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| **MATHS*** Times tables and related division facts.
* Recognise that a right-angle is a quarter turn, 2 right angles make a half-turn, 3 right-angles make three-quarters of a turn and 4 right-angles make a complete turn.See examples in different orientations
* Identify angles which are greater or less than a right angle – use the words ‘acute’ and ‘obtuse’ to describe angles.
* Identify and find horizontal and vertical lines. Identify horizontal and vertical lines of symmetry in shapes,symbols and capital letters.
* Recognise, and describe 3D shapes in different orientations. They use properties including the number of faces, edges and vertices to describe the shape.
* Make 3D shapes (cubes, cuboids, prisms, cylinders, pyramids, cones, spheres) using construction materials.
* Identify and find parallel and perpendicular lines. Use the arrow notation to represent parallel lines and the right angle notation for perpendicular lines. Use right angle tester to check that lines are perpendicular.
* Recognise angles as a description of a turn. They practise making ¼, ½, ¾ and whole turns from different starting points moving in a clockwise and anti-clockwise direction. Understand that an angle is created when 2 straight lines meet at a point.
* Reasoning and problem solving
* Arithmetic
 | **ENGLISH*** Common exception words and weekly spelling lists.
* Reading comprehension
* Recap capital letters and full stops, exclamation marks, question marks, commas in lists, apostrophes for possession and contraction
* Look at literary devices used – similes, alliteration – identify word types
* Look at the use of speech – inverted commas
* Book review ‘Flat Stanley Egypt Adventure’.
* Read ‘The Wind in The Willows’ – story map – identify settings and characters and how both change as the story progresses
* Letter writing from Mole to his parents
* River description
* Develop settings – wild wood – scary settings – building suspense
* Turn parts of the story into a play-script – re-enact Mr Toad’s court room appearance.
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| **HISTORY****Ancient Egypt*** Who were the Ancient Egyptians?
* What was life like?
* The mummification process
* Tutankhamun
* Hieroglyphics
 | **COMPUTING****Algorithms*** Know what an algorithm is, write, use and improve an algorithm
* Scratch programming
* Internet safety
 | **YEAR 3****Kingfisher Class****ANCIENT EGYPT** | **MUSIC****Recorders** | **SCIENCE****Living Things and their Habitats*** Living, dead or never alive?
* Local habitats
* Micro habitats
* World habitats
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| **PE****Athletics and football** |
| **RE****How do festivals and worship show what matters to a muslim?*** Identify some beliefs about God in Islam. Make clear links between beliefs about God and *ibadah*
* Give examples of *ibadah* (worship) in Islam and describe what they involve.
* Make links between Muslim beliefs about God and a range of ways in which Muslims worship
* Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims
* Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas
 | **FRENCH****At school*** How do you get to school?
* Rooms at school
* In your pencil case
* Telling the time
 | **PSHE****Growth Mindset*** Earth day promises
* Negative and positive thoughts. Changing negatives into positives
* Mindful me
* I am amazing
 | **ART/DT****Egyptian Art*** Portrait drawing – Egyptian death masks
* Canopic jars
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