

<b>Autumn Term Year 3 Themes with National Curriculum objectives</b>	
<b>Theme: Egyptian Explorers</b>	<b>Theme: Carnival of the Animals</b>
<b>PHASE 1: Inspire and motivate</b>	<b>PHASE 1: Inspire and motivate</b>
Children take part in an archaeological dig to find Egyptian artefacts buried in sand.	Surprise trip to a secret location linked with the unit.
<b>PHASE 2: Learn Specifics</b>	<b>PHASE 2: Learn Specifics</b>
<b>Non-chronological Report (English)</b> <ul style="list-style-type: none"> <li>- Retrieve and record information from non-fiction</li> <li>- Organise paragraphs around a theme</li> <li>- Discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- Discussing and recording ideas</li> <li>- In non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> <li>- Proposing changes to grammar and vocabulary to improve consistency (Tenses, nouns and pronouns for clarity, conjunctions)</li> <li>- Proof-read for spelling and punctuation errors</li> </ul>	<b>Shape Poems (English)</b> <ul style="list-style-type: none"> <li>- Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- Recognise different forms of poetry</li> <li>- Identifying how language, structure, and presentation contribute to meaning</li> <li>- Discussing and recording ideas</li> <li>- Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> </ul>
<b>Egyptian Dance (PE)</b> <ul style="list-style-type: none"> <li>- Perform dances using a range of movement patterns.</li> <li>- Develop technique, control and balance.</li> </ul>	<b>Animals including humans (Science)</b> <ul style="list-style-type: none"> <li>- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</li> <li>- Identifying differences, similarities or changes related to simple scientific ideas and processes</li> <li>- Using straightforward scientific evidence to answer questions or to support their findings.</li> <li>- Asking relevant questions and using different types of scientific enquiries to answer them</li> </ul>
<b>Ancient Egyptians (History)</b> <ul style="list-style-type: none"> <li>- Understand the achievements of early civilisations and complete a depth study of the Ancient Egyptians.</li> <li>- Develop a chronologically secure knowledge of world history.</li> <li>- Establish connections and contrasts over time.</li> <li>- Construct informed responses that involve thoughtful selection and organisation of relevant historical information</li> </ul>	<b>Weather and Climate (Geography)</b> <ul style="list-style-type: none"> <li>- Develop contextual knowledge of the location of globally significant places- both terrestrial and marine- including their defining physical and human characteristics and how these provide a geographical context for understanding the actions of processes.</li> <li>- Interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs and Geographical Information Systems (GIS)</li> <li>- Communicate geographical information in a variety of ways, including through map, numerical and quantitative skills and writing at length</li> </ul>

<p><b>Rocks and Soils (Science)</b></p> <ul style="list-style-type: none"> <li>- Compare and group different kinds of rocks on the basis of their appearance and simple physical properties.</li> <li>- Setting up simple practical enquiries, comparative and fair tests.</li> <li>- Making systematic and careful observations.</li> <li>- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.</li> <li>- Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>- Using results to draw simple conclusions</li> </ul>	<p><b>Carnival of the Animals (Music)</b></p> <ul style="list-style-type: none"> <li>- Perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians.</li> <li>- Understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.</li> </ul>
<p><b>Egyptian Self Portrait (Art)</b></p> <ul style="list-style-type: none"> <li>- Improve mastery of art and design techniques in drawing and painting</li> <li>- Produce creative work, explore their ideas and record their experiences</li> <li>- Evaluate and analyse creative works using the language of art, craft and design</li> <li>- Understand the historical and cultural development of their art forms</li> </ul>	<p><b>Graphical Modelling (Computing)</b></p> <ul style="list-style-type: none"> <li>- Can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems.</li> </ul>
<p><b>Word Processing (Computing)</b></p> <ul style="list-style-type: none"> <li>- Select, use and combine a variety of software to design and create content that accomplishes given goals.</li> <li>- Use search technologies effectively</li> </ul>	<p><b>Animal Puppets (Design and Technology)</b></p> <ul style="list-style-type: none"> <li>- Understand and use mechanical systems in their products for example, gears, pulleys, cams, levers and linkages</li> <li>- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</li> <li>- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</li> <li>- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> </ul>
<p><b>PHASE 3: Apply and Share</b></p>	<p><b>PHASE 3: Apply and Share</b></p>
<p><b>Presentation to parents</b></p> <p>Children will prepare a presentation of different activities (carousel style) that all adults can take part in, including self-portraits, testing rocks, writing in hieroglyphs, archaeological dig and looking at different fossils.</p>	<p><b>Presentation to parents</b></p> <p>Children will prepare a presentation of different activities (carousel style) that all adults can take part in.</p>
<p><b>Non-themed Subjects</b></p>	
<p><b>Fairy stories (English)</b></p> <ul style="list-style-type: none"> <li>- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</li> <li>- increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally</li> </ul>	

