

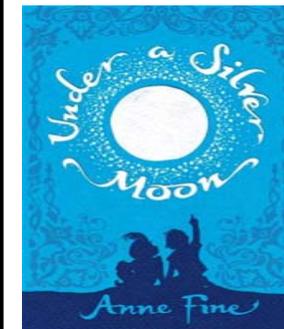


# Mount Pleasant Primary School - Year 3

## Foundation Subject Overview Project 2 - February to July 2018

### Under a Silver Moon by Anne Fine

*Various pictures from 'The Egyptian Book of the Dead'*



#### History

Study of Ancient Egypt and the Egyptian way of life.

#### Key Questions

What was the impact of the Egyptians?  
What were the key events?  
What can we learn from it?  
Who was Tutankhamun?  
Use Egyptian artefacts to discover more about their life.

Visit Birmingham Museum and Art Gallery to explore different aspects of Egyptians lives and handle artefacts.

Find out about the Egyptians belief in life after death and how they prepare for the afterlife including; mummification and funerals.

Discover how pyramids were built, the different types and what they were used for.

#### Geography

Locate the worlds countries using maps.

Find and label key countries and cities on a map.

Explore the trade links between the UK and other countries for example we cannot grow coffee, tea or cocoa in the UK, so where does it come from? How does it get here?

#### Fairtrade

Visit a local supermarket to find a variety of Fairtrade products. Explore their countries of origin and locate them on a map.

#### Religious Education

##### Religious Buildings

Continue to develop an understanding of how different religions use different religious buildings.

Visit a number of places of worship. (Hindu Temple and Quarry Bank Church)  
Compare and contrast the buildings and their features.

Explore Hinduism including the range of Gods of ancient civilisations.

#### Music

##### Moonlight Sonata—Ludwig van Beethoven

Listen to different pieces of music associated with the moon/moonlight and discover how these are portrayed

Listen and experiment with different percussion instruments  
Compose a musical portrait of 'moonlight', using simple notation  
Use simple words to create moonlight songs to perform in class

##### The Orchestra

Build the children's knowledge on the different instrumental families within the orchestra.

Recorders—To continue to learn the C major scale, learn how to read musical notation on a staff and begin to read and play simple tunes.

#### Physical Education

##### Fitness

Complete a range of activities including circuits, boxing, aerobics and dance based exercises to improve fitness.

##### Gymnastics

Create and perform fluent sequences that include variations in level, speed and direction.

##### Dance

Create and perform dances using a range of movement patterns, including those from different times, places and cultures and respond effectively to various music ranges.

##### Games (Rounders and Athletics)

Learn the skills to play the fielding and striking game of Rounders. Use skills, tactics, and rules used to develop games. To practise a variety of throwing, jumping and racing techniques.

#### Modern Foreign Languages - French

##### Ma Famille et Chez Moi

Family members, spelling names, where you live and basic descriptions.

##### Les Animaux

Names of animals and pets.  
Colours and numbers 11-20.

#### Design Technology

Food technology; designing and creating a variety of foods. Combining different ingredients to fulfil a particular design/request e.g. creating hot, savoury dishes, including bread.

Pupils explore a range of breads from across the world. They identify the basic ingredients for bread. Use weighing skills for weighing accurately and experiment with yeast.

Festival cards - Mother's Day, Easter and Father's Day

#### Art and Design

Create a variety of moonscape pictures using different medium. Experiment with different textures for creating different moods.

Experiment with a piece of selected fruit or vegetable, paint it, draw it, select parts of their chosen item to consider and draw in detail and enlarged. Create repeated pattern designs using one of images created.

Look at Egyptian art, and how children and adults were portrayed. Compare to modern day portraiture/photography.

## **Science**

### **Plants**

Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.

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

Investigate the way in which water is transported within plants.

Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### **Animals including Humans**

Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

Construct and interpret a variety of food chains, identifying producers, predators and prey.

Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

### **Rocks**

Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.

Describe in simple terms how fossils are formed when things that have lived are trapped within rock.

Recognise that soils are made from rocks and organic matter.

### **Light**

Recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces.

Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Find patterns in the way that the size of shadows change.

### **Forces and Magnets**

Compare how things move on different surfaces.

Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance.

Observe how magnets attract or repel each other and attract some materials and not others.

Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

Describe magnets as having 2 poles.

Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

## **Learning outside the classroom**

We aim to visit the following places:

Hindu Temple

Quarry Bank Church

Birmingham Museum and Art Gallery

Local library

Local supermarket

We will also be visited in school by the following:

Chef

E-safety workshop - 'World of Thrones'

Bully 4U workshop