

Year Group	3	Medium Term Overview		Term and Year	Summer 2022
<p style="text-align: center;"><b>PSHE +</b>  <b>PSHE FOCUS</b> RSE, Protective Behaviours, and Values, Respect and Fairness (linked to RE focus)  <b>CURRICULUM DRIVER FOCUS:</b> Global and local Community-Migration</p>					
<b>History Topic</b>	<b>Key Learning and Theme</b> <b>Ancient Egypt:</b> Prove that the Egyptians were skilled farmers and engineers. The Ancient Egyptians were the most influential civilisation of ancient times. List some influential artefacts from the Ancient Egyptian era. Describe what an archaeologist does. Investigate Ancient Egyptian gods and their influence on Egyptian daily life. Think about what the Ancient Egyptians taught us - what can we learn from them?			<b>Art Sculpture:</b> Children will Investigate, analyse and interpret natural and manmade forms of construction. Consider light and shadow, space and size. Shape, form, model and construct from observation and or imagination with increasing confidence. Have an understanding of different adhesives and methods of construction	<b>DT</b> Key Learning <b>Food:</b> Healthy and varied diet making sandwiches and wraps for a 'Cherry Blossom' Festival - this was started last term (the investigation and design elements) but will be completed this term. <b>Structures:</b> shell structures, making a box to transport Egyptian artefacts safely
<b>Geography Topic</b>	<b>Key Learning and Theme</b> <b>The River Nile:</b> Following on from our Rivers topic last term we will be branching out and taking this learning a little bit further, looking at Rivers of the World, and in particular the River Nile. We will look at how the Nile shaped life of the Ancient Egyptians, as well as its continued importance for Modern day Egypt. We will think about how rivers are useful to us. <b>Local Fieldwork Investigation:</b> Later this term we will plan our own fieldwork enquiry and think about what information we want to find out and how best to investigate. We will carry out local fieldwork sketches and studies, based on the land use of our local area, and improvements we'd like to see happen.				
<b>Discrete Subjects (links to main theme in bold if applicable)</b>					
<b>English / Guided Reading</b>  Love that book: <b>Atlas of adventures</b> -To write a report of a specific festival. To create an information leaflet. Focus book: <b>The Bear and The Piano</b> by David Litchfield Write a recount based on personal experience. To use some detail to describe a setting using Year 3-4 statutory words. To write a diary entry selecting words for effect, using conjunctions and paragraphing writing into clear sections.			<b>PE</b> <b>Tennis:</b> Children will be introduced to tennis, learn to outwit an opponent; create space to win a point; consolidate how to win a game; learn to hold		<b>RE</b> To continue learning about Christianity and Islam. To look in greater detail at their sacred texts and some of the stories within the different communities; looking at their guidance and

Guided Reading: we will be continuing to read a range of both nonfiction and fiction texts this term in Guided Reading. We will be starting with some reading based on Egypt, including **The Egyptian Cinderella**.

Class prescribed guided reading book: **Charlotte's Web** by E.B.White

a racket and play the forehand.

**Athletics:**Children will explore their running for speed and acceleration. We will introduce / develop relay by running for speed in a team. In throwing children will learn to use accuracy vs distance. They will do standing long jump.

impact. To look as well at symbolic expression in prayer and worship. To think about the idea of taking responsibility for living together, valuing and respecting each other. To think about the concepts of right and wrong and justice and fairness - this will come into our PSHCe learning as well.

### Maths

**Number- Fractions:** making the whole, tenths and counting in tenths, tenths as decimals, fractions on a number line, fractions of a set of objects, equivalent fractions ,comparing fractions, ordering fractions, adding fractions and subtracting fractions.

**Measurement- Time:** Recap: O'clock and half past, quarter past and quarter to and the hours in a day. Telling the time to 5 minutes and to the minute. Using a.m. and p.m. and looking at the 24-hour clock. Finding the duration and comparing durations. Measuring time in seconds.

**Mass and capacity:** Measuring and comparing mass and capacity. Comparing volume and measuring temperature.

**Geometry:** Properties of shapes. Turns and angles. Right angles in shapes. Compare angles. Draw accurately. Horizontal and vertical Parallel and perpendicular lines. Recognise and describe 2-D shapes. Recognise and describe 3-D shapes. Make 3-D shapes.

### Music

Children will look at 'Bringing us together' by Joanna Mangona and Pete Readman. A Disco song about friendship, peace, hope and unity. Children will learn to improvise, compose and perform in this unit. Finally children will listen and appraise classical music in the unit called: 'Reflect,rewind and replay. They will play instruments within the song and improvise using voices and instruments. Finally they will create their own composition.

### MFL

**French:** We will be continuing to practice our counting, numbers up to 20 (30 if we can), our colours and everyday language. We will recap on J'aime / je n'aime pas (I like / don't like) as well as learn two new topics:  
**Les animaux** (animals) - naming some animals in French.  
**Je Peux** (I can) - learning key verbs / actions for common hobbies (playing, running, swimming). We also need to have our French Cafe which we didn't get round to doing last term!

## Science

**Plants and growing:** What are the functions of the different parts of a flowering plant? What does a flowering plant need for life and growth and how can we investigate what happens when these are removed? How is water transported within plants? What is the life cycle of a flowering plant?

**Forces and Magnets:** What is a force? What different types of forces are there?

To know that a magnet attracts magnetic material. To know the strongest parts of a magnet are the poles and that magnets have two poles – a north pole and a south pole. If two like poles, e.g. two north poles, are brought together they will push away from each other – repel. If two unlike poles, e.g. a north and south, are brought together they will pull together – attract. To know that for some forces to act, there must be contact e.g. a hand opening a door, the wind pushing the trees. To know that some forces can act at a distance e.g. magnetism. The magnet does not need to touch the object that it attracts.

## Computing

**Typing:** Children will develop their touch-typing skills and understand how to touch type using the home, bottom and top row keys using both hands.

**Email:** Most children will be able to exchange email communications using 2Email. Most children will be able to open and respond to an email, altering the size of the font, as well as the formatting of the text. They will be able to select a person from their address book and compose a suitable email to send them. Children will be able to add attachments to an email they compose. Children understand the importance of staying safe when using email.

**Branching databases:** Children will be able to create a branching database which includes suitable text, titles and gathering of appropriate images from online and importing them.

**Simulations:** Using 2Simulate, children can analyse and evaluate information relating to the situations in the activities.

**Graphing:** Children will also explore the ways of presenting data so that it can be graphically represented.

**Presentation:** Children can create a presentation about Rivers or the Egyptians using Google Slides