

# Year 3 Ancient Egypt Spring Term

## Thurgoland CE Primary School

Learning Together in Faith and Joy

### PSHE

#### E-safety

Use technology safely, respectfully and responsibly.  
Recognise acceptable/unacceptable behavior and identify a range of ways to report concerns about content and contact.  
Learn about how to use the web and emailing safely.

#### Making Choices

To know that advertising affects people's decisions.  
To understand that people make their own choices in life.  
To know the health risks associated with smoking.  
To know that we have responsibilities.

### Computing

#### We are communicators

Develop a basic understanding of how e-mail works and gain skills in using e-mail.  
Be aware of broader issues surrounding e-mail including 'netiquette' and e-safety.  
Work collaboratively with a remote partner.

#### We are bug fixers

Develop a number of strategies for finding errors in programmes.  
Build up resilience and strategies for problem solving.  
Increase their knowledge and understanding of Scratch and Purplemash.  
Recognise a number of common types of bug in software.

### History

#### Egyptians

Understand the achievements of the earliest civilizations.  
Recognise the influence of ancient Egypt on the modern world.  
Develop a chronologically secure knowledge and understanding of British and world history and note connections, contrasts and trends over time and develop the appropriate use of historical terms.  
Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.  
Understand how our knowledge of the past is constructed from a range of sources.

### DT

#### Egyptian Costumes

Use research and develop design criteria to inform the design of innovative, functional models.

Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams and prototypes.

Select from and use a wider range of tools and equipment to perform practical tasks.  
Select from and use a wider range of materials and components according to their functional properties.

Investigate and analyse a range of moving designs.

Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.

Understand how key events and individuals in design and technology have helped shape the development of equipment we use today.

Apply their understanding of how to strengthen, stiffen and reinforce more complex structures to make them functional.

#### Food Technology -Egyptian Snacks

Understand and apply the principles of a healthy and varied diet.  
Prepare and cook a variety of savoury dishes using a range of cooking techniques.  
Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.

### Geography

#### Egypt

To extend their knowledge and understanding beyond the local area.

Know the location and characteristics of a range of the world's most significant human and physical features.

Locate the world's countries using maps.

Know key physical and human characteristics, countries, and major cities.

Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and Egypt.

Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

### Art

#### Egyptian Art I and The Village

Create sketch books to record their observations and use them to review and revisit ideas.

To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay, papyrus].

Understand the impact of great artists including Marc Chagall, as well as studying ancient Egyptian art and artefacts.

## Modern Foreign Languages - French

Listen attentively to spoken language and show understanding by joining in and responding.  
Listen and respond to simple rhymes and songs.  
Recognise and respond to sound patterns and words.  
Perform simple communicative tasks using single words, phrases and short sentences.  
Listen attentively and understand instructions, everyday classroom language and praise words  
Recognise some familiar words in written form.  
Make links between some phonemes, rhymes and spellings, and read aloud familiar words.  
Experiment with the writing of simple words.  
Locate country/countries where the language is spoken.  
Identify social conventions at home and in other cultures.

## Music

### Schemes: Charanga

Genres : Reggae, A little bit funky and music from around the world.  
Musical activities to include listening and appraisal including beginning to recognise styles, finding the pulse, recognise instruments, discuss, listen, discuss other dimensions of music. Games to internalise, understand, feel, know how the dimensions of music work together. Understanding terms such as pulse, rhythm, pitch, tempo, dynamics. Eventually explore the link between sound and symbol. Singing to learn about singing and vocal health. Continue to learn about working in a group, band and ensemble.  
Playing within a classroom/band instrument in a group/band/ensemble.  
Eventually explore the link between sound and symbol. Improvisation and learning to create your own responses, melodies and rhythms.  
Composition of melodies and rhythms and record them in some way.  
Eventually explore the link between sound and symbol. Continue to work together in a group, band and ensemble and perform to each other and an audience. Discuss and improve work together in a class.

## Science

### Scientists and Inventors

To identify simple scientific ideas by finding out about the men and women who introduced new plants to our gardens.  
To identify changes related to scientific ideas by describing Marie Curie's research into x rays.  
Find out about Inge Lehmann's discovery of the Earth's liquid core and how this creates igneous rocks.  
To explore William Smith's principle of fossil succession.

### Plants

To identify and describe the functions of different parts of flowering plants.  
To explore the requirements of plants for life and growth.  
To investigate the way in which water is transported within plants.  
To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

## RE

### Schemes: Discovery RE and Understanding Christianity

#### Does joining the Khalsa make a person a better Sikh?

Children will learn the different events that happen in an Amrit ceremony, talk about personal experiences of belonging, begin to understand why Sikhs choose to join the Khalsa to reinforce their commitment to God and tell you about the outward symbols associated with this.

#### Why do Christians call the day Jesus dies 'Good Friday'?

Offer suggestions about the narrative of the Last Supper  
Give examples of what the texts studied mean to some Christians  
Describe how Christians show their beliefs about Jesus in their everyday lives  
Raise questions and suggest answers about how serving and celebrating might make a difference to how pupils think and live.

## P.E

### Schemes: Real P.E. and iMoves

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

### Swimming

Children will learn to swim competently, confidently and proficiently over a distance of at least 25 metres and to use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]. Children will also learn how to perform safe self-rescue in different water-based situations.

