

	Critical Path - Creative		YEAR 3		Term: Spring 1	
	1	2	3	4	5	6
<b>Literacy Theme</b>	<b>Egyptian Cinderella</b> <i>Children write their own traditional story set in Egypt using 5-part story structure (characters are described well and dialogue used for effect).</i>				<b>Persuasive Advert - Visit Egypt</b>	
<b>Written Outcomes</b>	<ul style="list-style-type: none"> <li>Explore the author's choice of language</li> <li>Explore the sequence of the story</li> </ul>	<ul style="list-style-type: none"> <li>Retell a known story using interesting details and expression - story board/map</li> <li>Recognise the 5-part story structure - boxing up grid.</li> <li>Understanding and beginning to use paragraphs</li> </ul>	<ul style="list-style-type: none"> <li>Using FANBOYS to extend my sentences - descriptive writing</li> <li>Describing a character using similes</li> <li>Start sentences using fronted adverbials.</li> <li>Plan a different version of the story</li> </ul>	<ul style="list-style-type: none"> <li>Write an opening to a fairy tale</li> <li>Write the build-up to a fairy tale</li> <li>Write the resolution/ending to a fairy tale.</li> </ul>	<ul style="list-style-type: none"> <li>Edit and publish our writing.</li> </ul>	<ul style="list-style-type: none"> <li>Identify features of a Persuasive Advert</li> <li>Research task</li> <li>Plan a persuasive advert</li> <li>Create a persuasive advert</li> </ul>
<b>SPaG (HW)</b>	<ul style="list-style-type: none"> <li>Using conjunctions to express time.</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions to express place.</li> <li>Using conjunctions to express cause.</li> </ul>	<ul style="list-style-type: none"> <li>Using conjunctions to express time, place and cause.</li> </ul>	<ul style="list-style-type: none"> <li>Recognising direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Punctuating direct speech.</li> </ul>	<ul style="list-style-type: none"> <li>Writing direct speech.</li> </ul>
<b>SPaG (AR)</b>	<b>Suffixes (-ness, -ful, -less, -ly)</b>					
	What is a suffix?	Suffix -ly	Suffix -ation	Suffixes beginning with vowels	Suffix -ous	Word Families Review all suffixes
<b>Guided Reading focus</b>	<b>Flat Stanley and the Great Egyptian Grave Robbery by S. Pennypacker</b>					
	Chapter 1 - A letter for Stanley	Chapter 2 - Amisi	Chapter 3 - Walk Like An Egyptian	Chapter 4 - The Mission	Chapter 5 - In The Tomb	Chapter 6 - A Bad Surprise Chapter 7 - Sneaky Plans & The Hieroglyph Chapter 8 - A Package For Arthur
<b>History</b>	<b>What can we find out about the civilization of Ancient Egypt?</b>					

