



Rotherhithe Primary School Half Termly Curriculum Plan 2025-2026

**Year 3
Spring 1**

Topic driver: Egyptians

Subject Read aloud text:	Week 1 The gold in the grave Teary Deary- Egyptians tales	Week 2 The gold in the grave Teary Deary- Egyptians tales	Week 3 The gold in the grave Teary Deary- Egyptians tales	Week 4 The gold in the grave Teary Deary- Egyptians tales	Week 5 The gold in the grave Teary Deary- Egyptians tales	Week 6 The gold in the grave Teary Deary- Egyptians tales
Reading	Gold in the Grave- chapter 1, part 1 -Read and discuss a new text -Support word meaning with evidence from the text -Form impressions of a character -Order events in a story -Reading for pleasure	Gold in the Grave- chapter 1, part 2 -Read and discuss a new text -Make predictions -use evidence from the text to support answers -To decide if the statement is true or false -Reading for pleasure	Egyptian Art- non-fiction -Read and discuss a new text -To find evidence from the text to support a statement -Explain the meaning of the words within context -To summarise main ideas from a paragraph -Reading for pleasure	Human muscles- non-fiction -Read and discuss a new text -To find evidence from the text to support a statement -Explain the meaning of the words within context -To summarise main ideas from a paragraph -Reading for pleasure	Manga- non-fiction -read and discuss a new text -Explain the meaning of words in context -Identify if a statement is true or false using evidence from the text -To make comparisons within a text -Reading for pleasure	Egyptian rap- poetry -Read and discuss a new text -identify imagery within a poem -To make inference and support with evidence from the text -To find evidence from the text to support a statement -Reading for pleasure
Writing	Report -To retrieve facts about Egyptians -To write a report about Egyptians Success criteria: * To use heading and subheadings * To write factual information * To ensure sentences make sense. * To vary sentence starters * Spell key words correctly * Write a list	Report -To write a report about Egyptians Success criteria: * To use heading and subheadings * To write factual information * To ensure sentences make sense. * To vary sentence starters * Spell key words correctly * Write a list	Instructions -To write a riddle about the Egyptian gods -To write a glossary -To act out instructions for mummification -To write a set of instructions Success criteria: * To use time conjunctions * Use bossy verbs * Use adverbs * Add in precise vocabulary * Write in order EBI- add safety tips	Myth -To edit instructions -to act out the story of Osiris - To explore past tense -To write the Myth of Osiris Success Criteria: * Past tense * adverbial phrases of time * Add detail –using conjunctions * Speech * simile * use a relative clause EBI- fronted subordinate	Myth -To write the Myth of Osiris Success Criteria: * Past tense * adverbial phrases of time * Add detail –using conjunctions * Speech * simile * use a relative clause EBI- fronted subordinate -To edit a Myth -To collect and classify words	Diary -To act out the discovery of Tutankhamun's tomb discovery -To write a diary entry as Howard Carter Success Criteria: * -past tense * -first person (I) * Use of senses to show your excitement! * -Use prepositional phrases to explain where objects were * -Add description of objects – expanded noun phrases



