Year 3
Ancient Egypt
Spring Term

Thurgoland CE Primary School

Learning Together in Faith and Joy

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.

DT Moving Monsters

Design

Investigate and analyse a range of existing products which use pneumatics to create movement. Learn about inventors and engineers who have used pneumatics in products.
Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at children.
Generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes. Use understanding of mathematics and science to make models.

Make

Select from and use a wider range of tools and equipment with some accuracy.
Select from and use a wider range of materials and components, including construction materials, according to their functional properties and aesthetic qualities ie plastic tubing, syringes, tape, glue , card.
Apply their understanding of how to strengthen, stiffen and reinforce more complex structures and understand and use pneumatic systems in their product.

Evaluate

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

Food Technology Egyptian Snacks

Understand that food is grown, reared or caught and that different foods are grown in North Africa and the Mediterranean compared to the UK. Understand and apply the principles of a healthy and varied diet when designing dishes.
Prepare and cook a savoury North African dish using peeling, chopping, grating and mixing and using a heat source safely.

Geography

Egypt

Locational knowledge

In this unit children will be able to locate the countries studied up to now on a map identifying some human and physical features. They will also look at Egypt in relation to the equator and poles including the introduction the terms northern hemisphere, southern hemisphere, arctic and Antarctic circle

Place knowledge

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

Human and Physical Geography

Children will look at the key aspects of physical geography in Egypt including rivers and soil.
They will also look at the key aspects of human geography including types of settlement, land use and natural resources.

Geographical skills and fieldwork

Children will develop skills in using photographs, including aerial photographs, to make observations about human and physical aspects of Egypt. They will continue use a globe and atlases to locate different countries of the UK and other countries

History

Egyptians

Chronological Understanding

Understand that a timeline can be divided into BC and AD and place historical events in chronological order including ancient Egypt, stone age and iron age periods.

Knowledge and understanding of events, people and places in the past

Understand the achievements of the ancient Egyptians and recognise the influence of ancient Egypt on the modern world.
Use a range of sources – artefacts, eye-witness accounts, museums such as Weston Park to learn about this period.

Historical Interpretation and enquiry

Understand that there are different accounts of history ie differing accounts of the discovery of Tutenkhamun's tomb
With support use the internet for research and select information to answer questions.
Demonstrate their knowledge of the way of life of ancient Egyptians through discussion, drama and writing.

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.

Science

Scientists and Inventors

To identity 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.

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.

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.

PSHE

Health and Wellbeing
Balanced life styles, choices, health and wellbeing
Balanced diet choices, food, influences
Risk, danger, hazard, responsibility and safety
Bacteria, viruses, hygiene routines
Emergency aid, help, safety and rules
Drugs, alcohol, tobacco, medicines and caffeine
Safety, roads, cycle, rail, water and fire
Advice, support, asking for help
Relationships
Bullying, discrimination, aggression and behaviour
Dares and challenges
Listening, viewpoints, opinions and respect
Living in the Wider World
Human rights and children's rights
Resolving differences, points of view, decisions and choices

Art

Pottery- Clarice Cliff
Pottery

Study ceramics from different places and times and consider purpose, materials and construction techniques – focus on the work of Clarice Cliff and ceramicists from other cultures.
Make sketches from observations of the natural and man- made world in sketchbooks –investigate pattern, texture, line and colour and develop ideas for own work. Show light and dark in drawings, shading and blending colours and begin to choose warm and cool colours.
Use fingers to shape clay and use simple techniques of rolling, squeezing and joining.
Use simple tools to make marks, texture and pattern, on clay. Choose and use suitable techniques e.g. joining using slip, pinch and coil pots.
Evaluate everyday objects in terms of features and purpose. Design a model based on observational sketches and the work of other artists.
Evaluate the success of the model made.

P.E.

Schemes: Real P.E, Athletics, Swimming and Dance

1. Dynamic Balance/ Coordination: ball skills
2. Coordination with equipment/ counter balance in pairs
Children will apply their skills to hockey and basketball.
To master basic movements including running, jumping, throwing and catching, as well as developing balance, agility and co-ordination, and begin to apply these in a range of activities
To participate in team games, developing simple tactics for attacking and defending

Athletics
Children will develop their ability and skills in a range of athletic sports (shot putt, long jump, hurdles, sprint, relay, javelin etc).

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.

Dance – Egyptian (Through the Egyptian play)
Perform dances using simple movement patterns.