



The Creative Learning Journey

I want my Mummy! Year 3

Wow Starter: Peter Brown - Music of the Egyptians
Evidence through pictures

Final Event: Egyptian Sleepover!
That History Bloke



Teacher: mrspaulacummings
School: Cambo First School

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2

- **pa21** Begin to develop negotiating strategies.
- **pa23** Participate in making and changing rules.

PSED Developing confidence and responsibility and making the most of their abilities LKS2

- **pc25** Be able to talk about their views on issues that effect themselves and their class.

- **pc26** Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements.

PSED Developing good relationships and respecting the differences between people LKS2

- **pr25** Understand that their actions affect themselves and others.
- **pr26** Able to empathise with another viewpoint.

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc31** During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:
- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

Plants LKS2

- **sc41** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- **sc42** explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- **sc43** investigate the way in which water is transported within plants
- **sc44** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi20** I can recognise similarities and differences between periods of time
- **hi22** I can ask and answer questions about change and cause and effect
- **hi24** I can draw informed conclusions by using a range of research skills
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi28** I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied
- **hi60** I can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways
- **hi61** I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own

PHYSICAL EDUCATION

LKS2

- **pe4** I can tell you how I have developed my athletic skills, and which is strongest and which athletics events I prefer
- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **pe5** I can play competitive net, striking, fielding and invasion games

- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them
- **pe6** I can identify the techniques I need to practice to improve my strength and performance in athletic activities
- **pe9.1** I can show you how I have improved in different activities over time



Bee mini project
to Support Summer
Performance and
linked to Science
topic of
Plants
STEM
Project

The Bee Musical
Summer
Performance

OUTDOOR LEARNING

Plants
Discovering plants
in our school environment,
What sort of plants grow on the field,
in the wood or around the pond?
How many can we identify?
Photographing chosen plants across
a few weeks to observe their life cycle.

That History Bloke
for sleepover
and Egyptian
activities!

Completing
our
Arts Award
evidence

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m85** solve number problems and practical problems involving these ideas.

Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods
- **m95** solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m98** recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators
- **m99** recognise and show, using diagrams, equivalent fractions with small denominators
- **m100** add and subtract fractions with the same denominator within one whole [for example, $\frac{5}{7} + \frac{1}{7} = \frac{6}{7}$]
- **m101** compare and order unit fractions, and fractions with the same denominators
- **m102** solve problems that involve all of the above.

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (Kg/g); volume/capacity (l/ml)
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts

- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks
- **m107** estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight
- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year

Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them
- **m112** identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle

Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables
- **m115** solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables.

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co20** I can use a variety of inputs (keyboards/keypads/switches) to enter data into a program
- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **co28** I can use a variety of software to present data and information (including combining images and text, multi-media presentations and data-bases)
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet
- **e136** read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e139** reading books that are structured in different ways and reading for a range of purposes
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e144** discussing words and phrases that capture the reader's interest and imagination
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e146** understand what they read, in books they can read independently, by:
- **e147** checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- **e148** asking questions to improve their understanding of a text
- **e149** drawing inferences such as inferring

- **e162** increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e168** organising paragraphs around a theme
- **e170** in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- **e171** evaluate and edit by:
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e173** proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- **e174** proof-read for spelling and punctuation errors
- **e175** read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning

