



## Medium Term Planning: Year 3 - Summer Term 5 and 6 – Ancient Egyptians (How did the civilisation of Egypt wax and wane?)

English	Maths	Science	History	Geography
<p><b>Summer 1</b>  <b>Fiction (Cinderella of the Nile) <i>Own version of traditional tale</i></b>            1. <b>To organise my writing</b> - I can use present and past tense correctly and consistently including progressive and perfect forms.            2. <b>To comprehend</b> - I can draw inferences from reading (such as inferring characters' feelings, thoughts and motives from their actions) <b>To write for effect</b> - I can use conjunctions to express cause and effect.            3. <b>To write for effect</b> - I can begin to identify and use figurative language e.g. alliteration, similes, metaphors, personification.            4. <b>To use word classes accurately</b> - I can identify and use nouns. <b>To spell correctly</b> – I can use prefixes and suffixes and understand how to add them.            5. <b>To comprehend</b> - I can draw inferences from reading (such as inferring characters' feelings, thoughts and motives from their actions)            6. <b>To use word classes accurately</b> - I can identify and use verbs including imperatives and modals.            7. <b>To discuss, question and justify</b> - I can identify recurring themes and elements of different stories.            8. <b>To write for effect</b> - I can use conjunctions to express cause and effect. I can use conjunctions that signal time, shift attention, inject suspense and shift the setting.            9. <b>To comprehend</b> - I can draw inferences from reading (such as inferring characters' feelings, thoughts and motives from their actions).            10. <b>To write for effect</b> - I can use statements, questions, exclamations and commands effectively.            11. <b>To write for a purpose</b> - I can plan, write, edit and improve.            12. <b>To write for a purpose</b> - I can write purposefully            13. <b>To write for a purpose</b> - I can write purposefully            14. <b>To write for a purpose</b> - I can write purposefully            15. <b>To write for a purpose</b> - I can plan, write, edit and improve            16. <b>To write for a purpose</b> - I can write purposefully</p> <p><b>Fiction (The Mysteries of Harris Burdick) <i>Own version mystery narrative</i></b>            1. <b>To comprehend</b> - I can ask questions to improve my understanding            2. <b>To write for effect</b> – I can use noun phrases            3. <b>To use word classes accurately</b> - I can use prepositions to mark place or time.            4. <b>To vary sentence structure</b> - I can vary the way sentences begin.            5. <b>To write for effect</b> - I can make relevant word choices            6. <b>To organise my writing</b> - I can use present and past tense correctly and consistently including progressive and perfect forms.            7. <b>To write for effect</b> - I can use statements and questions effectively.            8. <b>To write for effect</b> – I can use noun phrases            9. <b>To write for effect</b> – I can use noun phrases            10. <b>To write for effect</b> – I can begin to identify and use figurative language, such as similes.            11. <b>To write for a purpose</b> - I can plan, write, edit and improve.            12. <b>To write for a purpose</b> - I can write purposefully            13. <b>To write for a purpose</b> - I can write purposefully            14. <b>To write for a purpose</b> - I can write purposefully            15. <b>To write for a purpose</b> - I can plan, write, edit and improve            16. <b>To write for a purpose</b> - I can write purposefully</p> <p><b>Summer 2</b>  <b>Fiction (Jim, A Cautionary Tale) <i>Narrative poem</i></b>            1. <b>To discuss, question and justify</b> – I can predict.            2. <b>To use word classes accurately</b> - I can identify and use nouns            3. <b>To read fluently and accurately</b> - I can prepare poems and plays to read aloud with expression, volume, tone and intonation.            4. <b>To write for effect</b> – I can make relevant word choices.            5. <b>To vary sentence structure</b> - I can use a mixture of simple, compound and complex sentences            6. <b>To write for effect</b> – I can make relevant word choices.            7. <b>To write for a purpose</b> - I can plan, write, edit and improve            8. <b>To write for effect</b> – I can make relevant word choices.            9. <b>To write for effect</b> – I can make relevant word choices.            10. <b>To write for effect</b> – I can make relevant word choices.            11. <b>To write for a purpose</b> - I can plan, write, edit and improve            12. <b>To write for a purpose</b> - I can write purposefully</p> <p><b>Fiction (The Day I Swapped My Dad for Two Goldfish) <i>Own version narrative</i></b>            1. <b>To write for effect</b> – I can use conjunctions to express cause            2. <b>To write for effect</b> – I can begin to use direct speech</p>	<p><b>Fractions</b>  <b>To recognise fractions</b>            I can recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators.            I can recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.            I can round decimals with one decimal place to the nearest whole number.            I can compare numbers with the same number of decimal places up to two decimal places.            I can count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.            I can count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.            I can compare and order unit fractions and fractions with the same denominators.  <b>To understand equivalent fractions</b>            I can recognise and show, using diagrams, families of common equivalent fractions.            I can recognise and write decimal equivalents of any number of tenths or hundredths.            