



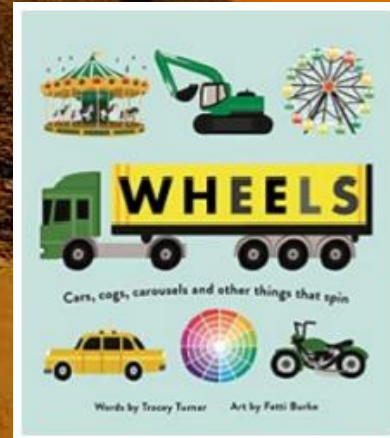
# Be all you can be

Hayes School

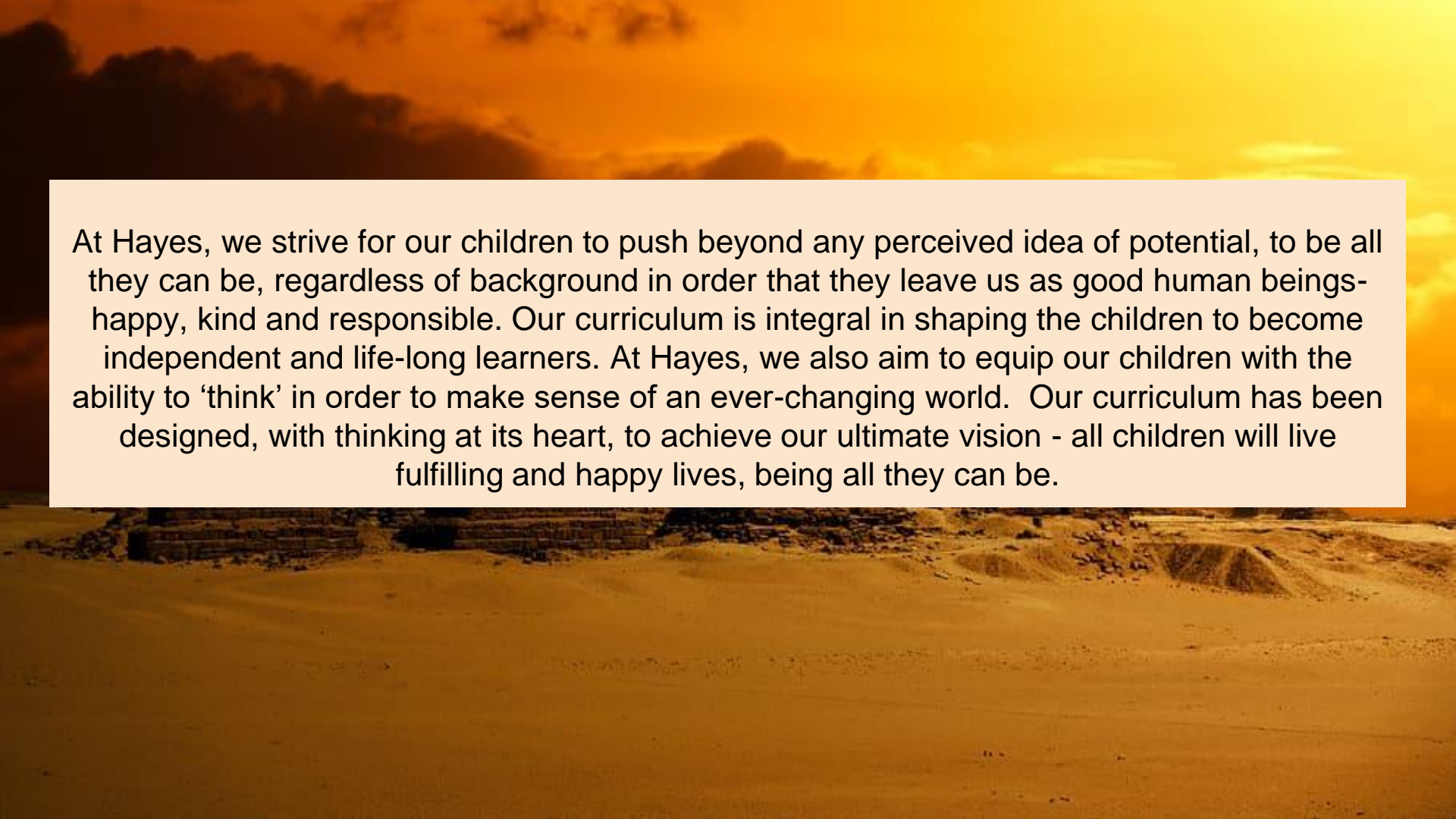
Year 3 Curriculum Plan: Summer 1 2024

## The Big Question:

What did the Ancient Egyptians achieve that made them such an impactful civilisation?



