



Castercliff Primary Academy – Medium Term Plan.



Year Group: 3	Overarching Question: How do plants survive?	
Term: Spring 1	Topic Driver: Science	
History- Ancient Egyptians	Music- Lancs	
Science- Plants- Functions of plant parts (Evaluate)	RE- Christianity (Jesus) – What does it mean to be a disciple of Jesus?	
PE- FMS Principles, tactics, attacking and defending Gymnastics	Computing- Computing systems and networks	
Art- Paper making Craft and Design (The Civilisation of Ancient Egypt)		
 myHappyMind	Appreciate	
	Enrichment Bolton Museum – Egyptian exhibit	
Class Novel	English	
How to train your dragon	Text – Flat Stanley – The Great Egyptian Grave Robbery	Fiction - Narrative with dialogue Nonfiction – letter from a historical person

Week: 1	Subsidiary question:
<p>Topic Driver knowledge & skills Science – Evaluate Skill To identify and describe the functions of different parts of a plant.</p> <ul style="list-style-type: none"> • I can name the different parts of a plant. • I can explain the jobs that the different parts of a plant do. 	<p>Secondary Subject knowledge & skills History To compare timelines and understand where and when the earliest civilisations begin</p> <ul style="list-style-type: none"> • Can make observations around timelines • Can explain thinking and reasoning • Can identify geographical links between civilisations • Begins to make links between multiple timelines <p>Music- Singing with Lancashire</p> <p>RE – Christianity – What does it mean to be a disciple?</p> <ul style="list-style-type: none"> • To talk about what it means to have charisma • To describe what makes a good leader and why people might want to follow him/her • To discuss what motivates people to want to make a difference <p>Art - To explain what I think and feel about pieces of art.</p> <ul style="list-style-type: none"> • I can discuss Ancient Egyptian art • I can share my opinion about pieces of art <p>Computing - To explore a programming application.</p> <ul style="list-style-type: none"> • I can identify that Scratch is a coding application. • I can predict what I think different code will do. • I can explore an application independently.
<p>Vocabulary- Science Root, Stem, Trunk, Leaves, Flower</p>	<p>History- Egyptians, afterlife, amulet, ankh, annexe, antechamber, atef, burial chamber, canopic jar, embalming, hieroglyph, lyre, mummification, Nile, Papyrus, Pharoah, pyramid, sarcophagus, scarab, scribe, temple, tomb, Tutankhamun, Cleopatra and underworld.</p>

	<p>RE - Charisma, qualities, leader, leadership, followers, motivate</p> <p>Art- ancient, civilisation, colour, composition, Egyptian, painting, papyrus, pattern</p> <p>Computing – coding, predict, program, sprite, tinker</p>
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Week: 2	Subsidiary question:
<p>Topic Driver knowledge & skills</p> <p>To investigate the way in which water is transported within a plant.</p> <ul style="list-style-type: none"> • To understand how an experiment is performed. • To understand how plants survive. 	<p>Secondary Subject knowledge & skills</p> <p>History- Ancient Egypt</p> <p>To identify the importance of the River Nile to the Egyptians and the impact it had on their lives</p> <ul style="list-style-type: none"> • To identify the role the Nile played on Egyptian Life • Associate its importance with the civilisations development (agriculture and travel) • Find evidence to answer questions • Make links from geographical features to their impact on peoples lives in the past <p>Music- Singing with Lancashire</p> <p>R.E- Christianity- What does it mean to be a disciple?</p> <ul style="list-style-type: none"> • To know what is meant by discipleship • To know about the people who became disciples of Jesus – and suggest why these people decided to follow Jesus • To identify beliefs and values within religious teachings (eg. ‘Follow me and I will make you fishers of men’ – Matt 4:19)

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	<p>ART- <u>To investigate and draw using the style, pattern and characteristics of Ancient Egyptian art.</u></p> <ul style="list-style-type: none"> • I can discuss Ancient Egyptian art to understand more about it. • I can look closely to identify colours, patterns and shapes. • I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition. <p>Computing - To use repetition (a loop) in a program.</p> <ul style="list-style-type: none"> • I can understand and explain what a loop is. • I can recognise when a loop is used. • I can choose an appropriate loop.
<p>Vocabulary- Science</p> <p>Root, Stem, Trunk, Leaves, Flower, Transport, observe</p>	<p>Vocabulary –</p> <p>History- Egyptians, afterlife, amulet, ankh, annexe, antechamber, atef, burial chamber, canopic jar, embalming, hieroglyph, lyre, mummification, Nile, Papyrus, Pharaoh, pyramid, sarcophagus, scarab, scribe, temple, tomb, Tutankhamun, Cleopatra and underworld.</p> <p>RE - Disciple, discipleship, follower, beliefs, values, teachings</p> <p>Art- ancient, civilisation, colour, composition, Egyptian, painting, papyrus, pattern, convey, design, imagery, information, scale, scroll</p> <p>Computing – loop, repetition</p>

Week: 3

Subsidiary question:

Topic Driver knowledge & skills



Secondary Subject knowledge & skills

History- Ancient Egypt

To understand how agricultural advances support the civilisation

- Identify types of evidence being used during a lesson
- Extract evidence from visual sources
- Begins to make links between new and existing learning
- Understand and explain the benefits of agriculture
- Draw conclusions using specific evidence

Music- Singing with Lancashire

R.E- Christianity- What does it mean to be a disciple?