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	* EBI- Use a fronted subordinate.	EBI- Use a fronted subordinate. -To edit a report -To retrieve facts about Egyptians from a source				
Maths	<u>Unit 5: Length and Perimeter</u> -To calculate the perimeters of 2-D shapes in mixed units (centimetres and millimetres) -To measure and compare lengths in mixed units -To calculate the perimeters of 2-D shapes in mixed units (metres and centimetres) - To apply problem-solving strategies in the context of length	<u>Unit 6: Multiplication and Division</u> • To explore representations of multiplication and division • To represent multiplication and division contexts using bar models • To understand that multiplication can be completed in any order • To apply knowledge of factors to multiplication contexts • To understand the inverse relationship between multiplication and division	<u>Unit 6: Multiplication and Division</u> To apply knowledge of the inverse to find related facts • To apply knowledge of the inverse to solve missing number problems (3 times tables) • To apply knowledge of the inverse to solve missing number problems (4 times tables) • To explore the relationship between four and eight times table	<u>Unit 7: Calculating with Multiplication and Division</u> •To explore patterns in multiples of 8 •To solve problems that involve scaling by 10 •To multiply by 10 •To divide by ten •To explore related multiplication facts	<u>Unit 7: Calculating with Multiplication and Division</u> -To derive facts from known multiplication facts -To multiply a 2-digit number by three, four or five, without regrouping - To multiply a 2-digit number by three, four or five, with regrouping - To multiply a 2-digit number by three, four or five, with regrouping	<u>Unit 7: Calculating with Multiplication and Division</u> • To explore division structures • To explore sharing and grouping in context • To divide a 2-digit number by partitioning • To solve correspondence problems
Science	<u>Rocks</u> Explore the formation and properties of igneous rock	<u>Rocks</u> Explore the formation and properties of sedimentary and metamorphic rocks	<u>Rocks</u> Weathering and the suitability of rocks for different purposes	<u>Rocks</u> Explore how water contributes to the weathering of rocks	<u>Rocks</u> Understand how fossils are formed	<u>Rocks</u> Explore different types of soil
History	<u>Egyptians</u> To develop an understanding of the Ancient Egyptian time period.	<u>Egyptians</u> To understand the mummification process.	<u>Egyptians</u> To recognise the significance of papyrus.	<u>Egyptians</u> To consider the significance of the role of a Pharaoh. To know who Tutankhamun was.	<u>Egyptians</u> Consider how Ancient Egyptian inventions are relevant today.	<u>Egyptians</u> Understand what everyday life was like for men, women and children.
Computing	<u>Programming-sequencing sounds</u> Introduction to Scratch	<u>Programming-sequencing sounds</u>	<u>Programming-sequencing sounds</u> Programming sprites	<u>Programming-sequencing sounds</u> Sequences	<u>Programming-sequencing sounds</u> Ordering demands	<u>Programming-sequencing sounds</u>



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		Introduction to Scratch				Combining motions and sounds
RE	<u>Is scripture central to religion?</u> To explore some key Jewish beliefs about scripture by studying religious practices, art and writings. •What do some people mean by revelation?	<u>Is scripture central to religion?</u> To explain how beliefs about the source of scripture may impact the value placed on it. •What's the difference between a scroll and a book?	<u>Is scripture central to religion?</u> To make connections between beliefs about the Qur'an and the Hadith and how they are used. •How is scripture used by some Muslims?	<u>Is scripture central to religion?</u> To identify similarities and differences between Jewish and Christian scripture. •How are some scriptures both similar and different?	<u>Is scripture central to religion?</u> To recognise the value of the Bible by exploring how and why some Christians use it. •What does the Bible mean to some Christians?	<u>Is scripture central to religion?</u> To evaluate what makes scriptures central to religion. • How and why are scriptures central to religion?
Music	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To play the rhythms of a known song on body percussion	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To play the rhythms of a known song on body percussion	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To work out & write the rhythm notation of one line of a known song	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To make up a movement piece in pairs to a given structure	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To play a given piece accurately in pair	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. To compose a rhythm ostinato piece in a group and perform it to the class



