

Cleves School Curriculum Map
Year 3
Ancient Egypt: Spring 2025-26

Maths

Weeks 1-3: Multiplication & Division W/c 5th Jan- W/c 19th Jan

- Multiples of 10
- Related calculations
- Reasoning about multiplication
- Multiply a 2-digit number by a 1-digit number - no exchange
- Multiply a 2-digit number by a 1-digit number - with exchange
- Link multiplication and division
- Divide a 2-digit number by a 1-digit number - no exchange
- Divide a 2-digit number by a 1-digit number - flexible partitioning
- Divide a 2-digit number by a 1-digit number - with remainders
- Scaling
- How many ways?

Weeks 4-6: Length & Perimeter W/c 26th Jan - W/c 9th Feb

- Measure in metres and centimetres
- Measure in millimetres
- Measure in centimetres and millimetres
- Equivalent lengths (metres and centimetres)
- Equivalent lengths (centimetres and millimetres)
- Compare lengths
- Add lengths
- Subtract lengths
- What is perimeter?
- Measure perimeter
- Calculate perimeter

Weeks 7-9: Fractions W/c 23rd Feb - W/c 9th Mar

- Understand the denominators of unit fractions
- Compare and order unit fractions
- Understand the numerators of non-unit fractions
- Understand the whole

- Compare and order non-unit fractions
- Fractions and scales
- Fractions on a number line
- Count in fractions on a number line
- Equivalent fractions on a number line
- Equivalent fractions as bar models

Weeks 10-11: Mass & Capacity W/c 16th Mar - W/c 23rd Mar

- Use scales
- Measure mass in grams
- Measure mass in kilograms and grams
- Equivalent masses (kilograms and grams)
- Compare mass
- Add and subtract mass
- Measure capacity and volume in millilitres
- Measure capacity and volume in litres and millilitres
- Equivalent capacities and volumes (litres and millilitres)
- Compare capacity and volume
- Add and subtract capacity and volume

Reasoning: Children will be taught to explain their thinking pictorially, verbally and in writing.

Literacy

Reading- This will be monitored through whole class reading, guided reading sessions, 1:1 reading whenever possible and comprehensions.

- To recall and summarise the main points in a text
- To begin to predict what happens next
- To express and justify their own opinions
- To respond to a text and provide evidence to support this
- To participate in discussions about age appropriate texts
- To begin to identify character's feelings and thoughts from reading texts
- To recall and summarise main ideas from different parts of the text
- To begin to recognise words and phrases that capture the reader's interest and imagination

Writing- Genres including: diary entry, instructions, narrative description and non-chronological report.

- To write a diary from the point of view of another.
- To use features of instructional writing to create a set of instructions on how to mummify a body.
- To write a narrative story through time Linked to Ancient Egypt
- To recount the story of George and the Dragon.
- Use the features of non-chronological writing to write a report on the subject of dragons.

Spelling - To increase accuracy in spelling of common exception words and apply taught spelling patterns

Handwriting - To use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined and to increase the legibility and quality of their handwriting.

Punctuation and Grammar (PaG)

Children will have one punctuation/grammar lesson per week which will be linked to the current literacy unit.

Computing	Science
<p>Digital Safety</p> <ul style="list-style-type: none"> • Understand the importance of communicating safely • Know what to do when concerned about content encountered on the Internet or being contacted <p>Coding</p> <ul style="list-style-type: none"> • Use sequence, selection and repetition in programmes • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programmes <p>Google Skills</p> <ul style="list-style-type: none"> • Select and use a variety of software on a range of digital devices • Design and create a range of content to accomplish given goals (collecting, analysing, evaluating and presenting data and information) 	<p>Light</p> <ul style="list-style-type: none"> • Children investigate how we see things by developing their understanding of light sources and how light travels and is reflected. • Children learn that light from the sun can be dangerous and that there are ways to protect their eyes • They investigate how shadows are formed when the light from a light source is blocked by an opaque object • They investigate how shadows are affected by the distance and angle from the light source. <p>Plants</p> <ul style="list-style-type: none"> • Children plant seeds and consider the conditions needed for growth. • They observe the changes as their plants • They learn about the life cycle of a flowering plant. • We define what a habitat is and investigate habitats within the school environment to understand the range of plant species found there.