<ul style="list-style-type: none"> <li>- identifying themes and conventions in a wide range of books</li> <li>- asking questions to improve their understanding of a text</li> <li>- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>- identifying how language, structure, and presentation contribute to meaning</li> </ul> <p>plan their writing by:</p> <ul style="list-style-type: none"> <li>- discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>- discussing and recording ideas</li> </ul> <p>draft and write by:</p> <ul style="list-style-type: none"> <li>- creating settings, characters and plot</li> </ul> <p>evaluate and edit by:</p> <ul style="list-style-type: none"> <li>- assessing the effectiveness of their own and others' writing and suggesting improvements</li> <li>- proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>- proof-read for spelling and punctuation errors questions,</li> </ul>	
<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>	<p><b>English Skills;</b></p> <ul style="list-style-type: none"> <li>- Reading</li> <li>- Spoken language</li> <li>- Spelling</li> <li>- Handwriting</li> <li>- Grammar and punctuation</li> </ul>
<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; addition and subtraction</li> <li>- Number; fractions</li> <li>- Geometry; properties of shapes</li> <li>- Measurement</li> <li>- Statistics</li> </ul>	<p><b>Mathematics</b></p> <ul style="list-style-type: none"> <li>- Number; number and place value</li> <li>- Number; addition and subtraction</li> <li>- Number; multiplication and division</li> <li>- Number; fractions</li> <li>- Measurement</li> </ul>
<p><b>Christianity and Islam (RE)</b></p> <ul style="list-style-type: none"> <li>- Describe some religious ideas from stories and some basic religious beliefs and teachings, using some religious vocabulary</li> <li>- Describe some religious objects/places/people and practices. Begin to be aware of similarities in religions.</li> <li>- Describe and respond sensitively to their own and other's experiences and feelings including characters in stories with religious meaning.</li> </ul>	<p><b>Christianity and Islam (RE)</b></p> <ul style="list-style-type: none"> <li>- Begin to suggest meanings for some religious actions and symbols.</li> <li>- Describe how religious belief is expressed in different ways</li> <li>- Describe some religious objects/places/people and practices.</li> <li>- Begin to be aware of similarities in religions.</li> <li>- Ask questions about puzzling aspects of life and experience and suggest answers, including religious ones.</li> </ul>

<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>- Understand and respond to spoken and written language from a variety of authentic sources</li> <li>- Speak with increasing confidence, fluency and spontaneity, finding ways of</li> </ul>	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>- Understand and respond to spoken and written language from a variety of authentic sources</li> <li>- Speak with increasing confidence, fluency and spontaneity, finding ways of</li> <li>- Communicating what they want to say, including through discussion and asking and continually improving the accuracy of their pronunciation and intonation</li> </ul>
<p><b>Home Sweet Home! – Plants and habitats for wildlife (Environmental Studies)</b></p> <ul style="list-style-type: none"> <li>- Understand the need to encourage a variety of wildlife into our gardens and how we can do this in our Wildlife Garden.</li> <li>- Research and plan for appropriate plants and habitats that we can develop in the Wildlife Garden.</li> </ul>	<p><b>Home Sweet Home! – Plants and habitats for wildlife (Environmental Studies)</b></p> <ul style="list-style-type: none"> <li>- Introduce the skills needed to use gardening equipment and the process involved in planting bulbs and small plants.</li> <li>- Develop understanding of invertebrates, their habitats and how we can encourage them into our Wildlife Garden.</li> </ul>
<p><b>P.E.</b></p> <p><b>Tag Rugby</b></p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>	<p><b>P.E.</b></p> <p><b>Indoor athletics</b></p> <ul style="list-style-type: none"> <li>- use running, jumping, throwing and catching in isolation and in combination</li> <li>- develop flexibility, strength, technique, control and balance,</li> <li>- compare their performances with previous ones and demonstrate improvement to achieve their personal best</li> </ul> <p><b>Netball</b></p> <ul style="list-style-type: none"> <li>- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</li> </ul>