

Theme:

Walk Like an Egyptian Year 3 Term 5



Breadth:

As writers:

Discuss writing, similar to that which they are planning to write, in order to understand and learn from its structure, vocabulary and grammar.

Organise paragraphs around a theme

Compose and rehearse sentences orally, building a varied and rich vocabulary and an increasing range of sentence structures. Proof-read for spelling and punctuation errors.

Use conjunctions, adverbs and prepositions to express time and cause in non-narrative material.

Use simple organisational devices.

Assess the effectiveness of their own and others' writing and suggest improvements.

Text - The Egyptian Echo, First News

Being physically active:

Focus: Athletics

Run at fast, medium and slow speeds.

Change speed and direction.

Take part in a relay, remembering when to run and what to do.

Throw with control

Focus: Rounders (striking and fielding)

To know and use rules fairly.

To hit, throw and catch with control.

Our PE days are: Mondays and

Thursdays. However, please can children have their PE kit in school **every day** due to other sporting events. This should include trainers, house coloured t-shirt and a hair band to tie up long hair.

As computer Experts: Creating Media - Desktop Publishing

Recognise how text and images convey information

Recognise that text and layout can be edited

Choose appropriate page settings

Add content to a desktop publishing publication

Consider how different layouts can suit different purposes

Consider the benefits of desktop publishing

As scientists: Plants

Compare the effect of different factors on plant growth

Describe the functions of different parts of a flowering plant and how they are used in photosynthesis

Investigate the way in which water is transported within plants

Explore the part that flowers play in the life cycle of flowering plants

Understand pollination and the ways in which seeds are dispersed

As readers:

Listen to and discuss a wide range of fiction. Use dictionaries to check the meaning of words.

Identify themes and conventions in a wide range of books.

Discuss words and phrases that capture the reader's interest and imagination.

Check that the text makes sense to them.

Ask questions to improve their understanding of a text.

Draw inferences and justify these.

Predict what might happen

As Historians: Ancient Egypt

Explain where and when the Ancient Egyptians lived.

Understand the importance of the River Nile to Ancient Egyptians.

Find out about some of the most famous Ancient Egyptian pharaohs and the symbols associated with them.

Explain why and how the Ancient Egyptians built pyramids

Understand the process of mummification in Ancient Egypt

Compare different Ancient Egyptian

Religious Education: Hinduism

Would visiting the River Ganges make a person a better Sanatani?

Explain the Sanatani belief that Brahman is one supreme deity who is everywhere and in everything.

Say what actions Sanatanis might carry out in the River Ganges and why.

Describe a ritual that happens at the Ganges and explain why this is important and significant to Sanatanis.

Say how or why I think these actions might make somebody a better Sanatani.

As citizens (PSHCE): Relationships

Identify the roles and responsibilities of each member of my family and reflect on the expectations for males and females

Identify and put into practice some of the skills of friendship

Know and use some strategies for keeping myself safe online

Understand how my needs and rights are shared by children around the world and identify how our lives may be different.

Know how to express my appreciation to my friends and family

Identify main ideas drawn from more than one paragraph Identify how language, structure, and presentation contribute to meaning. Text: Cinderella of the Nile by Beverley Naidoo.	gods and goddesses Examine some sources depicting Ancient Egyptian gods		
As musicians: Jazz Explain what ragtime music is. Play on the 'off beat' and sing a syncopated rhythm. Play a call and then improvise a response. Improvise or compose a scat singing performance with sounds and words. Compose and play a jazz motif fluently, using swung quavers. Play a swung rhythm using a tuned percussion instrument.	As Mathematicians: Fractions Understand the denominators of unit fractions. Compare and order unit fractions. Understand the numerators of non-unit fractions. Understand the whole. Compare and order non-unit fractions. Fractions and scales. Place fractions on a number line. Count in fractions on a number line Show equivalent fractions on a number line and as bar models. Mass and Capacity Read scales Measure in ml, l, or, g, kg Compare mass and capacity	Art: Ancient Egyptian Masks Identify some of the features of Ancient Egyptian burial masks. Design an Ancient Egyptian burial mask. Create an Egyptian burial mask showing texture, pattern and embellishment. Create original pieces that show a range of influences and styles. Talk about the creations of the Ancient Egyptians and make links with their own work. Discover what Egyptian hieroglyphs looked like.	As French speakers: Food. Follow a familiar story in French. Understand key features and patterns of basic grammar in the context of requesting something to eat and stating food preferences. Use determiners for identifying quantities in making polite requests. Use adjectives to describe the colour and size of food.
Key Vocabulary:	Newspaper, headline, fact and opinion, quotation, fraction, numerator, denominator, unit fraction, part, whole, millilitres, litres, capacity, Jazz, motif, Ragtime, rhythm, scat singing, River Ganges, pilgrimage, responsibility, stereotype, relationship, archaeologists, pharaohs, tombs, papyrus, mummification, hieroglyphs, sarcophagus, scarab beetle, amulet, sphinx, death masks, photosynthesis, pollination, dispersal,		

Curriculum Drivers:	Curiosity:	Knowledge of the wider world:	Aspirations:
	What was life like in Ancient Egypt? Why did the Ancient Egyptians build pyramids? Why did the Ancient Egyptians use mummification? Why is the River Ganges important in Hinduism?	Where is Egypt? Why was the River Nile so important in Ancient Egyptian times and how is it used today? Where is the River Ganges? Where did Jazz music originate?	What skills are needed to be an archaeologist? How can I help find out about the past? How can I help to care for the environment - linking to Forest School.

