

## Year 3 Topic/Subject: Walk like an Egyptian

Term 4



**Breadth:** We will be looking at the remains of things left behind by ancient people, historians and archaeologists and begin to understand how people lived and what their daily lives were like.

<p><b>As writers:</b> Instruction writing &amp; Newspaper Report</p> <ul style="list-style-type: none"> <li>• Use headings and sub headings</li> <li>• Write lists</li> <li>• Write in a chronological order</li> <li>• Use diagrams or illustrations with labels</li> <li>• Use imperative verbs</li> <li>• Plan, draft, edit, improve and proof-read our writing</li> <li>• Read aloud our writing using appropriate intonation</li> </ul>	<p><b>Being physically active:</b> Gymnastics &amp; Dance</p> <ul style="list-style-type: none"> <li>• Perform dances using a range of movement patterns</li> <li>• Skilfully create controlled movements &amp; patterns</li> <li>• Gymnastics (partner sequence)</li> </ul> <p><b>Our PE days are:</b> <b>Tuesday and Thursday</b></p>	<p><b>As design technologists:</b> Leavers</p> <ul style="list-style-type: none"> <li>• Learn about linked leavers.</li> <li>• Design and improve design</li> <li>• Label and annotate diagrams</li> <li>• Experiment with a variety of fixed and moving pivots</li> <li>• Test and modify design</li> <li>• Make and evaluate design</li> </ul>	<p><b>As scientists:</b> Animals Including Humans</p> <ul style="list-style-type: none"> <li>• Describe the main food groups and understand nutritional labels</li> <li>• Sort animals based on their skeletons</li> <li>• Identify the main bones in the human skeleton</li> <li>• Understand how muscles work</li> </ul>
<p><b>As readers:</b></p> <ul style="list-style-type: none"> <li>• Apply a growing knowledge of root words, prefixes and suffixes</li> <li>• Read aloud to understand the meaning of new words</li> <li>• Develop positive attitudes to reading and an understanding of what is read by using dictionaries to check the meaning of words and discussing words and phrases of interest</li> <li>• Check that the text makes sense by discussing understanding and explaining the meaning of words in context</li> </ul>	<p><b>As Mathematicians:</b> Measure &amp; Fractions</p> <ul style="list-style-type: none"> <li>• Understand, measure and calculate perimeter</li> <li>• Understand, compare and order non-unit fractions</li> <li>• Understand, compare and order unit fractions</li> <li>• Place fractions on a number line</li> <li>• Equivalent fractions on a number line and bar model</li> </ul>	<p><b>As linguists (French):</b> Myself</p> <ul style="list-style-type: none"> <li>• Follow simple instructions in French</li> <li>• Name some body parts in French</li> <li>• Say some items of clothing in French</li> </ul>	<p><b>As musicians:</b> Singing and performing</p> <ul style="list-style-type: none"> <li>• Listen with attention to detail and recall sounds with increasing aural memory</li> <li>• Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</li> </ul>

<p><b>As computer Experts: Data</b></p> <ul style="list-style-type: none"> <li>• Explore questions with yes/no answers, and how these can be used to identify and compare objects</li> <li>• Order objects/images in a branching database structure</li> <li>• Develop their understanding of how to create a well-structured database</li> </ul>	<p><b>As Historians: Ancient Egypt – clues from the past</b></p> <ul style="list-style-type: none"> <li>• Learn about Tutankhamun burial mask</li> <li>• Understand how artefacts give us clues about the past</li> <li>• Identify the Rosetta Stone</li> <li>• Understand Egyptian burial rituals</li> <li>• Decipher hieroglyphics and understand Ancient Egyptian diaries and accounts</li> </ul>	<p><b>Religious Education: Easter - Forgiveness</b></p> <ul style="list-style-type: none"> <li>• Explain that rescuing means helping a bad situation get better</li> <li>• Say what some of the Christian symbols represent - cross:cross/bread/wine.</li> <li>• Ask questions about The Last Supper and Jesus' death</li> <li>• Recall key events in the Easter Story and understand why they occurred</li> <li>• Understand Jesus' crucifixion symbolises hope for Christians</li> </ul> <p><b>Key Questions:</b> What is 'good' about Good Friday?</p>	<p><b>As citizens (PSHCE): A Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Understand how exercise affects my body</li> <li>• Understand what a healthy, balanced diet is</li> <li>• Tell you my knowledge and attitude towards drugs</li> <li>• Know some strategies to keep safe</li> <li>• Take responsibility for keeping myself and others safe</li> <li>• Respect my body and appreciate what it does</li> </ul>
<p><b>As Artists: Egyptian Masks</b></p> <ul style="list-style-type: none"> <li>• Use different hardness of pencils to show line, tone and texture</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes)</li> <li>• Use hatching and cross hatching to show tone and texture</li> <li>• Draw with detail and accuracy</li> </ul>	<p><b>As Geographers: Water Cycle</b></p> <ul style="list-style-type: none"> <li>• Understand the physical process that happens on the surface of the Earth and in the Earth's atmosphere</li> <li>• Understand how the water moves</li> <li>• Identify the location of the River Nile</li> </ul>		
<p>Key Vocabulary:</p>	<p>Tutankhaman, afterlife, artefacts, Egyptian, mummification, embalmer, natron, organs, archaeologists, canopic jars, sarcophagus, mummy, influential, irrigation, immortality, rituals, decipher, primary source, secondary source, Last Supper, crucifixion, symbolises, Christians, tone, texture, detail, accuracy, data, perimeter, fractions, evaporation, condensation, percolation, atmosphere, continuous</p>		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	<p>We will generate an enquiry question and make careful observations.</p> <ul style="list-style-type: none"> <li>• What happens if?</li> <li>• I wonder how?</li> <li>• I wonder why?</li> </ul>	<p>We will be looking at the remains of things left behind by ancient people and artefacts found by historians and archaeologists to begin to understand how people lived and what their daily lives were like.</p>	<p>We will discuss and embed the skills represented by learning powers and use these successfully throughout the term. Children can aspire to be historians and archaeologists.</p>

Home learning:	Please complete a minimum of 1 task on Spelling Shed and on Time Tables Rockstars weekly. Please read to an adult regularly (ideally every day or a minimum of 3 times a week) at home. Reading records will be checked every Wednesday. Please complete 3 activities from the homework grid.
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