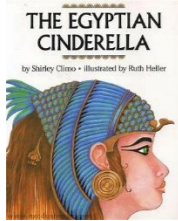
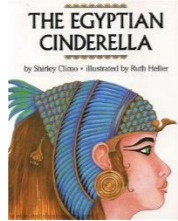
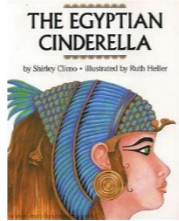
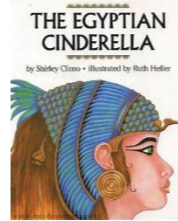
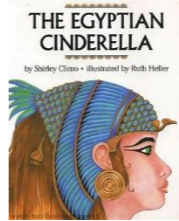
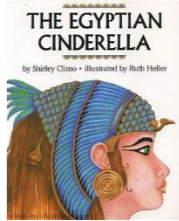


Year 3 Summer 2 Explore and Enquire MTP

Theme: Deserts/Egypt
 Driver: Geography and History
 The Big Question: Why was light important for Ancient Egyptians?


Reading for Pleasure Class Novel:







		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p>Unit: Character Description</p> <p>Supporting Text: The Egyptian Cinderella</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p> <p>Cross curricular – History/geography - Ancient Egypt/Egypt</p>	<p>Unit: Character Description</p> <p>Supporting Text: The Egyptian Cinderella</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using conjunctions, adverbs and prepositions to express time and cause using fronted adverbials</p>	<p>Unit: Poem</p> <p>Supporting Text: The Egyptian Cinderella</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Unit: Poem</p> <p>Supporting Text: The Egyptian Cinderella</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar in non-narrative material, using simple organisational devices [for example, headings and sub-headings] using conjunctions, adverbs and prepositions to express time and cause</p>	<p>Unit: Recount</p> <p>Supporting Text: The Egyptian Cinderella/Trip</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>	<p>Unit: Recount</p> <p>Supporting Text: The Egyptian Cinderella/Trip</p>  <p>NC Link: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar extending the range of sentences with more than one clause by using a wider range of conjunctions, including: when, if, because, although using fronted adverbials</p>		

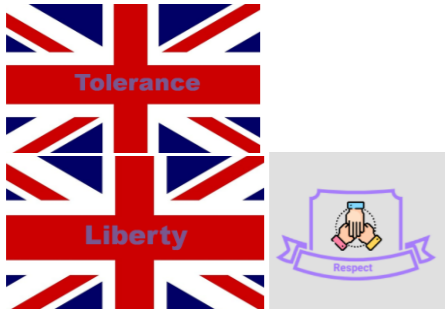
	Enrichment	<p>Launch: Weston Park Museum</p> <p>Key Questions: Why was the afterlife so important to the Ancient Egyptians?</p> <p>Why was light important to the Ancient Egyptians?</p> <p>Who was Tutankhamun?</p> <p>What is a canopic jar used for?</p>						
SPAG		Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	Subject, predicate, stop, pronouns, fronted adverbials, linking adverbs, adverbial clauses, non-finite clauses	






