



<u>Year group: 3</u>	<u>Term: 6</u>		<u>Enquiry Question: What were the greatest inventions and achievements of the Ancient Egyptians?</u>
	Essential knowledge:	Essential vocabulary	Essential Skills:
Creative development	<p><u>Art</u> <u>Famous Artists</u></p> <ul style="list-style-type: none"> – Know how to create sketch books to record observations. – Know how to improve art and design techniques by studying the work of a famous artist. – Know how to develop knowledge about great artists and architects in history. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To know five songs from memory and who sang them or wrote them. – To know the style of the five songs. 	<p>Creative Plan Design Make Adapt Sources Variation Plain Busy Swirling Colourful Bright Realistic Unrealistic</p> <p><u>Reflect, Rewind and Replay</u></p> <p>Early music, Baroque, Classical,</p>	<p><u>Art</u> <u>Famous Artists</u></p> <ul style="list-style-type: none"> – Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. – Question and make thoughtful observations about starting points and select ideas to use in their work. – Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. – Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them. – Adapt their work according to their views and describe how they might develop it further. – Annotate work in sketchbook. – Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. <p><u>Music</u></p> <p><u>Reflect, Rewind and Replay</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To confidently identify and move to the pulse. – To think about what the words of a song mean.



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	<ul style="list-style-type: none"> – To choose one song and be able to talk about: <ul style="list-style-type: none"> • Its lyrics: what the song is about • Any musical dimensions featured in the song, and where they are used (texture, dynamics, tempo, rhythm and pitch) – To identify the main sections of the song (introduction, verse, chorus etc.) – To name some of the instruments they heard in the song. 	<p>Romantic, 20th Century, pulse, rhythm, pitch, time signatures, staves, clefs, duration, crotchet, minim, bars, barlines</p>	<ul style="list-style-type: none"> – To take it in turn to discuss how the song makes them feel. – To listen carefully and respectfully to other people's thoughts about the music.
Knowledge & Understanding of the world	<p><u>History/Geography</u></p> <p>In topic, our children will learn about the Ancient Egypt and will focus on the following areas:</p> <ul style="list-style-type: none"> – Locate Ancient Egypt in time and place. – Learn about the Egyptian landscape and find out how it impacted on people's lives in Ancient Egypt. – Investigate Tutankhamen and how artefacts can teach us about. – Compare use of tools between Egypt and the UK at different points in time. – Understand the impact of the River Nile upon the Egyptians. – To know how to use dates and vocabulary relating to passing of time including ancient and modern, BC, AD, century and decade. 	<p>Human Physical Compare Past and present Significant events Continuity and change Chronology Timeline River Nile Sequence Evidence Research</p>	<p><u>History/Geography</u></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> – Investigate and compare locations (Continents, Capital, major cities / rivers). – Analyse evidence and draw conclusions. – Use atlases to find out about a given location. – Sequence key events of time studied. – Compare past and present as well as comparing life in early and late 'times' studied. – Use evidence to build up a picture of a past event. – Research with an increasing confidence and select relevant sections of information. – Hypothesise different outcomes if the event had happened differently or not at all. – Make sensible suggestions regarding the nature of evidence (sources primary and secondary) and explain whether it is reliable as a source. – Ask relevant and searching questions regarding the Ancient Egyptians and begin to lead themselves toward a conclusion



	<p>RE</p> <p>Sacred places Key Question: What is sacred? Religion and World view focus: Christianity, Islam and Humanism.</p> <ul style="list-style-type: none"> Investigate different forms of worship Explore the diversity and significance of local religious places to faith groups and members of the community- different ways of life. How do people communicate with their God? Uses of sacred places, symbols and artefacts by believers and the community. 	<p>Faith member Sacred Ritual Worship Symbol Artefact</p>	<ul style="list-style-type: none"> Understand how the Ancient Egyptians have left a long-lasting legacy. <p>RE</p> <p>Sacred places Key Question: What is sacred? Religion and World view focus: Christianity, Islam and Humanism.</p> <ul style="list-style-type: none"> Compare activities at different places of worship. Reflect on the significance for faith members of participating in celebrations, worship and the rituals which mark birth and marriage Demonstrate understanding of different ways of life and ways of expressing meaning including rules for living and forms of worship specified in the key content Reflect on similarities and differences within and between different religions and worldviews including key rituals, key artefacts, and sacred places.
SMSC	<p><u>Changing me</u></p> <p>Children will be taught how babies grow and the changes that go on within and outside of the body.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> Understand that in animals and humans lots of changes happen between conceptions and growing up, and that usually it is the female who has the baby. 	<p>Changes Birth Animals Babies Mother Growing up Uterus Womb Nutrients Survive Love Affection Care Puberty</p>	<p><u>Changing me</u></p> <p>Children will:</p> <ul style="list-style-type: none"> Express how I feel when I see babies or baby animals. Express how I might feel if I had a new baby in my family. Identify how boys' and girls' bodies change on the outside during this growing up process. Recognise how I feel about these changes happening to me and know how to cope with those feelings. Identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why