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Art	<p><u>Craft and design:</u> <u>Ancient Egyptian scrolls</u> Lesson 1: Exploring Ancient Egyptian art To investigate the style, pattern and characteristics of Ancient Egyptian art Success criteria</p> <ul style="list-style-type: none"> • I can discuss Ancient Egyptian art to understand more about it • I can look closely to identify colours, patterns and shapes • I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition 	<p><u>Craft and design:</u> <u>Ancient Egyptian scrolls</u> Lesson 2: Designing scrolls To apply design skills inspired by the style of an ancient civilization Success criteria</p> <ul style="list-style-type: none"> • I can make decisions about how I want to represent information through images • I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians • I can apply my knowledge of their style to plan appropriate colours and patterns for my design 	<p><u>Craft and design:</u> <u>Ancient Egyptian scrolls</u> Lesson 3: Making paper To apply understanding of ancient techniques to construct a new material Success criteria</p> <ul style="list-style-type: none"> • I can use knowledge of an ancient process to make a modern alternative • I can follow instructions carefully • I can review what worked well and what I could improve on 	<p><u>Craft and design:</u> <u>Ancient Egyptian scrolls</u> Lesson 4: Scroll making To apply drawing and painting skills in the style of an ancient civilization Success criteria</p> <ul style="list-style-type: none"> • I can use a design and accurately translate it to a new surface • I can use materials and tools carefully to show precision in my work • I can mix and use colours that are appropriate to the style of work • I can suggest improvements in my own and other people's work 	<p><u>Craft and design:</u> <u>Ancient Egyptian scrolls</u> Lesson 5: Making zines To apply an understanding of Egyptian art to develop a contemporary response.</p> <ul style="list-style-type: none"> • I can follow instructions to create a zine. • I can use a variety of images, text and materials to make my zine interesting. • I can inform my audience about my subject with relevant information. 	<p><u>Craft and design:</u> <u>Ancient Egyptian scrolls</u> Lesson 6: Evaluate</p> <ul style="list-style-type: none"> • I can evaluate my work and describe what techniques I have used. • I can reflect and say what I like about my work and what I would change.
PSHE	<p><u>Health and Wellbeing</u> Lesson 1: My healthy diary Learning objective To understand and plan for a healthy lifestyle including physical activity, rest and diet.</p>	<p><u>Health and Wellbeing</u> Lesson 2: Relaxation: stretches Learning objective To perform a range of relaxation stretches.</p>	<p><u>Health and Wellbeing</u> Lesson 3: Wonderful me Learning objective To understand the different aspects of my identity.</p>	<p><u>Health and Wellbeing</u> Lesson 4: My superpowers Learning objective To identify my own strengths and begin to see how they can affect others.</p>	<p><u>Health and Wellbeing</u> Lesson 5: Resilience: breaking down barriers Learning objective To break down barriers into smaller, achievable goals.</p>	<p><u>Health and Wellbeing</u> Lesson 6: Communicating my feelings Learning objective To recognise when to give consent.</p> <p>Lesson 7: Diet and dental health Learning objective</p>



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						To understand the benefits of healthy eating and dental health.
PE	Teacher: Multi skills LESSON OBJECTIVES: To be able to use quick reactions to instructions given. To use appropriate footwork to assist quick Reactions. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to use quick, Sharpe movements to outwit your partner. To move quickly in a pressured Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to work as a team and discuss appropriate techniques and strategies. To listen and respond to instructions as quickly as possible. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to work as a team and discuss appropriate techniques and strategies. To listen and respond to instructions as quickly as possible. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to hold a number of different static balances. To perform and hold a static balance while holding Equipment. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to practice and hold a number of different balances. To work as a group when using equipment to refine correct balance position Coach: Gymnastics Feedback Analysis Technique Physical ability
Spanish	<u>Shapes and colours in Spanish</u> Lesson 1: Colours Discovering vocabulary for different colours and recognising key phonemes.	<u>Shapes and colours in Spanish</u> Lesson 2: Describing shapes Using language detective skills to identify shape nouns and exploring placement of adjectives.	<u>Shapes and colours in Spanish</u> Lesson 3: Gaudí mosaics Describing different shapes orally to create a mosaic in the style of Gaudí.	<u>Shapes and colours in Spanish</u> Lesson 4: Tile hunt Reading a set of descriptive phrases in order to solve a puzzle.	<u>Shapes and colours in Spanish</u> Lesson 5: Tiles of the Alhambra Writing a design brief for a Spanish tile.	<u>Shapes and colours in Spanish</u> Lesson 6: Tile designs Presenting a tile design in a small group.