Wentworth Primary School (Academy)	The BIG Questions	
Egypt Ancient and Modern Year 3 Terms 5 and 6	 ★ Where is Egypt? ★ Which geographical features can we find in Egypt? ★ Why might people go on holiday to Egypt? ★ Why is the River Nile so important in Egypt? ★ Can I place Ancient Egypt on a timeline? ★ What are pyramids? ★ Who was Howard Carter? ★ Who and what are pharaohs? ★ What gods and goddesses were there in Ancient Egypt? ★ What do we know about how people lived in Ancient Egypt? ★ What are glyphs? 	
	Suggested links	
Research Egyptian Jewellery	Andy Goldsworthy - natural art Kandinsky	
Make 3D pyramids Make a cartouche		
Art skills - collage River Nile	Tourism Beliefs / mythology	
Learn how to read and write using hieroglyphs		
Standalone DT		
 Lead story and others Egyptian Cinderella We're sailing down the Nile My country, Egypt The Egyptian Echo River Adventures, Nile 	Opportunities for visits, visitors and outdoor learning Ancient Egypt day Horton Kirby Environmental Centre	
 The Tiny Seed The Noisy Paintbox (The colours and sounds of Kandinsky's abstract art) Key Skills and Knowledc 	e Possible activities	

History	 As historians we will Find out about the everyday lives of people and compare with our life 	Place Ancient Egypt on a chronological timeline.
	 today. Identify reasons for and results of people's actions. 	Research and create Ancient Egyptian jewellery.
	 Place the time studied on a timeline. Use dates and terms related to the study unit and passing of time e.g. BC/AD. 	Investigate prehistoric artefacts and make a cartouche from metal.
	 Sequence several events or artefacts. 	Research and make a model of the River Nile.
	 Identify and give reasons for different ways in which the past is represented. Distinguish between different sources. 	Research and make a model of a pyramid, incorporating glyphs.
	 Look at representations of the period e.g. museum, story, cartoons. Use a range of sources to find out 	Research the work of archaeologist and Egyptologist, Howard Carter.
	 about the period. Observe small details e.g. in artefacts, pictures. Select and record information relevant 	Find out about the mummification process - drama activity.
	 Begin to use information books and internet for research. 	Find out about Ancient Egyptian beliefs / gods and goddesses - top trumps.
	 Communicate our knowledge through: Discussion Drawing Role play and drama Writing Models ICT 	
Geography	As geographers we will	
Geography	 revise the world's countries and continents using maps, atlases and globes to focus on where rainforests are and where chocolate trees grow. revise the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle. describe and understand different climates understand geographical similarities and differences through the study of human and physical geography in the United Kingdom, and Egypt. describe and understand the types of settlement and land use, economic activity including trade links, and the 	 Identify geographical features - desert, mountains, towns, river etc. Compare the weather in the UK and Egypt. Think about how the weather features in tourism. What would you pack to go on holiday in Egypt? Identify cultural activities and monuments linked to tourism. Write a guide book. Identify how and why the River Nile is important to life in
	 distribution of natural resources including energy, food, minerals and water. Find out about the everyday lives of people - living in Egypt. 	Egypt. Make a model of the River Nile with crocodiles, papyrus etc.

T C		
Term 5 - Animals including	To identify that animals including humans need the right types and amount of nutrition and that they cannot make their own food;	Know that animals need the right types of food.
humans.	they get nutrition from what they eat. (BEGINNING OF TERM 5)	Sketch a healthy plate. Drama activity to demonstrate amounts of nutrients needed.
	Nutrition Diet Vitamins, minerals, fats, proteins, carbohydrates	Make a presentation explaining the digestive system.
Term 6 - Plants	To identify and describe the function of different parts of flowering plants: roots, stem/trunk, leaves and flowers.	Make a model of a plant from collage materials. Sketch roots.
	To explore the requirements of plants for life and growth (air, light, water, nutrients from the soil and room to grow) and how they vary from	Celery investigation into the stem.
	plant to plant. (END OF TERM 5)	Dissect flowers onto a mat
	To investigate the way in which water is transported within plants.	Create a model of the photosynthesis process.
	To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Sequence and illustrate the pollination process.
	Names of trees, wild flowering plants, garden plants, Roots, branch, trunk, stalk, leaf, flower, petal, seeds, bulbs, twigs Petal, stamen (anther + filament) Carpel (stigma + style + ovary + ovule) Pollination, fertilisation, germination	
	As Wentworth citizens we will	
PSHE	Rights and responsibilities	
	 Research, discuss and debate topical issues, problems and events that are of concern to us and offer our recommendations to appropriate people. 	Circle time / class discussion / group work.
	 Learn what being part of a community means, and about the varied institutions that support communities locally and nationally. 	
	 Recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing. 	
	Environment	
	 Learn that we have different kinds of responsibilities, rights and duties at home, at school, in the community and 	Circle time / class discussion /
	towards the environment.Continue to develop the skills to	group work. School recycling scheme.
	 towards the environment. Continue to develop the skills to exercise these responsibilities. 	- ·
	towards the environment.Continue to develop the skills to	- ·

