



Birchfield PRIMARY SCHOOL

Year 3 Curriculum Overview Term 2.2

Teaching Team:

Class Teachers: Miss Akhtar, Miss Begum and Miss Payne

Teaching Assistant: Mrs Aftab

SLT: Mrs Sperrin

PE Day: Wednesday

Homework: Homework is set on Atom Learning on a Friday and reading books are sent home on Friday to be returned by Thursday.

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

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| Enquiry Question | How does the river Nile affect Egypt? |
| Significant People | Gosia Weber is a designer and artisan. She specializes in handmade purses and handbags. Gosia has worked in various roles within the fashion and design industry, she now creates unique, high-quality accessories known for their intricate details and fine materials. |
| Class Texts | <p>Tutankhamun</p> <p>Themes:</p> <p>Discovery and exploration</p> <ul style="list-style-type: none"> • Life of a king • Ancient Egyptian culture and beliefs • Mystery and the hidden past • Legacy and historical significance • Perseverance and determination <p>Marcy and the riddle of the Sphinx</p> <p>Themes:</p> <ul style="list-style-type: none"> • Facing fears / overcoming fear • Bravery and courage • Independence / growing confidence • Family relationships • Adventure and quest • Resilience / not giving up |
| Reading | This term in reading, children will apply their key comprehension skills—including word meaning, retrieval, summarising, and inference—to deepen their understanding of both Tutankhamun and Marcy and the Riddle of the Sphinx. Through a wide range of question types, pupils will explore vocabulary, identify important information, infer characters' thoughts and motives, and |

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| | summarise key events, helping them to engage confidently with both fiction and non-fiction texts. |
| Writing | <p>This term, children will develop their writing skills across a range of genres designed to inform and entertain. They will produce a newspaper report about an event in Ancient Egypt, write a formal letter to a pharaoh using appropriate tone and structure, and create an imaginative narrative inspired by Egyptian myths and adventures.</p> <p>Through these pieces, pupils will learn to write for different purposes, adapt their language to suit the audience, and build confidence as independent writers.</p> |
| Maths | <p>This half term, we will be learning about length and perimeter and fractions.</p> <p>Within the length and perimeter unit, the children will learn to accurately measure and identify lengths in millimetres, centimetres, and metres. They will compare lengths, find equivalent lengths, and add and subtract lengths.</p> <p>Within the fraction's unit, the children will learn about the whole, counting in fractions, equivalent fractions and comparing and ordering fractions.</p> |
| History | <p>The focus for history this half term is Ancient Egypt. We will learn about life in Ancient Egypt and explore Egyptian artefacts. We will be learning about Cleopatra and the importance of Tutankhamun Egyptian history. As well as this, children will explore hierarchical society, life as an Egyptian during this time and the differences between the rich and poor.</p> |
| Science | <p>This half term children will be learning about plants, they will learn about the parts of a flowering plant, and what a plant requires to</p> |

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| | grow. Children will carry out investigations to see how water is transported within plants and explore how plants reproduce. |
| DT | In DT, the focus this term is textiles. We will teach children how to execute a back stitch and running stitch. We will explore different purses and wallets before designing, making and evaluating a purse or wallet. |
| Music | For our music lessons this term, we will use Charanga and are focusing on the genre of 'Pop', this unit of work focuses on the song 'The Dragon Song' and the pop music genre. |
| Computing | This half term we are looking at branching databases. Children will develop an understanding of what a branching database is and how to create one. They will use yes/no questions to gain an understanding of what attributes are and how to use them to sort groups of objects. We will create physical and on-screen branching databases. To conclude the unit, they will create an identification tool using a branching database, which they will test by using it. They will also consider real-world applications for branching databases. |
| RE | In RE, the children will be focusing on the dispositions 'Remembering Roots' and 'Being loyal and steadfast.' The children will learn and explore how different religions follow these dispositions and what they can learn and take on board to implement into their daily lives. |
| PSHE | In PSHE, children will be focus on the key question 'What makes a community?' They will learn about the different communities they belong to and what is meant by a diverse community. They will also discuss the |

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| | importance of creating a community for everyone. |
| PE | <p>This half term the children will be learning Game invasion and Boccia.</p> <p>Within Game sense invasion, the unit introduces pupils to invasion games using a Game Sense approach, where learning is developed through small-sided games, questioning, and problem-solving. Pupils learn why and when to pass, move, defend, and attack, helping them to develop game understanding, teamwork, and enjoyment of physical activity.</p> <p>Boccia is an inclusive target game that develops pupils' throwing, aiming, teamwork, and tactical thinking. It encourages fair play, communication, and problem-solving, while allowing all pupils to succeed regardless of physical ability. This unit supports inclusion and introduces pupils to Paralympic sport.</p> |

Home Learning and Useful Links:

Homework:

At the end of each week, your child will be set homework on Atom Learning. They will be given a maths and writing homework which is to be completed by the following Wednesday. Please encourage your child to complete these to the best of their ability.

