

# Year 3, Ancient Egyptians

**Key Aim** – Through this theme/topic, we aim for the children to have a better understand of the Egyptians and their historical significance.

## Key facts:

- As historians, we will develop our knowledge of how the past is constructed from a range of sources relating to Egyptians.
- Develop the appropriate use of historical terms.
- Address and devise historically valid questions about change, cause, similarity and difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.
- Identify where Egyptians lived, use our reflective thinking and our geographical knowledge of the world to highlight these on the world map.
- Use our art skills to recreate Egyptian attire.
- Use our dancing and drama skills to retell important events. We will also invite parents, guardians and the wider community to enjoy.

## Key Concepts and Skills:

A coherent knowledge of the history of the wider world to inspire pupils' curiosity to know more about the past and compare with our lives today.

Ask perceptive questions, think critically, weigh evidence, sift arguments, and develop perspective and judgement.

Sequence several events or artefacts through observation and discussion.

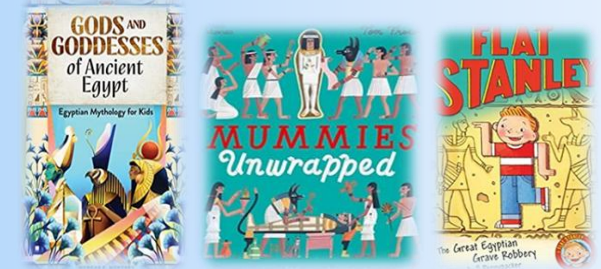
The achievements of the Ancient Egyptians and an overview of where and when they appeared.

Identify reasons for and results of people's actions and understand why people may have wanted to do something.

## Key Vocabulary:

Tutankhamun, Cleopatra, Egypt/Egyptians, Cairo, Nile, Ancient, Pyramid, Hieroglyphics, Giza  
Mummification, Mummy, Mummies, Embalm, Sarcophagus, Canopic Jar, Priest, Pharaoh, Sphinx, Tomb, Temple, After Life

## Quality Texts to Inspire Us:



**YEAR 3**  
***The Egyptians***  
*Spring Term, 2025*

Outcome: The children create an Egyptian exhibition.

Hook: Tomb exploration

As **Readers**, we will explore a range of genres, linked to our Writing.

- Continue to read a range of different genres, including fiction, non-fiction and poetry.
- Draw inferences from reading.
- Predict from details stated and implied.
- Recall and summarise main ideas.
- Discuss words and phrases that capture the imagination.
- Retrieve and record information from non-fiction, using titles, headings, sub-headings and indexes.
- Identify main ideas drawn from more than one paragraph and summarise these.
- Participate in discussions about texts, with others, taking turns and listening to what others say.

Key Texts:

- Mummies unwrapped
- Flat Stanley and the great Egyptian grave robbery
- The Gods and Goddess of Egypt
- Meet the Egyptians

As Writers we will continue to:

- Learn about the structure and order of different texts.
- Use rich and varied language for affect.
- Extend our sentences using a range of conjunctions.
- Use fronted adverbials.
- Spell an increasing number of homophones.
- Know how to use the possessive apostrophe accurately in words with regular and irregular plurals.
- Use adverbs to express time and cause.
- Use dictionaries to check the spelling of new words.
- Be able to use ideas to plan our writing.
- Group ideas into paragraphs.
- Use an increasing range of sentence structures and richer vocabulary in our writing.
- Edit our own work and that of others and add improvements to the texts.

Key Vocabulary:

- *Adverb*
- *Noun*
- *Adjective*
- *Conjunction*

Must Haves:

- *Capital letters*
- *Punctuation*
- *Adjectives*
- *Adverbs*

As **Mathematicians**, we will follow the White Rose Scheme of Learning, to learn all about:

- Fractions
- Money
- Time
- Geometry
- Statistics

Key Vocabulary:

*Fractions: Numerator, denominator, simplify, multiple*

*Money: Pounds, pence, coins, notes, change.*

*Time: o'clock, past, to, clockwise, anti-clockwise, minutes, seconds, weeks, year, day, fortnight, decade, century.*

*Geometry: shape, square, triangle, circle, semi-circle, parallel, polygon, rhombus, diamond*

*Statistics: tally, amount, table, graph, data, total, rows, columns*

**As Scientists we will:**

**Plants**

- Identify the main parts of different flowering plants, and explain their functions.
- Describe the life cycle of a flowering plant.
- Explore pollination and seed dispersal.
- Make observations and collect data.
- Share and present our finding and draw scientific conclusions.

**Light:**

- Understand how light reflects.
- Understand how shadows are formed.
- Understand how shadows change when a light source moves

**Key Vocabulary:**

Plants: stem, trunk, leaves, flowers, nutrients, growth, pollination, seed dispersal, fertilisation, germination

Light: Sun dial, sun safety, reflection, compare, patterns, data, predict, hypothesise, results, conclusion, evaluation, protect, danger, solid objects,

**As **Geographers** we will:**

- Use maps, atlases, globes and digital/computer mapping to locate countries and describe the features studied.
- Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build our knowledge of the United Kingdom and the wider world.
- Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night).
- Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.
- Investigate human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.

**Key Vocabulary:**

- Atlas
- Country
- County
- United Kingdom
- Great Britain
- North
- South
- East
- West

**As **Designers and Artists**, we will be focussing on **Collage and clay**:**

- Pupils will study existing art using the technique of collage before applying this to the context of our History unit and creating Egyptian God and Goddess collages of themselves!
- Use and manipulate clay.
- Design a cartouche using ancient Egyptian hieroglyphics.
- Plan, create and evaluate a clay cartouche design.

**Key Vocabulary:**

- Media
- Colour
- Depth
- Texture
- Collage
- Tools
- clay

As **Computer Technologists** we will:

- Select, use and combine a variety of software (including internet services) on a range of digital.
- Explain that animation is a sequence of drawings or photographs.
- Relate animated movement with a sequence of images.
- Plan an animation.
- Review and improve an animation.
- To explain how a sprite moves in an existing project.
- To adapt a program to a new context.

Key Vocabulary:

- Keyboard
- Mouse
- Touch pad
- Sprite
- Sequence
- Frame
- Command

In **PE** we will be focusing on rhythmic gymnastics, yoga and tennis and athletics

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and
- perform dances using a range of movement patterns
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Key Vocabulary:

- Bat
- Collaboration
- Team work
- flexibility
- strength
- core strength

In **PSHE** we will:

- Be learning how to recognise different feelings.
- How we are all different in our own way
- How our bodies change and different family structures

Key Vocabulary:

- Similarities
- Differences
- Safety

As **Musicians**, we will focusing on playing B, A and G on a recorder. We will:

- use and understand staff and other musical notations
- playing musical instruments with increasing accuracy, fluency, control and expression

Key Vocabulary:

- treble clef
- control
- recorder
- fluency
- breath