I can recognise and write decimal equivalents to 1/4, 1/2, 3/4.  <b>To solve problems using fractions</b>            I can add and subtract fractions with the same denominator within one whole.            I can solve problems involving increasingly harder fractions.            I can calculate quantities and fractions to divide quantities (including non-unit fractions where the answer is a whole number).            I can add and subtract fractions with the same denominator.            I can find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.            I can solve simple measure and money problems involving fractions and decimals to two decimal places.</p> <p><b>Measurement (Length and perimeter)</b>  <b>To use measures</b>            I can measure, compare, add and subtract: lengths (m/cm/mm)            I can measure the perimeter of simple 2-D shapes.            I can convert between different units of measure. (for example, kilometre to metre)            I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.            I can find the area of rectilinear shapes by counting squares</p> <p><b>Measurement (Mass and capacity)</b>  <b>To use measures</b>            I can measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml).            I can convert between different units of measure (g to kg/l to ml)</p> <p><b>Measurement (Time)</b>  <b>To use measures</b>            I can tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks.            I can estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use appropriate vocabulary.</p>	<p><b>Why did the Egyptians mummify their dead?</b></p> <p><b>Biology:</b>  <b>To understand humans and animals</b>            I can describe the simple functions and parts of the digestive system in humans.            I can identify the different types of teeth in humans and their simple functions.            I can identify that humans and some animals have skeletons and muscles for support, protection and movement.</p> <p><b>Who built the Great Pyramid at Giza?</b></p> <p><b>Chemistry:</b>  <b>To investigate materials</b>            I can recognise that soils are made from rocks and organic matter.            I can compare and group different types of rocks based on simple physical properties.            I can relate the properties of rocks to their formation – igneous or sedimentary.</p> <p><b>Physics:</b>  <b>To understand movement, forces and magnets</b>            I can compare how things move on different surfaces.            I can discuss the fact that some forces need contact between two objects but magnetic forces can act at a distance.            I can observe how magnets attract or repel each other and attract some materials and not others.            I can compare and group objects based on their magnetism.            I can describe magnets as having two poles and use my knowledge to predict attraction or repulsion.</p>	<p><b>Who were the Ancient Egyptians?</b></p> <p><b>What was life like in Ancient Egypt?</b></p> <p><b>Who was Tutankhamun and why was he important in Ancient Egypt?</b></p> <p><b>What was the Ancient Egyptian writing system?</b></p> <p><b>Who were the Egyptian Gods?</b></p> <p><b>Why did Hatshepsut send an expedition to Punt?</b></p> <p><b>What did Akhenaten do that made him so hated?</b></p> <p><b>What happened to Akhenaten's successors?</b></p> <p><b>Why do we remember Ramesses II?</b></p> <p><b>How did Ptolemy II contribute to trade in Ancient Egypt?</b></p> <p><b>How did the civilisation of Egypt end?</b></p> <p><b>To investigate and interpret the past</b>            I can use evidence to ask questions and find answers to those questions about the past            I can suggest suitable sources of evidence for historical enquiries            I can describe different accounts of a historic event and explain why the accounts might differ            I can suggest causes and consequences of some of the main events in history  <b>To build an overview of world history</b>            I can describe the social, ethnic, cultural or religious diversity of past society            I can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children  <b>To understand chronology</b>            I can place events, artefacts and historical figures on a timeline using dates            I can understand the concept of change over time  <b>To communicate historically</b>            I can use appropriate historical vocabulary including dates, time periods, era, change and chronology            I can use English, Maths and ICT skills to communicate information about the past</p>	<p><b>Where in the world was Ancient Egypt?</b></p> <p><b>What is the name of the river that flows through Egypt and how does it compare to the river Slea?</b></p> <p><b>To investigate places</b>            I can ask and answer geographical questions about the physical and human characteristics of a location            I can use maps, atlases, globes and digital computer mapping to locate countries and describe features</p> <p><b>To investigate patterns</b>            I can name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, arctic and Antarctic circle and date and time zones as well as describe some physical characteristics of these geographical areas            I can describe geographical similarities and differences between countries</p> <p><b>To communicate geographically</b>            I can describe key physical features  <i>Rivers, mountains, volcanoes, earthquakes and water cycle</i>            I can describe key human features  <i>Settlements and land use</i>            I can use the eight points of a compass to communicate knowledge of the UK and the wider world)</p>