I want my Mummy! Year 3 - Stage Coverage

UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
<p>Working scientifically LKS2</p> <ul style="list-style-type: none">• sc31 During years 3 and 4, pupils should be taught to use the following practical scientific methods, processes and skills through the teaching of the programme of study content:• sc32 asking relevant questions and using different types of scientific enquiries to answer them• sc33 setting up simple practical enquiries, comparative and fair tests• sc34 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers• sc35 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions• sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables• sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions• sc40 using straightforward scientific evidence to answer questions or to support their findings. <p>Plants LKS2</p> <ul style="list-style-type: none">• sc41 identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers• sc42 explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant• sc43 investigate the way in which water is transported within plants• sc44 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. <p>LKS2</p> <ul style="list-style-type: none">• hi18 Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history• hi19 Pupils should continue to establish clear narratives within and across the periods they study.• hi20 They should note connections, contrasts and trends over time• hi22 They should regularly address and sometimes devise historically valid questions about change and cause,• hi24 They should construct informed responses that involve thoughtful selection• hi25 They should construct informed responses that involve organisation of relevant historical information.• hi26 They should understand how our knowledge of the past is constructed from a range of sources• hi27 They should understand that different versions of past events may exist• hi28 They should understand that different versions of past events may exist, giving some reasons for this.• hi60 the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared• hi61 a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	<p>Number - number and place value LKS2</p> <ul style="list-style-type: none">• m81 recognise the place value of each digit in a three-digit number (hundreds, tens, ones)• m85 solve number problems and practical problems involving these ideas. <p>Number - addition and subtraction LKS2</p> <ul style="list-style-type: none">• m86 add and subtract numbers mentally, including:• m90 add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction• m92 solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction. <p>Number - multiplication and division LKS2</p> <ul style="list-style-type: none">• m93 recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables• m94 write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods• m95 solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects. <p>Number - fractions LKS2</p> <ul style="list-style-type: none">• m97 recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators• m98 recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators• m99 recognise and show, using diagrams, equivalent fractions with small denominators• m100 add and subtract fractions with the same denominator within one whole [for example, 5/7 + 1/7 = 6/7]• m101 compare and order unit fractions, and fractions with the same denominators• m102 solve problems that involve all of the above. <p>Measurement LKS2</p> <ul style="list-style-type: none">• m103 measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)• m105 add and subtract amounts of money to give change, using both £ and p in practical contexts• m106 tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks• m107 estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight• m108 know the number of seconds in a minute and the number of days in each month, year and leap year <p>Geometry - properties of shapes LKS2</p> <ul style="list-style-type: none">• m110 draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them• m112 identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle <p>Statistics LKS2</p> <ul style="list-style-type: none">• m114 interpret and present data using bar charts, pictograms and tables• m115 solve one-step and two-step questions [for example, 'How many more?' and 'How many fewer?'] using information presented in scaled bar charts and pictograms and tables. <p>LKS2</p> <ul style="list-style-type: none">• co14 design, write and debug programs, controlling or simulating physical systems• co15 solve problems by decomposing them into smaller parts• co16 use sequence in programs• co20 use various forms of input• co24 use search technologies effectively	<p>LKS2</p> <ul style="list-style-type: none">• pe4 use running, jumping, throwing and catching in isolation• pe4.1 use running, jumping, throwing and catching in combination• pe5 play competitive games, modified where appropriate• pe5.1 play competitive games and apply basic principles suitable for attacking and defending• pe6 develop flexibility, strength, technique, control and balance, for example through athletics• pe9.1 demonstrate improvement	<p>LKS2</p> <ul style="list-style-type: none">• ad13 to improve their mastery of art and design techniques, including painting with a range of materials• ad15 about great artists, architects and designers in history. <p>Design LKS2</p> <ul style="list-style-type: none">• dt25 use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose• dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups• dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches• dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams• dt29 generate, develop, model and communicate their ideas through prototypes• dt31 generate, develop, model and communicate their ideas through computer-aided design <p>Make LKS2</p> <ul style="list-style-type: none">• dt32 select from and use a wider range of tools and equipment to perform practical tasks• dt33 use a wider range of tools and equipment to perform practical tasks accurately• dt34 use a wider range of tools and equipment to perform practical tasks, such as joining accurately• dt35 select