Reading:

At the end of each week, your child will also come home with a reading book. Please encourage your child to read this book regularly and listen to them read when you can.

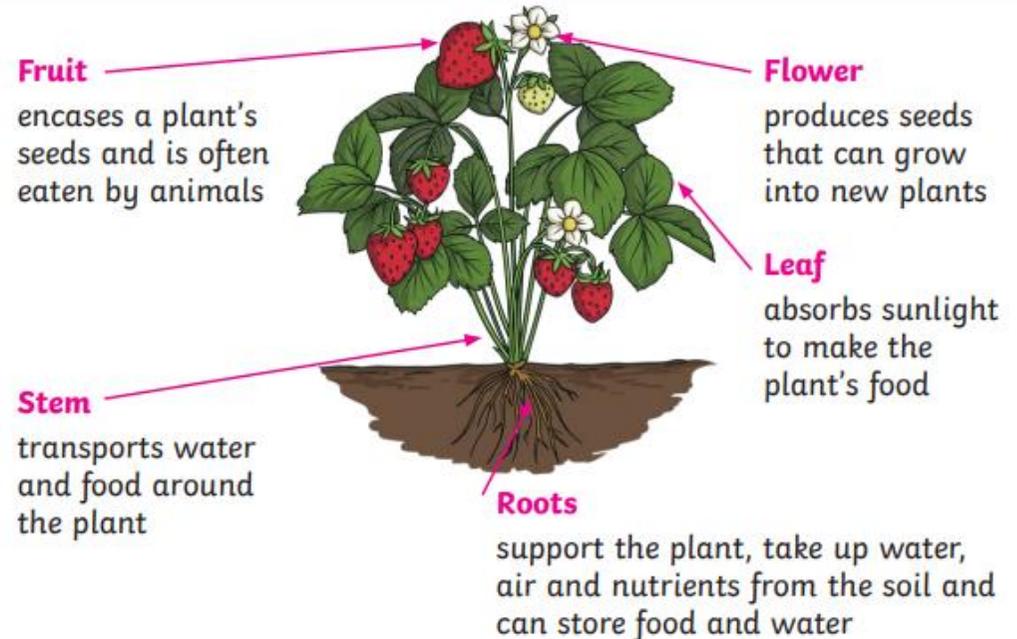
Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

Key Vocabulary

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| fertilisation | Fertilisation is the process whereby part of the pollen combines with an ovule in the flower's ovary, producing a seed that can grow into a new plant. |
| flower | A flower is the part of a plant that makes seeds , which grow into new plants. Most flowering plants only grow flowers for a short time each year. |
| germination | Germination is the process by which a seed starts to grow. |
| leaf | A leaf is the part of a plant that makes food for the plant by absorbing energy from sunlight. |
| nutrients | Nutrients are substances that are needed by living things to grow and survive. Most plants gather nutrients from the soil using their roots . |
| pistil | The pistil is the female part of the flower that includes the stigma, style and ovary. The stigma collects pollen. The style connects the stigma to the ovary. The ovary contains ovules, which develop into seeds after they have been fertilised . |

Parts of a Plant



What Does a Plant Need to Grow?

water



space



light



nutrients



air



temperature



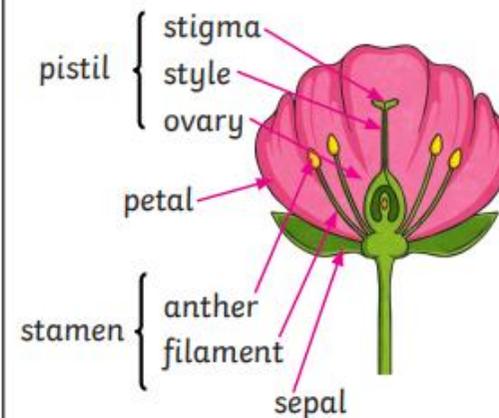
Key Vocabulary

| | |
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| pollination | Pollination is the process whereby pollen (a fine powdery substance produced by a flowering plant's anther) is moved to a flower's stigma. |
| pollinator | A pollinator is an animal that carries pollen between flowers . Examples include insects, birds and bats. |
| roots | Roots are the part of a plant that anchor the plant into the ground and absorb water, air and nutrients . |
| seed | A seed is a small, fertilised ovule of a plant that, when in the right conditions, can grow into a new plant. |
| seed dispersal | Seed dispersal is the method of moving seeds away from the parent plant so the seeds have the best chance of survival. |
| stamen | The stamen is the male part of the flower that includes the anther and the filament. The filament supports the anther. The anther produces pollen. |
| stem | A stem is the central part of a plant, which supports it and carries water and nutrients around it. |

Life Cycle of a Flowering Plant



Parts of a Flower



Seed Dispersal

Plants disperse their seeds in a variety of ways.