<p>3. <b>To punctuate accurately</b> - I can punctuate direct speech</p> <p>4. <b>To punctuate accurately</b> - I can use apostrophes for possession and contraction</p> <p>5. <b>To punctuate accurately</b> - I can punctuate direct speech and use apostrophes for possession and contraction</p> <p>6. <b>To use word classes accurately</b> - I can identify and use adverbs to add detail</p> <p>7. <b>To comprehend</b> – I can sequence events</p> <p>8. <b>To write for a purpose</b> - I can plan, write, edit and improve</p> <p>9. <b>To write for a purpose</b> - I can write purposefully</p> <p>10. <b>To write for a purpose</b> - I can write purposefully</p> <p>11. <b>To write for a purpose</b> - I can write purposefully</p> <p>12. <b>To write for a purpose</b> - I can plan, write, edit and improve</p> <p>13. <b>To write for a purpose</b> - I can write purposefully</p>	<p>I know the number of seconds in a minute and the number of days in each month, year and leap year.</p> <p>I can compare durations of events.</p> <p>I can convert between different units of measure (hour to minute)</p> <p>I can read, write and convert time between analogue and digital 12- and 24-hour clocks.</p> <p>I can solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</p> <p><b>Measurement (Money)</b></p> <p><b>To use measures</b></p> <p>I can add and subtract amounts of money to give change. (£ and p)</p> <p>I can estimate, compare and calculate different measures, including money in pounds and pence.</p> <p><b>Statistics</b></p> <p><b>To use statistics</b></p> <p>I can interpret and present data using bar charts, pictograms and tables.</p> <p>I can solve one-step and two-step questions (for example, ‘How many more?’ and ‘How many fewer?’) using information presented in scaled bar charts, pictograms and tables.</p> <p>I can interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.</p> <p>I can solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>			
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Art	Design	Computing	MFL	RE	PSHE	Music	PE
<p><b>Painting/Inspiration from the greats:</b> <b>Mastering painting techniques in sketchbooks and then moving on to look at art based on work of Emad Ibrahim a famous Egyptian artist.</b></p> <p><b>To paint</b> I can use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines I can mix colours effectively I can use watercolour to produce washes for backgrounds and then add detail I can experiment with creating mood and colour <b>To take inspiration from the greats</b> I can replicate some of the techniques used by notable artists I can create original pieces that are influenced by studies of others</p>	<p><b>Create mechanisms that would help with transporting the huge stones for pyramids.</b></p> <p><b>To master practical skills with mechanics</b> I can use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product e.g. levers/winding mechanisms/pulleys and gears <b>To take inspiration from design throughout history</b> I can improve upon existing designs giving reasons for my choice I can disassemble products to understand how they work</p>	<p><b>Code: Create an Egyptian game</b></p> <p><b>To code</b> I can use the functions define, set, change, show and hide to control the variables I can create conditions for actions by sensing proximity or waiting for a user input</p> <p><b>Connect: Participate in class webpage and e safety curriculum</b></p> <p><b>To connect</b> I can use features of applications to communicate messages professionally</p> <p><b>Collect: Create a database to record results of the forces experiments</b></p> <p><b>To collect</b> I can devise and construct databases</p>	<p><b>French</b></p> <p><b>To listen attentively to spoken language and show understanding by joining in and responding</b> I can repeat modelled words I can listen and show understanding of single words through physical response I can repeat modelled short phrases I can listen and show understanding of short phrases through physical response</p> <p><b>To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</b> I can listen and identify specific words in songs and rhymes and demonstrate understanding I can listen and identify specific phrases in songs and rhymes and demonstrate understanding</p> <p><b>To engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</b> I can recognise a familiar question and respond with a simple rehearsed response I can ask and answer a simple and familiar question with a response I can express simple opinions such as likes, dislikes and preferences I can ask and answer at least two simple and familiar questions with a response</p> <p><b>To speak in sentences using familiar vocabulary, phrases and basic language structures</b> I can name objects and actions and link words with a simple connective I can use familiar vocabulary to say a short sentence using a language scaffold I can speak about everyday activities and interests I can refer to recent experiences or future plans</p> <p><b>To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</b></p>	<p><b>To explore what Hindus believe about God</b> I know how Hindu deities are described in sacred texts and stories I can discuss visual symbols in the mandir</p> <p><b>To compare and understand religions</b> I know what a pilgrimage is and what it involves I can discuss some famous pilgrimages from Christianity/Hinduism/Islam</p>	<p><b>1. Relationships</b> <b>2. Changing me</b></p> <p><b>Relationships</b> I can identify the roles and responsibilities of my family members and can reflect on male and female expectations I can identify and put in to practice some of the skills of friendship I know and can use some strategies for keeping myself safe I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different I know how to express my appreciation to friends and family</p> <p><b>Changing me</b> I understand that in animals and humans lots of changes happen between conception and growing up. And that usually it is the female who has the baby I understand how babies grow and develop in the uterus I understand that our bodies need to change so that when we grow up our bodies can make babies I can identify how our bodies change on the outside and the inside I can recognise stereotypical ideas I might have about parenting and family roles</p>	<p><b>1. Bringing us together</b> <b>2. Reflect, Rewind and Replay</b></p> <p><b>To listen and Appraise</b> I know 5 songs from memory and who sang/wrote them. I know the style of 5 songs. I can choose one song and am able to talk about: Lyrics and what the song is about; the musical dynamics, tempo, rhythm and pitch; identify the main sections of the song and name some of the instruments used.