

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 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

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.

Quality Texts to Inspire Us:



YEAR 3
The Egyptians
Spring Term, 2024

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 Still Life:

Pupils should be taught about the artist Van Gough and what made his art so special. The children will be taught how to create different forms of using a variety of different artistic techniques. The final outcome is a self portrait using the skills they have learned through the term.

Key Vocabulary:

- Line
- Colour
- Depth
- Texture
- Shadow
- 3D
- perspective

As **Computer Technologists** we will:

- Select, use and combine a variety of software (including internet services) on a range of digital.
- Develop Touch Typing skills.
- Use email.
- Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.

Key Vocabulary:

- Keyboard
- Mouse
- Touch pad
- Email

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