from and use a wider range of tools and equipment to perform practical tasks, such as finishing, accurately <p>Evaluate LKS2</p> <ul style="list-style-type: none">• dt39 analyse a range of existing products• dt40 evaluate their ideas and products against their own design criteria and consider the views of others to improve their work• dt42 understand how key individuals in design and technology have helped shape the world <p>Technical knowledge LKS2</p> <ul style="list-style-type: none">• dt47 understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs, buzzers and motors• dt48 apply their understanding of computing to programme, monitor and control their products. <p>Cooking and nutrition LKS2</p> <ul style="list-style-type: none">• dt53 know where and how a variety of ingredients are grown and/or caught <p>LKS2</p> <ul style="list-style-type: none">• mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression• mu12 play musical instruments with increasing accuracy• mu13 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression• mu14 improvise and compose music for a range of purposes• mu15 improvise and compose music using the inter-related dimensions of music• mu16 listen with attention to detail and recall sounds with increasing aural memory• mu17 understand staff and other musical notations• mu19 appreciate a wide range of high-quality live and recorded music• mu20 understand music drawn from different traditions• mu21 appreciate some great composers and musicians	<p>Reading - word reading LKS2</p> <ul style="list-style-type: none">• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. <p>Reading - comprehension LKS2</p> <ul style="list-style-type: none">• e137 develop positive attitudes to reading and understanding of what they read by:• e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks• e139 reading books that are structured in different ways and reading for a range of purposes• e143 preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action• e144 discussing words and phrases that capture the reader's interest and imagination• e145 recognising some different forms of poetry [for example, free verse, narrative poetry]• e146 understand what they read, in books they can read independently, by:• e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context• e148 asking questions to improve their understanding of a text• e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence• e150 predicting what might happen from details stated and implied• e152 identifying how language, structure, and presentation contribute to meaning• e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. <p>Writing - transcription - Spelling LKS2</p> <ul style="list-style-type: none">• e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)• e156 spell further homophones• e157 spell words that are often misspelt (English Appendix 1)• e158 place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]• e159 use the first two or three letters of a word to check its spelling in a dictionary• e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. <p>Writing - handwriting LKS2</p> <ul style="list-style-type: none">• e161 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• e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. <p>Writing - composition LKS2</p> <ul style="list-style-type: none">• e163 plan their writing by:• e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar• e165 discussing and recording ideas• e166 draft and write by:• e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)• e168 organising paragraphs around a theme• e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]• e171 evaluate and edit by:• e172 assessing the effectiveness of their own and	<p>LKS2</p> <ul style="list-style-type: none">• f11 listen attentively to spoken language and show understanding by joining in and responding• f12 explore the patterns and sounds of language through songs and rhymes• f12.1 link the spelling, sound and meaning of words• f13 engage in conversations; ask and answer questions• f13.2 engage in conversations and seek clarification and help• f14 peak in sentences, using familiar vocabulary, phrases and basic language structures• f15 develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases• f16 present ideas and information orally to a range of audiences• f17 read carefully and show understanding of words, phrases and simple writing• f110 write phrases from memory, and adapt these to create new sentences, to express ideas clearly• f111 describe people, places, things and actions orallyand in writing• sl13 listen and respond appropriately to adults and their peers• sl14 ask relevant questions to extend their understanding and knowledge• sl15 use relevant strategies to build their vocabulary• sl16 articulate and justify answers, arguments and opinions• sl18 maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments• sl19 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas• sl20 speak audibly and fluently with an increasing command of Standard English• sl21 participate in discussions, presentations, performances, role play, improvisations and debates• sl22 gain, maintain and monitor the interest of the listener(s)• sl23 consider and evaluate different viewpoints, attending to and building on the contributions of others• sl24 select and use appropriate registers for effective communication.	<p>PSED Preparing to play an active role as citizens LKS2</p> <ul style="list-style-type: none">• pa21 Begin to develop negotiating strategies.• pa23 Participate in making and changing rules. <p>PSED Developing confidence and responsibility and making the most of their abilities LKS2</p> <ul style="list-style-type: none">• pc25 Be able to talk about their views on issues that effect themselves and their class.• pc26 Begin to recognise their worth as individuals by identifying positive things about themselves and their achievements. <p>PSED Developing good relationships and respecting the differences between people LKS2</p> <ul style="list-style-type: none">• pr25 Understand that their actions affect themselves and others.• pr26 Able to empathise with another viewpoint.

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