

Cleves School Curriculum Map
Year 3 – SPRING 2025
'ANCIENT EGYPT'

Maths

- **Week 1 (WC 06/01/25) - Place Value**
 - Round whole numbers up to 100 to the nearest 10
 - Identify, represent and estimate numbers using different representations
- **Week 2/3 (WC 13/01/25 - WC 20/01/25) - Addition & Subtraction**
 - Continue to use addition and subtraction facts to 20 and derive related facts up to 100
 - Add and subtract numbers with up to 3 digits, using formal written methods of column addition and subtraction
 - Estimate the answer to a calculation and use inverse operation to check answers
 - Solve problems, including missing number problems, using number facts, place value and more complex addition and subtraction
 - Mentally add and subtract numbers including a three-digit number with ones, tens or hundreds
- **Week 4/5 (WC 27/01/25 - WC 03/02/25) - Measurement: Length & perimeter**
 - Measure, compare, add and subtract: lengths (m/cm/mm);
 - Solve problems including missing number problems, using place value and more complex addition and subtraction
 - Measure the perimeter of simple 2-D shapes
 - Record measurements using mixed units, e.g.1m 25cm
 - Continue to choose the appropriate tools and units when measuring, selecting from a wider range of measures
- **Week 6 (WC 10/02/25) - Review week**
- **Week 7/8 (WC 24/02/25 - WC 03/03/25)- Multiplication & Division**
 - Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
 - Solve calculation problems involving multiplication and division, including missing number problems, simple positive integer scaling and simple correspondence problems in which n objects are connected to m objects
 - Use mental and written methods to write and calculate mathematical statements for multiplication and division using the tables they know.
 - grid method for multiplying 2 digit by 1 digit
- **Week 9/10 (WC 20/03/25 - WC 17/03/25)- Fractions**
 - Recognise and use fractions as numbers (unit fractions e.g. $\frac{1}{3}$, $\frac{1}{4}$, $\frac{1}{2}$)and non-unit fractions with small denominators
 - Recognise find and write fractions of a set of objects
 - Count up and down in tenths
 - Understand that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.

- **Week 11/12 (WC 24/03/25 - WC 31/03/25)- Time**

- Months of the year
- Days of the week
- How many seconds in a minute/hour
- How many days in a week
- Tell the time to the nearest 5 minutes
- Tell the time to the nearest minute

Reasoning: Children will be taught to explain their thinking pictorially, verbally and in writing.

Problem solving: Children will be given the chance to solve one and two step problems applying systematic thinking, prior learning and problem solving skills.

Literacy

Reading

This will be monitored through whole class reading, guided reading sessions, 1:1 reading whenever possible and comprehensions.

- To recall and summarise the main points in a text
- To begin to predict what happens next
- To express and justify their own opinions
- To response to a text and provide evidence to support this
- To participate in discussions about age appropriate texts
- To begin to identify character's feelings and thoughts from reading texts
- To recall and summarise main ideas from different parts of the text
- To begin to recognise words and phrases that capture the reader's interest and imagination

Writing

Genres including: persuasive texts, instructions, narrative description and non-chronological reports.

- To understand the structure of a story (beginning, middle and end) and use a short film as a model to write their own short story.
- To use features of instructional writing to create a set of instructions on how to mummify a body.
- To write a narrative story twisting a traditional fairy tale
- To recount the story of George and the Dragon.
- Use the features of non-chronological writing to write a report on the subject of dragons.

Spelling (ongoing)

To increase accuracy in spelling of common exception words and apply taught spelling patterns

Handwriting (ongoing)

To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and to increase the legibility and quality of their handwriting.

Punctuation and Grammar 'PaG' (ongoing)

Children will have one punctuation/grammar lesson per week which will be linked to the current literacy unit. They will also have three spelling sessions and two vocabulary sessions, spread across the week.

Computing

Digital Safety (1st half term)

- Understand the importance of communicating safely
- Know what to do when concerned about content encountered on the Internet or being contacted

Coding (1st half term)

- Use sequence, selection and repetition in programmes
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes

Google Skills (2nd Half term)

- Select and use a variety of software on a range of digital devices
- Design and create a range of content to accomplish given goals (collecting, analysing, evaluating and presenting data and information)

Science

Light

- Children investigate how we see things by developing their understanding of light sources and how light travels and is reflected.
- Children learn that light from the sun can be dangerous and that there are ways to protect their eyes
- They investigate how shadows are formed when the light from a light source is blocked by an opaque object
- They investigate how shadows are affected by the distance and angle from the light source.

