

Music

Creating compositions in response to an animation (Mountains)

1. I can tell a story from a piece of music through movement.
2. I can create a soundscape using percussion instruments.
3. I can create a range of sounds to accompany a story.
4. I can compose and perform a rhythm to accompany a story.
5. I can compose and notate a short melody to accompany a story.

Instrumental - Recorders

History

Ancient Egypt

- Included in Geography Lesson 1: I can place the Ancient Egyptian period on a timeline in relation to other period of history

- 1 and 2. I can explain what life was like in Ancient Egypt (homes, clothes, food, weapons, symbols of Ancient Egypt).
3. I can explain the importance of the Gods to Ancient Egyptians.
4. I can explain the importance of the Pyramids to the Ancient Egyptians
5. I can understand the significance of the discovery of Tutankhamun
6. I can show what I have learnt.

PE

Outdoor and Adventurous Activities

1. I can develop co-operation and teamwork skills.
2. I can develop trust and teamwork.
3. I can involve all team members to work towards a shared goal.
4. I can develop trust whilst listening to others and following instructions.
5. I can be able to identify objects, draw and follow a simple map.
6. I can draw a route using directions, orientate a map and navigate around a grid.

- Hempshill mile

Computing

Programming B - Events and actions in programs

1. I can explain how a sprite moves in an existing project.
2. I can create a program to move a sprite in four directions.
3. I can adapt a program to a new context.
4. I can develop my program by adding features.
5. I can identify and fix bugs in a program.
6. I can design and create a maze-based challenge.

Year 3

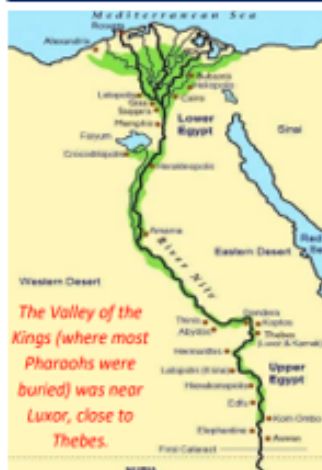
Summer 2

TOPIC - Ancient Egypt

Science

Light Physics

1. I know that light is needed in order to see things and that dark is the absence of light.
2. I know that light is reflected from surfaces.
3. I know that shadows are formed when light is blocked by an opaque object.
4. I can find patterns in the way that the size of a shadow changes.
5. I know that sunlight can be dangerous and that I must protect my eyes
6. I can show what I have learnt.



PSHE

Changing Me

1. 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.
2. I understand how babies grow and develop in the mother's uterus & I understand what a baby needs to live and grow.
3. I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies & I can identify how boys' and girls' bodies change on the outside during this growing up process.
4. I can 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.
5. I can start to recognise stereotypical ideas I might have about parenting and family roles.
6. I can identify what I am looking forward to when I move to my next class.

Lifesavers

7. How can we look after our money?

Maths

1. Measurement - 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
- Units of time
- Solve problems with time

2. Geometry - 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

3. Statistics

- Interpret pictograms
- Draw pictograms
- Interpret bar charts
- Draw bar charts
- Collect and represent data
- Two-way tables



Enrichment

Spanish Café
Fathers' Day Event
Sports Day
Summer Fair
School Transition Day
Keeping Safe Over the Summer Assemblies
Summer Reading Challenge
Internet Safety
Hemphill Olympics
Water Aid assembly
Assembly from vicar
Games club

Spanish

Spanish Café

1. I can name more fruits and say what fruit I want (first introduction of the determiner "a").
2. I can say what fruit juice I want.
3. I can ask for a drink in a café (role-play)
4. I can name some food (Spanish omelette, chorizo, palmeritas, muffin and cookie).
5. I can ask for food in a café. (role-play)
6. I can ask for a drink and food in a "Spanish café"
7. Spanish Café
8. Cultural lesson: San Juan

English

Writing

1. Instructions – To Inform – How to make papyrus
 - Use capital letters and full stops accurately
 - To use exclamation marks and question marks accurately at the end of a sentence.
 - To use causal and time conjunctions
 - To use imperative verbs to signal an instruction or command

2. Explanation Text – To inform – How did Ancient Egyptians mummify a body?

- Use prepositions
- To write in paragraphs
- To use causal and time conjunctions
- To use adverbs

Reading

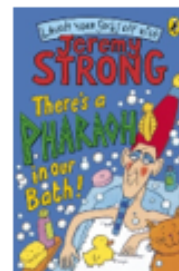
Whole Class Reading:

Flat Stanley and the Great Egyptian Grave Robbery
By S Pennypacker

Reading for Pleasure text:

There's a Pharaoh in our Bath – Jeremy Strong

Selection of books from 'Book Award'



Art

Sculpture

- 1 & 2. I can use papier mâché to create the 3D form for a death mask in the style of Tutankhamun
- 3 & 4. I can add detail using cardboard and paint my death mask in the style of Tutankhamun.

Geography

1. I can locate Egypt and explain the importance of the River Nile to the Ancient Egyptians.