Guided Reading	<p>Text: Nim’s Island</p> <p>Hinduism https://kids.britannica.com/kids/article/Hinduism/353249</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>	<p>Text: Nim’s Island</p> <p>Mel Boucher Biography https://www.masterworksfineart.com/artists/mel-bochner/biography</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Text: Nim’s Island</p> <p>History of Hockey https://www.ducksters.com/sports/hockey.php</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>cross curricular links – History – Ancient Egypt (significant people in history)</p>	<p>Text: Nim’s Island</p> <p>River Nile https://kids.britannica.com/kids/article/Nile-River/346183</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction identifying main ideas drawn from more than 1 paragraph and summarising these drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence</p>	<p>Text: Nim’s Island</p> <p>Pablo Picasso https://www.ducksters.com/biography/artists/pablo_picasso.php</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text retrieve and record information from non-fiction predicting what might happen from details stated and implied</p>	<p>Text: Nim’s Island</p> <p>Inge Lehmann Facts https://kids.kiddle.co/Inge_Lehmann</p> <p>NC Link: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes using dictionaries to check the meaning of words that they have read checking that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context asking questions to improve their understanding of a text identifying how language, structure, and presentation contribute to meaning retrieve and record information from non-fiction</p>
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Maths	<p>Unit: White Rose</p> <p>NC Link: Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10.</p> <p>Recognise, find and write fractions of a discrete set of objects: unit fractions and nonunit fractions with small denominators. recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators</p> <p>Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole [for example, $\frac{7}{5} + \frac{1}{6} = \frac{7}{6}$] Compare and order unit fractions, and fractions with the same denominators</p> 	<p>Unit: White Rose</p> <p>NC Link: recognise angles as a property of shape or a description of a turn.</p> <p>identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle.</p>	<p>Unit: White Rose</p> <p>NC Link: identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p>draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them</p>	<p>Unit: White Rose</p> <p>NC Link: measure, compare, add and subtract: lengths (m/cm/mm);</p> <p>measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose</p> <p>NC Link: measure, compare, add and subtract: lengths (m/cm/mm);</p> <p>measure the perimeter of simple 2-D shapes</p>	<p>Unit: White Rose</p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Science</p>	<p>Unit: Science and Inventors</p> <p>Lesson: How did plants arrive in our country?</p> <p>NC Link: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p> <div style="text-align: center;">    </div>	<p>Unit: Science and Inventors</p> <p>Lesson: How did Marie Curie’s work on x rays help us identify bones?</p> <p>NC Link: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p style="color: purple;">Cross curricular links – history – significant people in history</p>	<p>Unit: Science and Inventors</p> <p>Lesson: How did George Washington Carver help farmers grow crops?</p> <p>NC Link: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Unit: Science and Inventors</p> <p>Lesson: How can fossils be used to find the age of rocks?</p> <p>NC Link: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p> <p style="color: purple;">Cross curricular links – geography - rocks</p>	<p>Unit: Science and Inventors</p> <p>Lesson: What did Inge Lehmann discover about the Earth’s core?</p> <p>NC Link: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>Unit: Science and Inventors</p> <p>Lesson: Can I identify inventions and discoveries from around the world?</p> <p>NC Link: recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>asking relevant questions and using different types of scientific enquiries to answer them</p> <p>identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>using straightforward scientific evidence to answer questions or to support their findings.</p>
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Computing	<p>Teach Computing: Programming B – Events and Actions in programmes</p> <p><u>Lesson: Moving a sprite</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> 	<p>Teach Computing: Programming B – Events and Actions in programmes</p> <p><u>Lesson: Maze Movement</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Programming B – Events and Actions in programmes</p> <p><u>Lesson: Drawing lines</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p> <p>Cross curricular links – Art – Line and shape</p>	<p>Teach Computing: Programming B – Events and Actions in programmes</p> <p><u>Lesson: Adding Features</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Programming B – Events and Actions in programmes</p> <p><u>Lesson: Debugging Movement</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>	<p>Teach Computing: Programming B – Events and Actions in programmes</p> <p><u>Lesson: Making Movement</u></p> <p>NC Link Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information</p>
	Art & Design	<p>Unit: Line and Shape – Hieroglyph Art</p> <p><u>Lesson: How does Mel Boucher use line and shape?</u></p> <p>NC Link: about great artists, architects and designers in history. to create sketch books to record their observations and use them to review and revisit ideas</p> <p>taught about great artists, architects and designers in history.</p> <p>Cross curricular links – reading (VIPERS)</p>	<p>Unit: Line and Shape – Hieroglyph Art</p> <p><u>Lesson: Can I use texture?</u></p> <p>NC Link: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>	<p>Unit: Line and Shape – Hieroglyph Art</p> <p><u>Lesson: Can I use texture on my final piece?</u></p> <p>NC Link: to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p>		

Geography	<p>Unit: Deserts</p> <p><u>Lesson: Comparison</u></p> <p>What is Egypt like as a holiday destination?</p> <p>NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Cross curricular links- English- reports – persuasive writing</p> 	<p>Unit: Deserts</p> <p><u>Lesson:</u> What is the journey of the River Nile from source to mouth?</p> <p>NC Link: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</p> <p>Cross curricular links – science – water cycle</p>				<p>Unit: Deserts</p> <p>Fieldwork</p> <p><u>Lesson:</u> Can I find my way through the desert?</p> <p>NC Link: use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>Cross curricular links – maths – coordinates</p>
History			<p>Unit: Egyptians</p> <p>Lesson: Death</p> <p>Why was the afterlife important to the Ancient Egyptians?</p> <p>NC link: a non-European society that provides contrasts with British history</p> <p>Cross curricular links – English - Instructions</p>	<p>Unit: Egyptians</p> <p>Lesson: Gods</p> <p>Who were the significant Gods of Ancient Egypt?</p> <p>NC link: a non-European society that provides contrasts with British history</p> <p>Cross curricular links – RE</p>	<p>Unit:</p> <p><u>Lesson:</u> Cause Why were the pyramids built?</p> <p>NC link: a non-European society that provides contrasts with British history</p> <p>Cross curricular links – D.T and English – explanations</p>	