Responsibility Success Aspirations Resilience **Discovery** Friendship

The background of the image is a vibrant sunset over a desert. The sky is a mix of deep orange, yellow, and dark brown clouds. The foreground shows a sandy desert floor with some low-lying, dark vegetation and small mounds of sand. A large, white rectangular text box is centered in the upper half of the image, containing the following text:

At Hayes, we strive for our children to push beyond any perceived idea of potential, to be all they can be, regardless of background in order that they leave us as good human beings- happy, kind and responsible. Our curriculum is integral in shaping the children to become independent and life-long learners. At Hayes, we also aim to equip our children with the ability to ‘think’ in order to make sense of an ever-changing world. Our curriculum has been designed, with thinking at its heart, to achieve our ultimate vision - all children will live fulfilling and happy lives, being all they can be.

## **Learning experience, context and outcome**

**During this learning experience, the Year 3 children will get to improve and apply their chronological understanding, their ability to interpret history and their enquiry skills to explore the achievements of the the Ancient Egyptians.**

**Our driver texts in English for this half term are 'A River' by Marc Martin and 'Wheels: Cars, Cogs, Carousels and Other Things That Spin' by Tracey Turner and Fatti Burke. This will give children the opportunity to write a fictional text about a journey and an information text.**

# Curriculum questions

## Big question:

What did the Ancient Egyptians achieve that made them such an impactful civilisation?

## History questions:

- What is mummification?
- Who were the Ancient Egyptians?
- What was life like in Ancient Egypt?
- Would you prefer to live in Stone Age Britain or Ancient Egypt?
- Which was the most significant achievement of the Ancient Egyptians?
- How do we know about Tutankhamun?
- How did the Ancient Egyptians make records?
- How did the civilisation of Egypt end?
- How do I use Papier Mache to shape my Ancient Egyptian death mask?



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## Year 3: Summer 1 2024

### ENGLISH

- Driver Texts: A River by Marc Martin, Wheels: Cars, Cogs, Carousels and Other Things That Spin by Tracey Turner and Fatti Burke
- Reading: Whole Class reading takes place each week including fluency, retrieval and inference based around a variety of texts.
- Read, write, Inc will continue in groups for children to secure phonics and fluency.
- Writing Opportunities: The children will write a narrative based on a journey.
- Spelling focus will include words ending with the // sound spelled -al, words ending with the // sound spelled -le the digraphs ir and ur and oa and oe
- Handwriting: joined, legible and cursive handwriting.

### MATHS: Mass and Capacity/Time

In maths, the children will be focusing on:

- **Mass and Capacity** - we will explore scales to measure mass in grams and kilograms and to measure capacity/volume in millilitres and litres. We will use the four operations to convert between units of mass and capacity to find equivalent measurements. We will compare and order, add and subtract units of measure once we are secure with measuring and finding equivalent units.
- **Time**-In this unit, we will explore Roman Numerals to 12. We will also learn to tell the time to 5 minute and 1 minute intervals on an analogue clock. We will explore am/pm and read times on a digital clock. Moving forward, we will explore years, months and days and learn about seconds in minutes, minutes in hours and hours in days. Eventually, children will be able to talk about time, using start and end times and calculate durations.