Plants

- Children plant seeds and consider the conditions needed for growth.
- They observe the changes as their plants
- They learn about the life cycle of a flowering plant.
- We define what a habitat is and investigate habitats within the school environment to understand the range of plant species found there.

<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Living in the wider world</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> ● The values of rules and law. ● Peoples Rights, freedoms and responsibilities <p>Media literacy and media resilience</p> <ul style="list-style-type: none"> ● How the internet is used ● Assessing information online for its reliability and accuracy. <p>Money and Work</p> <ul style="list-style-type: none"> ● Different jobs and the skills needed for those jobs ● Stereotypes in the workplace ● Setting personal goals 	<p style="text-align: center;">Geography/History</p> <ul style="list-style-type: none"> ● Children will examine evidence to find out what life was like in Ancient Egypt. ● They will understand the difference between primary and secondary sources. ● They will use different sources and artefacts to understand that we learn from objects that have survived and interpret these to learn further about life in Ancient Egypt. ● Children identify and locate Egypt within the world and the African continent. They trace the course of the River Nile and learn about its importance. 	<p style="text-align: center;">RE</p> <p>How does ‘ibadah’ (worship) show what’s important to Muslims?</p> <p>Pupils will learn that Muslims believe:</p> <ul style="list-style-type: none"> ● there is no God but God (Allah) and that he is without equal ● that God is one (Tawhid) ● reading the Qur’an is an act of worship as well as a source of guidance: it should be read in the original Arabic ● the Qur’an is Allah’s final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic ● that the mosque is a place of worship and learning is led by an imam ● that ‘salah’ is part of ‘ibadah’ (worship) and that in salah, Muslims worship and remember Allah ● the importance of Ramadan <p>How do non religious people celebrate new life?</p> <ul style="list-style-type: none"> ● what is meant by “non-religious people” and “worldview” ● have a basic understanding of Humanism and 3 of the 5 key beliefs and principles that are most relevant to this unit. ● that celebrating new life is important to many people ● why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community
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Art	PE/Games	Design Technology
<ul style="list-style-type: none"> ● Children will experiment with different effects and textures to create paint effects similar to those used by the Egyptians. ● Children will experiment with different grades of pencil to draw different forms and shapes. ● Experiment with ways in which surface detail can be added to drawings. ● The children will plan, design and make a model of a cartouche, using observation and acquired knowledge to inform their design choices ● They will learn how to join clay adequately, using slip and construct a simple base for extending and modelling other shapes ● They will learn how to create surface patterns and textures, using a variety of implements 	<p>Dance</p> <ul style="list-style-type: none"> ● Apply and develop a broad range of movement skills and learn how to use these in different ways through performing Egyptian dances. ● To link various skills to make actions and sequences of movement in isolation and combination. ● Develop strength, flexibility, technique, control and balance. ● A focus on communicating and collaborating with peers to develop an understanding of how to improve and evaluate performance. <p>Gymnastics</p> <ul style="list-style-type: none"> ● To adapt travel to a range of different equipment ● To develop a range of movements into a sequence ● To experiment with a range of different heights <p>Real PE</p> <ul style="list-style-type: none"> ● Learning basic skills of development for agility, balance, coordination, healthy competition and cooperative learning through games and activities for personal challenge. ● An approach which focuses on the key abilities needed to be successful within PE and Sport across the curriculum. ● A focus on Creative, Physical, Cognitive, Social, Personal and Health and Fitness development. 	<p>Cooking</p> <ul style="list-style-type: none"> ● The children will sample a range of falafel ● They will then design their own falafel, using a range of ingredients ● They will make their own according to their recipe ● They will also make tzatziki ● They will have a taste challenge to determine the class favourite evaluating their product for taste, texture etc. <p>They will learn about:</p> <ul style="list-style-type: none"> ● The sections of the EatWell plate and why they differ in size. ● how different foods are produced in different areas of the world. ● the health and safety requirements of cooking. ● the right tools to chop, slice, dice and prepare food. ● how to measure ingredients to an appropriate level of accuracy. ● how to evaluate work produced.

Music (on termly rota)

- One term specialist instrument teaching provided by Surrey Arts who will teach year 3 the violin. Children not taught this term will receive lessons in either the spring or summer term
- One term learning Recorders & Boomwhackers with Mr Kilhams
- One term learning Glockenspiels & Singing
- Rhythms, melodies and pulse are introduced through songs.

French (on termly rota)

- Parts of the body
- Descriptions of hair and eyes
- Sentence work - agreements of adjectives
- Days of the week
- Pets
- Numbers to 20
- Easter traditions

Dates for your diary

Half term: Mon 17th Feb - Fri 21st Feb 2025

Term ends: Fri 4th April 1.45pm