- To describe how and why Christians might try to follow the example of Jesus through mission and charity work
- To describe the work of one Christian organisation that aims to help people, and how this work is an expression of their Christian beliefs

ART - To investigate and draw using the style, pattern and characteristics of Ancient Egyptian art.

- I can discuss Ancient Egyptian art to understand more about it.
- I can look closely to identify colours, patterns and shapes.
- I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition.

- I can make decisions about how I want to represent information through images.

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	<ul style="list-style-type: none"> • I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians. • I can apply my knowledge of their style to plan appropriate colours and patterns for my design <p>To apply understanding of ancient techniques to construct a new material.</p> <ul style="list-style-type: none"> • I can use knowledge of an ancient process to make a modern alternative. • I can follow instructions carefully. • I can review what worked well and what I could improve on. <p>Computing - To program an animation.</p> <ul style="list-style-type: none"> • I can decompose a project. • I can remix a project. • I can select the correct blocks to achieve my goals.
<p>Vocabulary-</p>	<p>Vocabulary</p> <p>History- Egyptians, afterlife, amulet, ankh, annexe, antechamber, atef, burial chamber, canopic jar, embalming, hieroglyph, lyre, mummification, Nile, Papyrus, Pharaoh, pyramid, sarcophagus, scarab, scribe, temple, tomb, Tutankhamun, Cleopatra and underworld.</p> <p>RE - Mission, charity, Christian, organisation, expression, beliefs, values</p> <p>ART- ancient, civilisation, colour, composition, Egyptian, painting, papyrus, pattern, material, paper, process, technique</p> <p>Computing – animation, code blocks, decomposition, remixing code</p>



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Week: 4

Subsidiary question:

Topic Driver knowledge & skills

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Secondary Subject knowledge & skills

History- Ancient Egypt

To understand the role of the scribe in society and their importance

- Identify types of evidence being used during a lesson
- Extract evidence from visual sources
- Begins to make links between new and existing learning
- Understand and explain the benefits of agriculture
- Draw conclusions using specific evidence

Music- Singing with Lancashire

R.E- Christianity- What does it mean to be a disciple?

- To reflect on their own leadership abilities
- To discuss their own desires to make a difference in the world/in their communities

ART - To apply design skills inspired by the style of an ancient civilisation.

- I can use a design and accurately translate it to a new surface.
- I can use materials and tools carefully to show precision in my work.
- I can mix and use colours that are appropriate to the style of work.
- I can suggest improvements in my own and other people's work.

Computing - To program a story.

- I can choose appropriate blocks.
- I can continue someone else's program.
- I can debug my own program.



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Vocabulary-

Vocabulary

History- Egyptians, afterlife, amulet, ankh, annexe, antechamber, atef, burial chamber, canopic jar, embalming, hieroglyph, lyre, mummification, Nile, Papyrus, Pharaoh, pyramid, sarcophagus, scarab, scribe, temple, tomb, Tutankhamun, Cleopatra and underworld.

RE- Reflect, leadership, abilities, qualities, values, beliefs, followers, motivate, community

ART – ancient, civilisation, colour, composition, Egyptian, painting, papyrus, pattern layout, style, translate

Computing - debug, storytelling

Week: 5

Subsidiary question:

Topic Driver knowledge & skills

Secondary Subject knowledge & skills

History – Ancient Egypt

To understand the process of mummification and its symbolism

- To understand the cultural and religious beliefs of the Egyptians
- To understand the significance of different Gods
- To understand the importance of the afterlife
- Understand the process of mummification

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ART- To apply understanding of ancient techniques to construct a new material.



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	<ul style="list-style-type: none"> • I can use knowledge of an ancient process to make a modern alternative. • I can follow instructions carefully • I can review what worked well and what I could improve on • <p>Computing - To program a game.</p> <ul style="list-style-type: none"> • I can explain the purpose of an algorithm. • I can decompose a problem. • I can use an algorithm to code a program.
Vocabulary-	<p>Vocabulary</p> <p>History- Egyptians, afterlife, amulet, ankh, annexe, antechamber, atef, burial chamber, canopic jar, embalming, hieroglyph, lyre, mummification, Nile, Papyrus, Pharaoh, pyramid, sarcophagus, scarab, scribe, temple, tomb, Tutankhamun, Cleopatra and underworld.</p> <p>ART – material, paper, process, technique</p> <p>Computing - algorithm, game</p>

Week: 6	Subsidiary question:
Topic Driver knowledge & skills	<p>Secondary Subject knowledge & skills</p> <p>History- Ancient Egyptians</p> <p>To understand what the pyramids were made for and where they are situated</p> <ul style="list-style-type: none"> • Understand where the pyramids were made • Understand the reason pharaohs wanted to be buried there •



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	<p>Music- Singing with Lancashire</p> <p>ART -</p> <ul style="list-style-type: none">• I can use a design and accurately translate it to a new surface• I can use materials and tools carefully to show precision in my work• I can mix and use colours that are appropriate to the style of work• I can suggest improvements in my own and other people's work
<p>Vocabulary-</p>	<p>Vocabulary</p> <p>ART - Layout, style, translate</p>