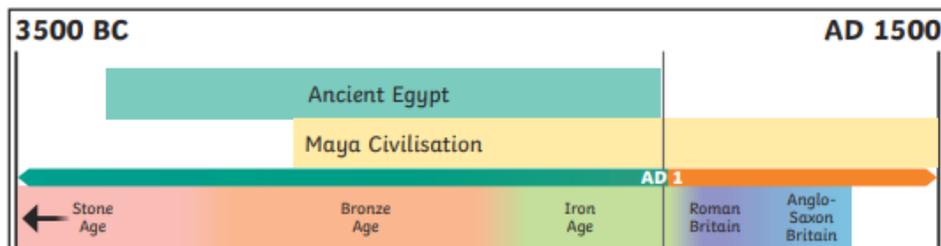
wind



water

animal
(carrying)animal
(eating)

bursting



Historical Skills Vocabulary

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| BC | Used to show that a date is before the year AD 1. This is counted backwards so 200 BC is before 100 BC. | AD | Used to show that a date is after the year AD 1. This is counted forwards so AD 100 is before AD 200. |
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Key Vocabulary

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| ancient | Something from a very long time ago. |
| civilisation | A human society with well-developed rules and government, often where technology and the arts are considered important. |
| Egypt | The country on the continent of Africa where the ancient Egyptian civilisation was created. |
| hieroglyphics | A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters. |
| irrigation | A system of canals or channels dug by the Egyptians to supply water to grow crops over a larger area than the water would naturally reach. |
| the Nile | A river that runs through Egypt . It was essential to life in ancient Egypt . |
| pharaoh | A ruler of ancient Egypt . |
| tomb | A sealed room where a person was placed after death. |

The Ancient Egyptian Empire

In c. 3000 BC, King Menes united two **Egyptian** kingdoms to build the empire of **ancient Egypt**. It lasted until 30 BC when the Romans took over.

The Nile

Life revolved around **the Nile**. Every year, it flooded and left behind a black silt that enriched the soil for growing crops. The river was also used to **irrigate** fields in other areas.

The Nile was used for water, fishing and trade. Mud from the river banks was used to make bricks and papyrus plants were used to make paper.

Most people lived along and around **the Nile**. This is still true in **Egypt** today.



A Pharaoh's Death

The **ancient Egyptians** built the pyramids as resting places for the **pharaohs**.

When a **pharaoh** died, priests would prepare their bodies with a process called mummification.

The **pharaoh** was then placed in a **tomb**, often under a pyramid, with their most treasured possessions. The **ancient Egyptians** believed that these treasures would help them in the afterlife.

Gods and Goddesses of Ancient Egypt

The **ancient Egyptians** worshipped many gods and goddesses who were responsible for different aspects of life and death.

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| Horus | God of the sky. The ancient Egyptians believed a pharaoh was a god-like living version of Horus. |
| Thoth | God of wisdom. He is believed to have invented hieroglyphics and kept a record of all knowledge. |
| Ma'at | Goddess of truth. Pharaohs promised to follow Ma'at and be fair and honest. |
| Osiris | God of the dead. |
| Anubis | God of mummification. He weighed the hearts of the dead against Ma'at's feather. If the heart was lighter, the person could pass to the afterlife. |



Writing (Hieroglyphics)

In **ancient Egypt**, scribes wrote on papyrus. Papyrus was a thick type of paper made from reeds that grew along **the Nile**. Scribes were mostly men who went to a special school to learn to write.

Scribes wrote using **hieroglyphs**. **Hieroglyphs** were used for religious texts and inscriptions on statues and **tombs**. They were also used for counting crops and animals so that the right taxes could be taken.



Did You Know...?

The Rosetta Stone was discovered in 1799. It was written in **hieroglyphs** and two other languages, including **ancient Greek**, which language experts could still read. They translated the **hieroglyphs** by comparing the languages. It took 20 years to translate all the text into modern language.

Tutankhamun

Tutankhamun was a **pharaoh** known more recently as the 'boy king' because he became **pharaoh** when he was 9 years old.

His **tomb** was discovered by Howard Carter and his team in the Valley of the Kings in 1922.

The discovery helped people to understand more about the **Egyptians pharaohs**.



Tutankhamun's death mask

Reading:

[Oxford Owl for School and Home](#)

<https://schoolreadinglist.co.uk/category/reading-lists-for-ks2-school-pupils/>

Phonics:

<https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar>

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

<https://www.bbc.co.uk/bitesize/subjects/zhbhcxs>

<https://home.oxfordowl.co.uk/english/primary-writing/writing-year-3-age-7-8/>

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Key Stage 2 Maths - Topmarks Search](#)

<https://www.timestables.co.uk/multiplication-tables-check/>

Science:

<https://www.bbc.co.uk/bitesize/subjects/ztgp46f>

[Home | WowScience - Science games and activities for kids](#)

Geography:

<https://kids.britannica.com/kids/article/ancient-Egypt/353087>

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)