<p style="text-align: center;">MFL</p>	<p>Unit: Twinkl Spanish – Tell Me When</p> <p><u>Lesson 1 – Counting up to 31</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>   	<p>Unit: Twinkl Spanish – Tell Me When</p> <p><u>Lesson 2 – Days of the Week</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – Tell Me When</p> <p><u>Lesson 3 - Months</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – Tell Me When</p> <p><u>Lesson 4 - Birthdays</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – Tell Me When</p> <p><u>Lesson 5 – What’s the Date?</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>	<p>Unit: Twinkl Spanish – Tell Me When</p> <p><u>Lesson 6 – Yesterday, Today, Tomorrow</u></p> <p>NC Link: listen attentively to spoken language and show understanding by joining in and responding speak in sentences, using familiar vocabulary, phrases and basic language structures read carefully and show understanding of words, phrases and simple writing present ideas and information orally to a range of audiences describe people, places, things and actions orally* and in writing</p>
<p style="text-align: center;">Music</p>	<p>Charanga Unit: Opening Night</p> <p>Lesson 1 – Michael Row The Board Ashore (Part 1)</p>  	<p>Charanga Unit: Opening Night</p> <p>Lesson 2 – Michael Row The Board Ashore (Part 2)</p>	<p>Charanga Unit: Opening Night</p> <p>Lesson 3 – The Dragon Song (Part 1)</p>	<p>Charanga Unit: Opening Night</p> <p>Lesson 4 – The Dragon Song (Part 2)</p>	<p>Charanga Unit: Opening Night</p> <p>Lesson 5 – Follow Me</p>	<p>Charanga Unit: Opening Night</p> <p>Lesson 6 – Assessment Checklist</p>

PE	<p>Unit: Invasion games (hockey), OAA</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>  	<p>Unit: Invasion games (hockey), OAA</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Invasion games (hockey), OAA</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Invasion games (hockey), OAA</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Invasion games (hockey), OAA</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	<p>Unit: Invasion games (hockey), OAA</p> <p>NC Link: play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p>	
RE	<p>Unit: Hinduism</p> <p><u>Lesson:</u> EXPLORE</p> <p>How is the Hindu Faith followed? Cross curricular links – geography – water cycle</p> 	<p>Unit: Hinduism</p> <p><u>Lesson:</u> EXPLORE</p> <p>How is the Hindu Faith followed? Cross curricular links – geography – water cycle</p>	<p>Unit: Hinduism</p> <p><u>Lesson:</u> REVEAL</p> <p>How is the Hindu Faith followed? Cross curricular links – history - India</p>	<p>Unit: Hinduism</p> <p><u>Lesson:</u> REVEAL</p> <p>How is the Hindu Faith followed?</p>	<p>Unit: Hinduism</p> <p><u>Lesson:</u> RESPOND</p> <p>How is the Hindu Faith followed?</p>	<p>Unit: Hinduism</p> <p><u>Lesson:</u> RESPOND</p> <p>How is the Hindu Faith followed?</p>	
PSHE	<p>Jigsaw Unit: Changing me</p> <p><u>Lesson:</u> What changes happen in animals and humans between birth and growing up? Cross curricular links – science – human body</p>	<p>Jigsaw Unit: Changing me</p> <p><u>Lesson:</u> How do babies grow and develop in the mother's uterus? What does a baby need to live and grow? Cross curricular links – science – human body</p>	<p>Jigsaw Unit: Changing me</p> <p><u>Lesson:</u> Why do boys' and girls' bodies grow? How do boys' and girls' bodies change on the outside during the growing up process? Cross curricular links – science – human body</p>	<p>Jigsaw Unit: Changing me</p> <p><u>Lesson:</u> How do boys' and girls' bodies change on the inside during the growing up process? Why are these changes necessary? Cross curricular links – science – human body</p>	<p>Jigsaw Unit: Changing me</p> <p><u>Lesson:</u> What are the stereotypical idea I might have about parenting and family roles?</p>	<p>Jigsaw Unit: Changing me</p> <p><u>Lesson:</u> What am I looking forward to when I move to my next class?</p>	