

Year 3 Spring 1 - How does a Pharaoh live?

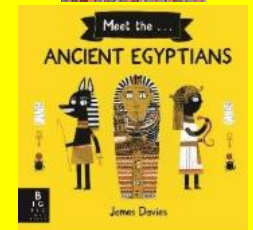
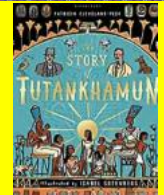
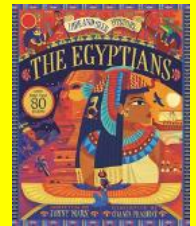


This term, in year 3, we will immerse ourselves into the lives of the Ancient Egyptians. We will learn about the lives of children and pharaohs in Ancient Egypt and make comparisons to other History topics we have already explored. Children will be hands on, creating Modroc death masks and hieroglyphic messages. At the end of the term, children will take part in an Ancient Egyptian day! They will have the opportunity to dress up as an Ancient Egyptian and take part in art and craft activities which summarise the things that the Ancient Egyptians were most famous for. We will be taking part in experience days in our English topic about the pyramids and mummification to immerse the children in what it was really like in Ancient Egypt.

Key vocabulary

Pharaoh	A ruler of Ancient Egypt.
Hieroglyphics	A system of writing that consists of pictures and symbols (hieroglyphs) instead of letters.
Pyramid	A structure built of stone as a royal tomb in Ancient Egypt.
The River Nile	A river that runs through Egypt. It was essential to life in Ancient Egypt.
Mummification	An old-fashioned method of preparing a dead body so it doesn't decay - commonly used in Ancient Egypt.
Reflection	The bouncing back of light from a surface.
Shadow	A dark area or shape produced by a body coming between rays of light and a surface.

Key Texts



Maths

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for 2digit numbers times 1-digit numbers, using mental and progressing to formal written methods.

Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).

Measure the perimeter of simple 2-D shapes.

Science

To understand light sources.

To understand reflection.

To understand how different materials reflect light beams.

To understand that the light from the sun can be dangerous.

To understand how shadows are formed.

To understand and investigate shadows.

Art/Design

I know that colour choices have symbolism.

I know how to sculpt a mask of Modroc to resemble design.

I know how to use tint and tone to add detail.

I know how to make a coil pot.

I know how to smooth and carve a clay pot.

I know how to apply paint and varnish clay.

English

In our English lessons, we will be watching the short film 'Inside the pyramid' directed by Enrique Gato. We will then be sequencing the story based on the exploration of the pyramids by the main character Tadeo Jones, where he explores the pyramids and discovers different passages and chambers as well as a few surprises along the way.

We will also be focusing on an exploration text about light and dark. Once familiar with the features of a exploration text, we will engage in experience days to gain knowledge on light and dark and to help us with our write ups..

History

To use primary and secondary resources to ask questions about Ancient Egypt.

To know why the Egyptians settled near the River Nile.

To know what life was like for a child in Ancient Egypt.

To know that there was a hierarchy structure in Ancient Egypt.

To know why the pyramids were built and explore how.

To compare Egyptian civilisation to pre-historic Britain.

RE

To explain the Christian belief of trinity.

To identify symbols within a Christian baptism.

To recall the story of the Baptism of Jesus.

To explain the symbolism within a holy communion.

To identify different symbols within a church.