

# Year 3 – Spring 2

## Theme: *The Nile* *The River of Life*

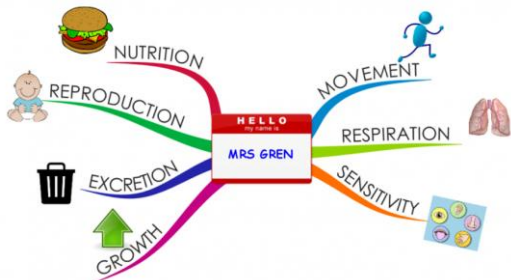
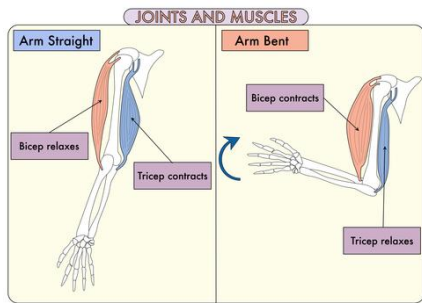
### Our School Prayer

This is our school,  
 Let peace dwell here,  
 Let the rooms be full of contentment.  
 Let love abide here,  
 Love of one another,  
 Love of mankind,  
 Love of life itself,  
 And love of God.  
 Let us remember  
 That as many hands build a house,  
 So many hearts make a school.

### Science – Animals including humans

Why do some birds migrate?

We will be continuing our topic on the human body and what is inside and what living things need to live. We will be learning about MRS GREN and what all living things have in common.



### English



We will be learning about narrative and poetry, exploring how stories are structured and how poems use different forms, including calligrams where the shape of the text reflects its meaning.

### Geography

How important is the River Nile?

In this unit, we will be learning about the importance of the River Nile to the ancient Egyptians and how the Nile is used today. We will learn about its source and follow its journey to its mouth.

- The River Nile flows through 11 countries in Africa:
1. Tanzania
  2. Uganda
  3. Rwanda
  4. Burundi
  5. The DRC
  6. Kenya
  7. South Sudan
  8. Eritrea
  9. Ethiopia
  10. Sudan
  11. Egypt.



### Maths



- ❖ Measurement: Mass and Capacity
- ❖ Fractions: Comparing and ordering

### PSHE / RSE

#### Rights and Responsibilities

We will be learning to:

- identify some of the things that money may be spent on in a family home.
- show responsibility in looking after something (e.g. a class pet or plant) and explain the importance of looking after things that belong to me or to others.
- begin to identify some of the ways I have a say in things which involve me eg in school.



### French



### Music

#### The Dragon Song

Story telling pop songs and traditional/folk melodies.

Pop is a genre of music that originates during the mid-1950s in the United States and the United Kingdom. Rock and Pop music were, originally, roughly synonymous and remained that way until the late 1960s when Pop became associated with music that was more commercial, ephemeral and accessible.



### D&T

#### Egyptian collars!

We will be learning how to cross-stitch and appliqué to decorate and assemble Egyptian collars, which represent the children's unique personalities.



### Computing: Programming: Scratch

We will be exploring Scratch by programming an animation and improving it through testing and debugging.

### PE

#### Dance and Tag Rugby

We will be learning We will be learning to create and perform simple dance sequences and develop tag rugby skills such as passing, evasion and teamwork.



### R.E.

#### What happens if we do wrong?

We will be investigating who has the authority to decide the consequences of wrongdoing.