	<p>What can we quickly find out to add to what we already know about Ancient Egypt?</p> <p>WALT: locate Ancient Egypt in time and place and begin to identify features of Ancient Egyptian civilization</p>	<p>How can we discover what Ancient Egypt was like over 5,000 years ago?</p> <p>WALT: understand the significance of the Nile</p>	<p>What sources of evidence have survived and how were they discovered?</p> <p>WALT: understand what secrets of Ancient Egypt are revealed by the pyramids</p>	<p>What does the evidence tell us about everyday life for men, women and children?</p> <p>WALT: understand Egypt's hierarchal society</p>	<p>What do the Ancient Egyptians believe about life after death and how do we know?</p> <p>WALT: understand the importance of the afterlife to Egyptian beliefs</p>
Computing (AR)	How can I create a stop-frame animation?				
	<p>Can a picture move?</p> <p>WALT: explain that animation is a sequence of drawings or photographs</p> <p>Sequence Flipbook-style Animation</p>	<p>How can I make a stop-frame animation using a tablet?</p> <p>WALT: relate animated movement with a sequence of images</p> <p>Onion-skinning Stop-frame animation Frame Sequence Image Photograph</p>	<p>What's the story?</p> <p>WALT: plan an animation</p> <p>Setting Character Events Stop-frame animation Onion skinning</p>	<p>What does it mean to work consistently and carefully?</p> <p>WALT: create stop-frame animations, paying attention to consistency</p> <p>Stop-frame animation Onion-skinning Consistency</p>	<p>How can I improve my animation?</p> <p>WALT: review and improve an animation</p> <p>Evaluation Animation Onion-skinning Delete Frame</p>
ART	Craft and Design – What are the characteristics of Ancient Egyptian art?				
	<p>What are the characteristics of Ancient Egyptian art?</p> <p>WALT: investigate the style, pattern and characteristics of Ancient Egyptian art</p> <p>Ancient Egyptian Imagery Pattern Shape Composition</p>	<p>How can I apply my understanding of key features of Ancient Egyptian artwork to my own design?</p> <p>WALT: apply design skills inspired by the style of an ancient civilisation</p> <p>Ancient Egyptian scrolls Scale Colour Design</p>	<p>How can I use knowledge of an ancient process to make a modern alternative?</p> <p>WALT: apply understanding of ancient techniques to construct a new material</p> <p>Papyrus Process Material Paper Technique</p>	<p>How can I apply what I know to make an ancient Egyptian scroll?</p> <p>WALT: apply drawing and painting skills in the style of an ancient civilisation</p> <p>Composition Style Translate Layout</p>	<p>How has Egyptian art influenced a modern artist?</p> <p>WALT: evaluate how a modern artist has been influenced by an Egyptian artist</p> <p>Zine - pronounced 'zeen' Images Subject Information Audience</p>
RE	L2.9 What is it like to be a Humanist in the UK today?				

	<p><b>Who are Humanists in the UK?</b></p> <p>WALT: understand who identifies as a Humanist</p> <p><i>Census</i> <i>Humanists</i></p>	<p><b>What ideas are important in Humanist worldviews?</b></p> <p>WALT: understand what ideas are important to Humanists</p> <p><i>Natural</i> <i>One life</i> <i>Good life</i></p>	<p><b>How do some Humanists celebrate a new baby?</b></p> <p>WALT: understand Humanist rituals</p> <p><i>Naming ceremony</i> <i>Baby welcoming ceremony</i></p>	<p><b>What kind of things do some Humanists in Gloucestershire do to make the world a better place?</b></p> <p>WALT: understand what Humanists do to make the world a better place</p> <p><i>Charities</i></p>	<p><b>What is it like to be a Humanist in the UK today?</b></p> <p>WALT: understand what it is like to be a Humanist in the UK today</p>
<b>Music</b>	<b>What are pentatonic melodies and composition? (Theme of Chinese New Year)</b>				
	<p><b>What part does music have in the celebration of Chinese New Year?</b></p> <p>WALT: learn about the music used to celebrate the Chinese New Year Festival</p> <p><i>Tempo</i> <i>Crescendo</i> <i>Dynamics</i> <i>Timbre</i> <i>Duration</i></p>	<p><b>What is a pentatonic melody?</b></p> <p>WALT: play a pentatonic melody</p> <p><i>Melody</i> <i>Pentatonic scale - five-note scale</i> <i>Fluency</i> <i>Accuracy</i> <i>Control</i></p>	<p><b>How is a pentatonic melody written?</b></p> <p>WALT: write and perform a pentatonic melody</p> <p><i>Tuned percussion instruments</i> <i>Letter notation</i></p>	<p><b>What are layered melodies?</b></p> <p>WALT: perform a group composition</p> <p><i>Group composition</i> <i>Simultaneously</i> <i>Octaves</i></p>	