PSHE	Geography/History	RE
<p style="text-align: center;">Living in the wider world</p> <p>Belonging to a community</p> <ul style="list-style-type: none"> • The values of rules and law. • Peoples Rights, freedoms and responsibilities <p>Media literacy and media resilience</p> <ul style="list-style-type: none"> • How the internet is used • Assessing information online for its reliability and accuracy. <p>Money and Work</p> <ul style="list-style-type: none"> • Different jobs and the skills needed for those jobs • Stereotypes in the workplace • Setting personal goals 	<ul style="list-style-type: none"> • Children will examine evidence to find out what life was like in Ancient Egypt. • They will understand the difference between primary and secondary sources. • They will use different sources and artefacts to understand that we learn from objects that have survived and interpret these to learn further about life in Ancient Egypt. • Children identify and locate Egypt within the world and the African continent. They trace the course of the River Nile and learn about its importance. 	<p>How does 'ibadah' (worship) show what's important to Muslims?</p> <p>Pupils will learn that Muslims believe:</p> <ul style="list-style-type: none"> • there is no God but God (Allah) and that he is without equal • that God is one (Tawhid) • reading the Qur'an is an act of worship as well as a source of guidance: it should be read in the original Arabic • the Qur'an is Allah's final revelation to humanity and was revealed to the Prophet Muhammad (pbuh) in Arabic • that the mosque is a place of worship and learning is led by an imam • that 'salah' is part of 'ibadah' (worship) and that in salah, Muslims worship and remember Allah • the importance of Ramadan <p>How do non religious people celebrate new life?</p> <ul style="list-style-type: none"> • what is meant by "non-religious people" and "worldview" • have a basic understanding of Humanism and 3 of the 5 key beliefs and principles that are most relevant to this unit. • that celebrating new life is important to many people • why people choose to celebrate the birth of a baby and how important this celebration is to the different people involved and the wider community

Art	PE/Games	Design Technology
<ul style="list-style-type: none"> • Children will experiment with different effects and textures to create paint effects similar to those used by the Egyptians. • Children will experiment with different grades of pencil to draw different forms and shapes. • Experiment with ways in which surface detail can be added to drawings. • The children will plan, design and make a model of a cartouche, using observation and acquired knowledge to inform their design choices • They will learn how to join clay adequately, using slip and construct a simple base for extending and modelling other shapes • They will learn how to create surface patterns and textures, using a variety of implements 	<p>Dance</p> <ul style="list-style-type: none"> • Apply and develop a broad range of movement skills and learn how to use these in different ways through performing Egyptian dances. • To link various skills to make actions and sequences of movement in isolation and combination. • Develop strength, flexibility, technique, control and balance. • A focus on communicating and collaborating with peers to develop an understanding of how to improve and evaluate performance. <p>Gymnastics</p> <ul style="list-style-type: none"> • To adapt travel to a range of different equipment • To develop a range of movements into a sequence • To experiment with a range of different heights <p>Games</p> <ul style="list-style-type: none"> • Learning basic skills of development for agility, balance, coordination, healthy competition and cooperative learning through games and activities for personal challenge. • An approach which focuses on the key abilities needed to be successful within PE and Sport across the curriculum. • A focus on Creative, Physical, Cognitive, Social, Personal and Health and Fitness development. 	<p>Cooking</p> <ul style="list-style-type: none"> • The children will sample a range of falafel • They will then design their own falafel, using a range of ingredients • They will make their own according to their recipe • They will also make tzatziki • They will have a taste challenge to determine the class favourite evaluating their product for taste, texture etc. <p>They will learn about:</p> <ul style="list-style-type: none"> • The sections of the EatWell plate and why they differ in size. • how different foods are produced in different areas of the world. • the health and safety requirements of cooking. • the right tools to chop, slice, dice and prepare food. • how to measure ingredients to an appropriate level of accuracy. • how to evaluate work produced.

<p style="text-align: center;">Music (on termly rota)</p> <ul style="list-style-type: none"> • One term specialist instrument teaching provided by Surrey Arts who will teach year 3 toots. Children not taught this term will receive lessons in a different term. • One term learning Recorders & Boomwhackers with Mr Kilhams • One term learning Glockenspiels & Singing • Rhythms, melodies and pulse are introduced through songs. 	<p style="text-align: center;">French (on termly rota)</p> <ul style="list-style-type: none"> • Parts of the body • Descriptions of hair and eyes • Sentence work - agreements of adjectives • Days of the week • Pets • Numbers to 20 • Easter traditions
<p>Dates for your diary</p> <p>INSETS Monday 5th Jan</p> <p>Egyptian Portals From the Past visit (in school): Tue 13th Jan: 3A, 3M, 3D Wed 14th Jan: 3W, 3GR, 3J</p> <p>Half term Monday 16th to Friday 20th February</p> <p>Parent consultations day Friday 20th March</p> <p>Outdoor Learning Friday 27th March</p> <p>End of term Friday 27th March at 1:45pm</p>	