# Maths - Knowledge Organiser (Mass and Capacity)

## Prior knowledge

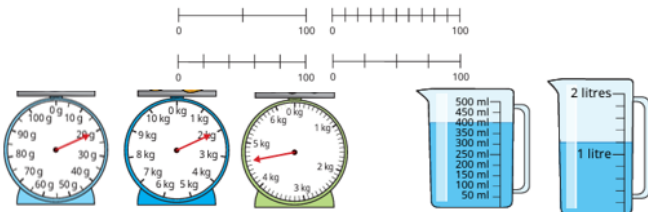
In Year 2, I learnt to-

- Measure in g/kg and l and ml
- Compare and order lengths, mass, volume/capacity and record the results using  $>$ ,  $<$  and  $=$

## Vocabulary

- Measure
- Mass
- Capacity
- Volume
- Grams (g)
- Kilograms (kg)
- Millilitres (ml)
- Litres (l)
- Scale
- Equivalent
- Order/compare ( $>$ ,  $<$ ,  $=$ )
- Addition/subtraction
- Multiplication/division

## 1. Measure and compare mass (g/kg) and volume/capacity (ml, l)



### Sentence stems

1g is \_\_\_\_\_ than 1kg.  
500g is \_\_\_\_\_ than 1l.  
There are \_\_\_\_\_ g in 1kg

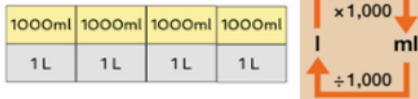
1ml is \_\_\_\_\_ than 1l.  
500ml is \_\_\_\_\_ than 1l.  
There are \_\_\_\_\_ ml in 1l.

## 2. Find equivalent mass (g/kg) and volume/capacity (ml, l)

There are 1000g in 1kg.



There are 1000ml in 1l.



### Sentence stems

There are \_\_\_\_\_ g in  $\frac{1}{2}$  kg.

There are \_\_\_\_\_ ml in  $\frac{1}{2}$  l.

## 3. Add and subtract mass (g/kg) and volume/capacity (ml, l)

### Bar models



### Part, part, whole models



### More abstract approaches - example of capacity given

**Method 1:** Add the litres and then add the ml. Add both totals together.

$$5\text{kg and } 50\text{g} + 2\text{kg and } 450\text{g} =$$

$$5\text{kg} + 2\text{kg} = 7\text{kg}$$

$$50\text{g} + 450\text{g} = 500\text{g.}$$

$$\text{Answer} = 7\text{kg and } 500\text{g.}$$

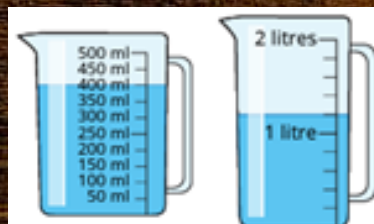
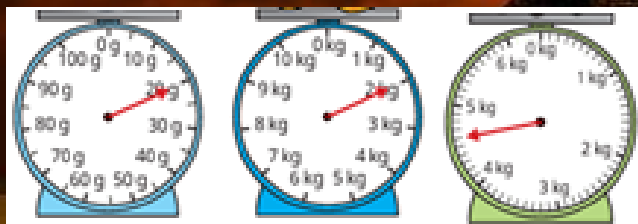
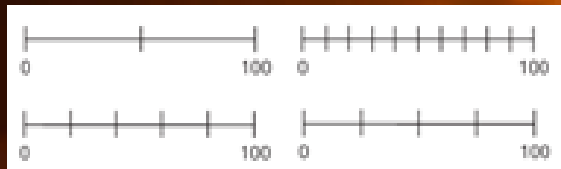
**Method 2:** Convert the capacities so that they are both in ml. Once converted, add the totals together and convert back into l and ml if required.

$$5\text{kg and } 50\text{g} + 2\text{kg and } 450\text{g} =$$

$$5050\text{g} + 2450\text{g} = 7500\text{g.}$$

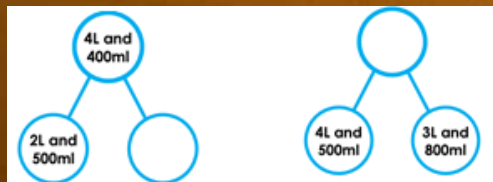
$$7500\text{g} = 7\text{kg and } 500\text{g.}$$

# Maths - models and images (Mass and Capacity)



6kg and 900g	
5kg	?

