation.