

## Numeracy

### **Number - Place Value**

Can I identify, represent and estimate numbers using different representations?

Can I find 10 or 100 more or less than a given number?

Can I recognise the place value of each digit in a three-digit number (hundreds, tens, ones)?

Can I compare and order numbers up to 1000?

Can I read and write numbers up to 1000 in numerals and in words?

Can I solve number problems and practical problems involving these ideas?

Count from 0 in multiples of 50 and 100?

### **Addition & Subtraction**

Can I add and subtract numbers mentally, including: a three-digit number and ones; a three-digit number and tens; a three-digit number and hundreds?

Can I add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction?

Can I estimate the answer to a calculation and use **inverse** operations to check answers?

Can I solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction?

### **Multiplication & Division**

Can I count from 0 in multiples of 4 & 8?

Can I write and calculate mathematical statements for multiplication and division using the multiplication tables I know?

## History

### **Can I study the achievements of an early civilization?**

Who were the Ancient Egyptians?

What was life like in Ancient Egypt?

How was society organised in ancient Egypt?

How did the Egyptians write?

Who were the pharaohs and why were they important?

Who were the ancient Egyptian gods and goddesses?

How were mummies preserved?

What are pyramids and what were they used for?

Can I retell the key events of the Tutankhamun discovery story?

What were the greatest inventions and achievements of the Ancient Egyptians?

## Computing

### **Coding**

Can I design, write and debug programs that accomplish specific goals?

### **E Mails**

Can I open and send e mails? Can I learn how to use e mail safely?

## Science

### **Forces and Magnets**

Can I compare how things move on different surfaces?

Can I discover that some forces need contact between two objects, but magnetic forces can act at a distance?

Can I observe how magnets attract or repel each other and attract some materials and not others?

Can I compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials?

Can I describe magnets as having two poles?

Can I predict whether two magnets will attract or repel each other, depending on which poles are facing?

### **Light**

Can I recognise that they need light in order to see things and that dark is the absence of light?

Can I notice that light is reflected from surfaces?

Can I recognise that light from the sun can be dangerous and understand how to protect the eyes from sunlight?

Can I recognise that shadows are formed when the light from a light source is blocked by a solid object?

Can I find patterns in the way that the size of shadows

### **Hook Day**

6<sup>th</sup> September 2018

### **Learning Share**

29<sup>th</sup> November 2018

Autumn Term

Y3



## Art & DT

Can I use clay to make a replica of a cartouche?

Can I design and make a replica of a papyrus painting?

Can I make an Egyptian necklace?

Can I create sculpture with a range of materials - Canopic Jars

What were shadufs were used for?

Can I investigate how shadufs work?

Can I design, make and evaluating a shaduf model?

Can I follow a recipe to make Egyptian bread?

Can I investigate ways of adding ingredients to a basic recipe?

## French

### **Getting to know you**

Hello, What's your name? How old are you? Goodbye

Numbers 0-10 How old are you?

### **Time**

Counting 11-31, Days of the week, Months, Birthdays,

What's the date? Yesterday, today, tomorrow

## English

The Egyptian Cinderella by Shirley Climo and Ruth Heller

Mouse, Bird, Snake, Wolf by David Almond

**Spelling:** Prefixes dis-, in-, im- Suffixes -ous,, -ly, -ture, Homophones

**Reading:** Can I apply my knowledge of root words, prefixes and suffixes to read aloud and to understand the meaning of new words?

Can I develop positive attitudes to reading and my understanding of books that are structured in different ways and reading for a range of purposes.?

**Comprehension:** Can I develop positive attitudes to reading, and an understanding of what is read?

Can I retrieve and record information from non-fiction texts?

Can I participate in discussion about both books that are read?

### **Writing:**

Can I organise paragraphs around a theme?

Can I extend the range of sentences with more than one clause by using a wider range of conjunctions?

Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?

Writing Opportunities- Narratives, character descriptions, debates, poetry, persuasive posters, play scripts, non-chronological reports  
Real life experiences - instructions - mummification

## RE

### **Remembering**

Can I explore remembrance in the context of some major faith festivals; including Remembrance Day and festivals of remembrance?

Can I explore actions and rituals associated with festivals, celebrations and times of remembering, and how symbols and artefacts may be used to express the belief of a faith member?

Visit from Christian faith members

### **Geography**

Can I use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied?

Can I understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country?

Can I describe and understand key aspects of physical geography?

Can I describe and understand key aspects of human geography?

### **SMSC**

New Beginnings

Friendship

British Values

### **PE**

Gymnastics & Dance

Netball, Basketball

and Benchball

### **Music**

Let your spirit fly

Glockenspeil Stage 1