## NICS/EL

## Allesley Primary School

Curriculum Planner: Year 3

Autumn Term Context for Learning Ancient Egypt - (What makes the Ancient Egyptians significant?)

| Autumn Term                              | 1 Context to         | r Learning Ai                      | псіепт Едурт - (  | (vvnat makes   | the Ancient I   | zgyptians sigr  | III ICant?)           |                    |                        | Scho                   |
|--|----------------------|------------------------------------|---|--|---|---|-----------------------|--------------------|------------------------|------------------------|
| MFL                                      | Science              | Computing                          | Design Technology   | History  | Geography   | Art and Design  | Music                 | Physical Education | PSHE & C               | Religious<br>Education |
| Language                                 | Rocks and            | Kapow -                            |   | Ancient Egypt.   | (Ancient/Modern   | Kapow   | Developing            | Swimming           | Me and My              | What does              |
| Angels                                   | Fossils              | Computing                          |   | The achievements of  | Egypt)  | Formal  | singing               |                    | Relationships          | it mean to             |
| Phonetics lesson 1 (C)                   | Link to              | systems and<br>networks 1:         |   | the earliest<br>civilisations-an   | -locate the worlds countries, using   | Craft and design:   | technique             |                    |                        | be a<br>Christian in   |
| I'm                                      | Rosetta              | Networks and                       |   | overview of where  | maps, atlases,  | Ancient   | Theme                 |                    |                        | Britain                |
| Learning<br>French (E)                   | Stone                | the internet                       |   | and when the first<br>civilisations<br>appeared and a<br>depth study of one<br>of the following: | globes and use digital/computer mapping to locate countries and describe features studied | Egyptian<br>scrolls (5<br>lessons)                            | Vikings/<br>Egyptians |                    |                        | today?<br>L2.7         |
| Language<br>Angels<br>Salutations<br>(E) | Rocks and<br>Fossils | Kapow -<br>Programming:<br>Scratch | Kapow Textiles: Cross stich and applique Egyptian collars |  |   | Kapow Art and Design Skills lesson 1,2 and 3 Link to Van Gogh |                       | Swimming           | Keeping Myself<br>Safe | Christmas/<br>Diwali   |
| Seasons (E)                              |                      |                                    |   |  |   | Starry Night<br>Christmas cards                               |                       |                    |                        |                        |

Spring Term Context for Learning - Britain from Stone Age to Iron Age/Romans (How did life change from the Stone Age to the Iron Age and how do we know?) (What impact did the Romans have on Britain?)

| anguage     | Animals   | Kapow -                  | Britain from                 | Geography        | Kapow       | Pentatonic           | Indoor PE:                   | Valuing     | Why is the                       |
|-------------|-----------|--------------------------|------------------------------|------------------|-------------|----------------------|------------------------------|-------------|----------------------------------|
| ngels       | including | Computing<br>systems and | Stone Age to                 | (Settlements in  | Prehistoric | melodies and         | Gym                          | Differences | bible                            |
| olours and  | humans    | networks 2:              | Iron Age                     | early Britain    | Art         | compositions         | Outdoor PE:                  |             | important                        |
| Numbers (E) |           | Emailing                 | -late Neolithic              |                  |             | (Theme:              | Invasion games – rugby focus |             | for<br>Christians<br>today? L2.2 |
|             |           |                          | hunter-gatherers             |                  |             | Chinese New<br>Year) |                              |             |                                  |
|             |           |                          | and early farmers            |                  |             | /edi/                |                              |             |                                  |
|             |           |                          | ,Skara Brae                  | worlds           |             |                      |                              |             |                                  |
|             |           |                          | -Bronze Age                  | countries, using |             |                      |                              |             |                                  |
|             |           |                          | religion,                    | maps, atlases,   |             |                      |                              |             |                                  |
|             |           |                          | technology and               | globes and       |             |                      |                              |             |                                  |
|             |           |                          | Stonehenge<br>-Iron Age hill | digital/computer |             |                      |                              |             |                                  |
|             |           |                          |                              | mapping to       |             |                      |                              |             |                                  |
|             |           |                          |                              | locate countries |             |                      |                              |             |                                  |
|             |           |                          |                              | and describe     |             |                      |                              |             |                                  |
|             |           |                          |                              | features studied |             |                      |                              |             |                                  |
|             |           |                          | art and culture              | -name and locate |             |                      |                              |             |                                  |
|             |           |                          |                              | counties and     |             |                      |                              |             |                                  |
|             |           |                          |                              | cities of the    |             |                      |                              |             |                                  |
|             |           |                          |                              | United Kingdom   |             |                      |                              |             |                                  |

| Language<br>Angels<br>Fruits or<br>Vegetables<br>(E)                                | Forces and<br>Magnets  | Computing systems and networks 3: Journey inside a computer  | Roman Fort                                       | Empire and its impact on Britain: -Julius Caesar's attempted invasion in 55-54 BC -the Roman Empire by AD 42 and the power of its army -British resistance Boudicca -'Romanisation' of Britain: sites and the impact of technology, culture and beliefs, including early Christianity | settled: Map: Where did they invade? Where did they settle? Roman Spa towns. Roman roads. Towns with Roman names)  |  |   | Dance Outdoor PE: Games - Net/Wall                        | Responsibilities        | Why are festivals important to religious communities? L2.5 Easter |  |
|---|--|--|--|---|--|--|---|---|-------------------------|---|--|
| Summer Term   | Summer Term Context for Learning - Home and Away (What are the similarities and differences between Allesley and the Lake District?) |  |  |   |  |  |   |   |                         |   |  |
| Language<br>Angels<br>Musical<br>Instruments<br>or Little<br>Red Riding<br>Hood (E) | Plants   | Creating   | <b>Kapow</b><br><b>Food</b><br>Eating seasonally |   | Counties of uk and cities, key physical and human features in UK including rivers and mountains-Group independent study of a county or city in UK Focus: Lake District | Drawing: Growing<br>artists (omit lesson<br>3) (4 lessons) | Instrumental<br>scheme:<br>South Africa | Indoor PE: Dance  Outdoor PE: Athletics - Track and Field | Being my Best           | What do different people believe about God? L2.1                  |  |
| Language<br>Angels<br>Ice -<br>Creams (E)   | Light and Dark   | Programming - Code.org-course C https://studio.cod e.org/s/coursec- 2022 Kapow art Digital world: Electronic charm (4 lessons) |  |   | (Food Miles:<br>Where food<br>comes from)  | •  | Instrumental<br>scheme:<br>Caribbean    | Outdoon   | Growing and<br>Changing | Why do<br>people<br>pray?<br>L2.4                                 |  |