</p> <p><b>To play musical games</b> I know how to find and demonstrate the pulse. I can explain the difference between pulse and rhythm. I understand how pulse, rhythm and pitch work together to create a song. I know that every piece of music has a pulse and a steady beat I know the difference between a musical question and an answer</p> <p><b>To sing</b> I know and am able to talk about: I know that singing in a group can be called a choir; I know that the leader or conductor is a person that the choir group follow; I know that songs can make you feel different things I know why you must warm up your voice.</p> <p><b>To play.</b></p>	<p><b>1. Athletics</b> <b>Games – inventing games</b> <b>2. Games – striking and fielding Athletics</b></p> <p><b>To practice Athletics</b> I can sprint over a short distance up to 60 metres I can run over a longer distance, conserving energy in order to sustain performance I can use a range of throwing techniques (under and over arm) I can throw with accuracy to hit a target or cover a distance I can jump in a number of ways, using a run up where appropriate I can compete with others and aim to improve personal best performances</p> <p><b>To play Games</b> I can throw and catch with control and accuracy I can strike a ball and field with control I can choose appropriate tactics to cause problems for the opposition I can follow the rules of the game and play fairly I can maintain possession of a ball</p>

			<p>I can identify individual sounds in words and pronounce accurately when modelled</p> <p>I can start to recognise the sound of some letter strings in familiar words and pronounce when modelled</p> <p>I can adapt intonation to ask questions or give instructions</p> <p>I can show awareness of accents, elisions and silent letters</p> <p><b>To present ideas and information orally to a range of audiences</b></p> <p>I can name nouns and present a simple rehearsed statement to a partner</p> <p>I can present simple rehearsed statements about myself, objects or people to a partner</p> <p>I can present ideas and information in simple sentences using familiar and rehearsed language to a partner or small group of people</p> <p><b>To appreciate stories, songs, poems and rhymes in the language</b></p> <p>I can join in with actions to accompany familiar songs, stories and rhymes</p> <p>I can join in with words of a song or storytelling</p> <p><b>To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</b></p> <p>I can use strategies for memorisation of vocabulary</p> <p>I can make links with English or known language to work out the meaning of new words</p> <p>I can use context to predict the meaning of new words</p> <p>I can begin to use a bilingual dictionary to find the meaning of individual words in French and English</p> <p><b>To write phrases from memory and adapt these to create new sentences to express ideas clearly</b></p> <p>I can write single familiar words from memory with understandable accuracy</p> <p>I can write familiar short phrases from memory with understandable accuracy</p> <p>I can replace familiar vocabulary in short phrases written from memory to create new short phrases</p> <p><b>To read carefully and show understanding of words, phrases and simple writing</b></p> <p>I can read and show understanding of familiar single words</p> <p>I can read and show understanding of simple phrases and sentences containing familiar words</p> <p><b>To describe people, places, things and actions orally and in writing</b></p> <p>I can say or write simple familiar words to describe people, places, things and actions using a model</p> <p>I can say or write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold</p> <p>I can say or write one or two short sentences that may contain an adjective to describe people, places, things and actions</p> <p><b>To understand basic grammar appropriate to the language being studied including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instances, to build sentences; and how these differ from or are similar to English.</b></p>		<p>I can identify what I am looking forward to when I am in year 4</p>	<p>I know and am able to talk about the instruments used in class.</p> <p><b>To improvise.</b></p> <p>I know and can talk about improvisation:</p> <p>I can make up my own tunes on the spot;</p> <p>I can create tunes that have never been heard before;</p> <p>I understand that using one or two notes confidently is better than using five</p> <p>I understand that if I improvise using the notes I am given, I cannot make a mistake.</p> <p><b>To compose</b></p> <p>I know and am able to talk about:</p> <p>I know that a composition is music that is created by me and kept in some way.</p> <p>I know that it's like writing a story.</p> <p>I know that a composition can be played or performed again to my friends.</p> <p><b>To perform</b></p> <p>I understand that performing is sharing music with other people- an audience</p> <p>I understand a performance doesn't have to be a drama. It can be to one person or to each other.</p> <p>I can sing and rap words clearly and play with confidence.</p> <p>I know that a performance involves communicating feelings, thoughts and ideas about the song/music.</p>	<p>I can pass to team mates at appropriate times</p> <p>I can lead others and act as a respectful team member</p>
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