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Maths (HW)	Multiplication and Division					
	<ul style="list-style-type: none"><li>• Make equal groups</li><li>• Use arrays</li><li>• Identify multiples of 2</li></ul>	<ul style="list-style-type: none"><li>• Identify multiples of 5 and 10</li><li>• Share and group</li><li>• Multiply by 3</li><li>• Divide by 3</li></ul>	<ul style="list-style-type: none"><li>• 3 times-table</li><li>• Multiply by 4</li><li>• Divide by 4</li><li>• 4 times-table</li></ul>	<ul style="list-style-type: none"><li>• Multiply by 8</li><li>• Divide by 8</li><li>• 8 times-table</li><li>• Problem solving – multiplication and division</li></ul>	<ul style="list-style-type: none"><li>• Problem solving – multiplication and division</li><li>• Understand divisibility</li><li>• End of unit assessment</li></ul>	<ul style="list-style-type: none"><li>• Multiples of 10</li><li>• Related calculations</li><li>• Reasoning about multiplication</li></ul>
Maths (AR)	Length and Perimeter					
	1. Measure in m and cm	2. Measure in cm and mm	3. Metres, centimetres and millimetres	4. Equivalent lengths (m and cm)	5. Equivalent lengths (mm and cm)	6. Compare lengths
Science	What is the importance of soil?					
	<p>Why is soil important?</p> <p>WALT: explore the importance of soil</p> <p>Sandy soil Clay soil Peat soil Chalky soil Organic matter Deforestation Nutrients</p>	<p>How can we plan an effective experiment?</p> <p>WALT: plan an experiment</p> <p>Independent variable Dependent variable Controlled variable</p>	<p>How can we carry out an experiment?</p> <p>WALT: carry out an experiment</p> <p>Filter paper Filter funnel Measuring cylinder</p>	<p>How can we analyse data, make conclusions and evaluate an experiment?</p> <p>WALT: evaluate an experiment</p> <p>Absorb Conclusion Evaluation Data</p>		
French	Les Animaux (Animals) – Language Angels					
	How do we name the animals in French?					
French	<p>How can I name animals in French? (lesson1&amp;2)</p> <p>WALT: name and recognise up to 10 animal nouns in French. (5 per lesson)</p> <p>WALT: say and spell these nouns with their correct indefinite article/determiner (un/une)</p>	<p>How can I say and spell animals correctly in French? (lesson 3)</p> <p>WALT: apply our language learning skills in reading, writing, listening and speaking to recall and spell 10 animal nouns in French.</p>	<p>When and why do I use different indefinite articles/determiners in French? (lesson 4)</p> <p>WALT: use the correct article/ determiner for given singular masculine and feminine nouns.</p> <p>WALT: explain the difference between un and une.</p>	<p>How can I say and write which animal I am in French? (lesson 5)</p> <p>WALT: say and write a short sentence in French to say which animal I am.</p> <p>WALT: Use 'Je suis' in sentences (1<sup>st</sup> person singular of être)</p>	<p>What have I learnt so far? How would I evaluate my learning and progress? (lesson 6)</p> <p>WALT: consolidate our skills in listening, speaking, reading and writing (assessment).</p>	
	PSHE	Keeping Myself Safe – How can I keep myself safe?				

	<p><b>What is safe or unsafe?</b></p> <p>WALT: identify situations which are safe or unsafe</p> <p><i>Safety</i>  <i>Boundaries</i>  <i>Safe/unsafe</i>  <i>Scenario/situation</i></p>	<p><b>What is the difference between danger and risk?</b></p> <p>WALT: understand strategies for dealing with a risky situation</p> <p><i>Danger</i>  <i>Risk</i>  <i>Decision making</i>  <i>Hazards</i></p>	<p><b>How can medicines help or harm us?</b></p> <p>WALT: understand that medicines are drugs and suggest ways that they can be helpful or harmful</p> <p><i>Nutrition</i>  <i>Medicine</i>  <i>Healthy/unhealthy</i>  <i>Substance</i>  <i>Harmful/harmless</i></p>	<p><b>What are the risks when browsing online?</b></p> <p>WALT: recognise potential risks associated with browsing online</p> <p><i>Media influence</i>  <i>Privacy</i>  <i>Browsing</i>  <i>Reliable</i>  <i>Search engine</i></p>
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