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	<ul style="list-style-type: none"> – Understand how babies grow and develop in the mother's uterus. – Understand what a baby needs to live and grow. – Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. 	Control Male Female Testicles Sperm Penis Ovaries Egg Womb Vagina	these changes are necessary so that their bodies can make babies when they grow up. <ul style="list-style-type: none"> – Recognise how I feel about these changes happening to me and know how to cope with these feelings. – Express how I feel when my ideas are challenged and might be willing to change my ideas. – Identify what I am looking forward to when I am in Year 4.
Scientific & technological understanding	<p><u>Science</u></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> - Experiment with forces and know that some forces need contact between two objects, but magnetic forces can act at a distance - Investigate the effect of friction - Observe how magnets attract or repel each other and attract some materials and not others - Understand that magnets have poles. <p><u>Computing</u></p> <p><u>Branching Databases (Unit 3.6)</u></p>	Force Magnet Attract Pole North South Attract Repel Compass Direction Magnetic field Push Pull Friction Surface. <u>Branching Databases (Unit 3.6)</u> Structure Debug	<p><u>Science</u></p> <p><u>Forces and Magnets</u></p> <ul style="list-style-type: none"> - Compare how things move on different surfaces - Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials - Predict whether two magnets will attract or repel each other, depending on which poles are facing. - Recording findings - Label diagrams - Identifying difference/similarities - Recording & classifying to help answer questions. <p><u>Computing</u></p> <p><u>Branching Databases (Unit 3.6)</u></p> <ul style="list-style-type: none"> – To sort objects using yes/no questions – To complete a branching database using 2Questions



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	<ul style="list-style-type: none"> – Understand how yes/no questions are structured and answered – Know how to use and debug a branching database – Know how to select and save images <p><u>Design Technology</u></p> <p><u>Mechanisms - Pneumatics: Using a pneumatic system to lift a lever (Nile irrigation system)</u></p>	<p>Branching Database 2Questions</p> <p>components, fixing, attaching, tubing, syringe, plunger, split pin, paper fastener pneumatic system, input movement, process, output movement, control, compression, pressure, inflate, deflate, pump, seal, air-tight linear, rotary, oscillating, reciprocating</p>	<ul style="list-style-type: none"> – To create branching database <p><u>Design Technology</u></p> <p><u>Mechanisms - Pneumatics: Using a pneumatic system to lift a lever (Nile irrigation system)</u></p> <p>Design and implement systems using syringes, tubing, balloons and plastic bottles. Introduce ways in which pneumatic systems can be used to operate levers.</p> <ul style="list-style-type: none"> • Correct and accurate use of measuring, marking out, cutting, joining and finishing skills and techniques. • Using annotated sketches and prototypes, children to develop, model and communicate their ideas. • Children to consider the main stages in making before assembling high quality products. • Evaluate the final products against the intended purpose and with the intended user, where safe and practical, drawing on the design criteria previously agreed
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	<p><u>Design</u> Generate realistic and appropriate ideas and their own design criteria through discussion, focusing on the needs of the user. Use annotated sketches and prototypes to develop, model and communicate ideas.</p> <p><u>Make</u> Order the main stages of making. Select from and use appropriate tools with some accuracy to cut and join materials and components such as tubing, syringes and balloons. Select from and use finishing techniques suitable for the product they are creating.</p> <p><u>Evaluate</u> Investigate and analyse books, videos and products with pneumatic mechanisms.</p>	<p>user, purpose, function, prototype, design criteria, innovative, appealing, design brief, research, evaluate, ideas, constraints, investigate</p>	
	<p>Evaluate their own products and ideas against criteria and user needs, as they design and make</p>		



Physical development	<p><u>Physical Development</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> – Understand how to generate power. – Understand what happens to their body when running. – Understand how the body moves when jumping – Know how to complete all jumps with control. – Know the safety instructions when performing the javelin. – Learn correct throwing technique. – Understand your own maximum speed when travelling over a longer distance. – Continue to improve sprinting, jumping, throwing & long-distance running techniques through different activities. – Continue to improve sprinting, jumping, throwing & long-distance running techniques through different activities. <p><u>Games</u></p> <ul style="list-style-type: none"> – Be able to demonstrate both offensive and defensive strategies. – Understand how to change speed. – Demonstrate how to evade attackers. 		<p><u>Physical Development</u></p> <p><u>Athletics</u></p> <ul style="list-style-type: none"> – Show balance, coordination and technique when running at different speeds, stopping with control, and consistently avoiding peers. – Show hopping and jumping actions, attempting different take offs and landings, while generally maintaining balance. – Jump for distance and height with an awareness of technique, balance and coordination. – Throw a variety of shape & size balls, or beanbags, at a target or for distance, changing action for accuracy and distance. – Show coordination of their body with increased consistency in a variety of activities. <p><u>Games</u></p> <ul style="list-style-type: none"> – Dribble the ball with one hand with some control in game situations. – Dribble a ball with feet with some control in game situations. – Use a variety of throwing techniques in game situations.
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	<ul style="list-style-type: none"> – Begin to understand what muscles are used in different exercises. – Learn how to generate power for jumping. – Learn how to evade attackers in a game. – Be able to find a space. – Learn how to correctly land a jump. – Be able to decide what speed to run when running for a long period. – Learn what reaction time is. – Learn how to create power. 		<ul style="list-style-type: none"> – Kick towards a partner in game situations. – Catch a ball passed to them using one and two hands with some success. – Receive a ball sent to them using different parts of the foot, with some success. – Strike a ball with varying techniques & success. – Change direction with increasing speed in game situations. – Use space with some success in game situations. – Use simple tactics individually and within a team.
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<u>Guided Reading and Other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations to the curriculum for SEND</u>	<u>Key Questions:</u>
Secrets of a Sun King- Guided Reading The Egyptian Cinderella	Chronology of events through history.	Visual and practical alternatives to support understanding. Word banks/ key language Y1/2 Guided reading scheme books as alternative as appropriate.	Who were the Ancient Egyptians? What was life like in Ancient Egypt? Who was Tutankhamun? What are hieroglyphics?