?	
3kg and 100g	1kg and 450g



1000g	1000g	1000g
1 kg	1 kg	1 kg

$\times 1,000$   
 $\downarrow$   
 kg  
 $\uparrow$   
 $\div 1,000$

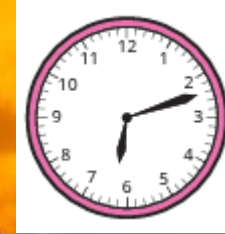
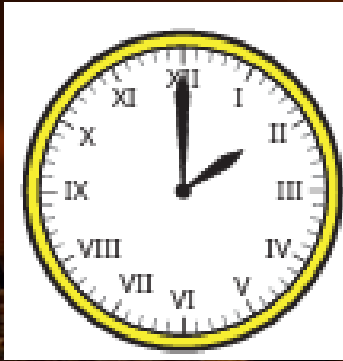
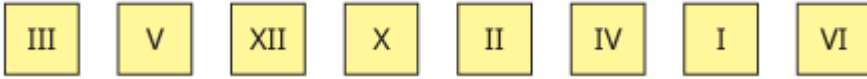
$\downarrow$   
 g  
 $\uparrow$

1000ml	1000ml	1000ml	1000ml
1 L	1 L	1 L	1 L

$\times 1,000$   
 $\downarrow$   
 l  
 $\uparrow$   
 $\div 1,000$

$\downarrow$   
 ml  
 $\uparrow$

# Maths - models and images (Time)



Telling the time to  
5 minute and 1  
minute intervals



seconds

$$4 \times 60 = 240$$

$$240 + 31 = 271 \text{ seconds}$$

$$4 \text{ minutes and } 31 \text{ seconds} = 271 \text{ seconds}$$

We will explore calendars when learning about days, months and years and we will learn about days, weeks, hours, minutes and seconds





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Year 3: Spring 2 2024

### **Driver Subject: History**

During this learning experience, the Year 3 children will get to improve and apply their chronological understanding, their ability to interpret history and their enquiry skills to explore the achievements of the the Ancient Egyptians. They will find out how the Egyptian civilization lasted as long as it did and how the technological advancements impacted many other civilizations.

### **Secondary Driver: Art**

As their learning outcome, Year 3 will create a papier mache Egyptian 'death mask' in the style of the one Howard Carter found in Tutankhamun's tomb. They will learn to use papier mache to shape the artefact as well as why it is necessary to overlap the layers. They will also use previously taught paint skills to paint their masks.



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Year 3: Spring 2 2024

### R.E

#### What kind of world did Jesus want? (Gospel)

Through stories and personal reflection, children will identify texts that come from a Gospel and stories that tell us what Jesus wanted. They will understand the importance of the calling of the first disciples and how Christians today try to follow Jesus, exploring what Jesus' actions towards outcasts mean for Christians. Children will give examples of how Christian leaders follow Jesus' teachings in different ways and make links between the importance of love in the Bible stories studied and life in the world today.

### PSHE/SRE

This term in PSHE we will study the following topics Who we can trust, British Values: culture and liberty and British Values: democracy and law. As much as possible, we will link these to our real life experiences.

### MFL (French)

This half term in French, we are going to be learning to names different flavours of ice cream in French as well as forming sentences to order different combinations.

### PE

This half term Year 3 will be focussing on striking and fielding. They will learn how to strike a ball with intent and throw with increasing accuracy whilst bowling and fielding as well as learning how to intercept, when fielding, with control and consistency. Children will apply these skills to a range of striking and fielding games, choosing and using tactics to suit different situations.

### Music

The children will continue to develop their understanding and application of the elements of music (including beat, rhythm, tempo, dynamics and pitch) across their music listening, singing, composing and performing.'



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Year 3: Spring 2 2024

### SCIENCE

During this half-term, we will focus on working scientifically in science. Through carefully-planned investigations and enquiry-based learning, we will explore the requirements of seeds for healthy life and growth as well as the importance of the roots, stem and leaves of plants for water transportation. We will be using research to drive our methods of investigation and writing detailed investigations, including observation notes (taken over-time) and conclusions supported with evidence. Children will become responsible for setting up simple investigations and comparative and fair tests and through group discussions, they will practise reflecting on, sharing and comparing their data from regular observations.

### COMPUTING:

In computing, the children will develop their knowledge of coding. They will learn to use flowcharts to create computer programs, understand how to incorporate timers and repeating commands and methods to debug programs.