D.T.	 As designers we will generate ideas for an item, considering its purpose and who will use it. identify a purpose and establish criteria for a successful product. explore, develop and communicate design ideas by making models. make drawings with labels when designing. Select tools and techniques for making our product. cut and assemble components. work safely and accurately with a range of simple tools. evaluate our product against original design criteria e.g. how well it meets its intended purpose. 	Pneumatic systems - Moving Monster
R.E.	Not this term.	
Art	As artists we will	
	 Use a wide range of drawing implements on a variety of media. Use a sketchbook to test ideas and record media explorations. 	Concentric circle picture (Kandinsky) using a range of media - collage, sketching pencils, chalk, chalky pastels, oil pastels, watercolours and acrylic paint.
	 Produce close observational drawings of people and objects. Experiment with the potential of different grades of pencil while applying different drawing techniques. Begin to show an awareness of objects having a third dimension and proportion. 	Pencil sketches - natural objects / leaves.
	 Explore different effects and textures – e.g. washes and thickened paint. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Create and use different tones of one colour, lightening and darkening by using different colours. 	Colour mixing activities. Discussion of hot / cold colours and complimentary colours. Add colour to observational sketches using watercolours / pastels. (sketchbooks)
	 Study and recreate patterns in the environment. Make patterns on a range of surfaces. Create patterns with symmetry. 	Natural art - Andy Goldsworthy. Natural collage made from found natural objects - photographed by the children.
	 Join two parts successfully. Construct a simple base for extending and modelling other shapes. 	Natural sculpture - stone stack and leaf bowl.
	 Use a variety of techniques, e.g. printing. Continue to gain experience in applying colour with printing. Print simple pictures using different printing techniques. 	Leaf printing

	 Use equipment and media with confidence. Learn to secure work to continue at a later date. 	
Computing	As computing technicians we will	
	Explain the importance of sequencing (correct order of blocks)	
	<u>Scratch jr.</u> - Use all blocks - Add pages - Add sprites	Use of Scratch Junior to complete Scratch projects
	<u>Scratch starter projects</u> - Use blocks from scratch junior	
	Powerpoint - Right click for spelling suggestions - Change font - Change font colour - Copy / paste text - Copy / paste image from - Internet - Place image in front of text	Ancient Egyptian information Powerpoint
	 <u>E- Safety</u> Learn about fake news and the reliability of websites. Communicate with others online. Identify and report cyberbullying. Search skills Use keywords Use child friendly search engines 	E-safety / online learning materials
	As Wentworth citizens we will	
British Values	 Learn to show mutual respect - good winners and losers Be able to follow the rule of law (PE – Rules of games.) 	Fair play during PE lessons / playtime.
	 Respect others who speak differently. (PFL) 	Intercultural understanding discussions during PFL lessons.
	 Find out how the rule of law has changed in history. 	Understanding how society was organised in Ancient Egypt (hierarchy).
	• Learn to use the internet safely.	Internet safety - Computing lessons.
	 Understand democracy. 	Vote for school council representatives.
		Vote for house captains.

	A	
P.E.	As sports stars we will	
Swimming (AD)	 Swim competently, confidently and proficiently over a distance of at least 25 metres. Use a range of strokes effectively e.g. front crawl, backstroke, breaststroke. Perform safe self-rescue in different water-based situations. 	Activities planned by swimming teacher.
Games (Team games and Cricket)	 Throw and catch with control and greater accuracy. Be aware of space and use it to support team- mates and to cause problems for the opposition. Know and use rules fairly and show respect for my teammates and opponents. Work well as part of a team in competitive games. 	Learn and follow rules for team games. E.g. Cricket, benchball and dodgeball.)
Athletics	 Run smoothly at different speeds. Choose different styles of running for different distances. Pace and sustain their efforts over longer distances. Carry out stretching and warm-up safely. Perform relay changeovers. Perform combinations of jumps e.g. hop, step, jump showing control and consistency. Explore different styles of throwing e.g. pulling, pushing and slinging (to prepare for javelin, shot and discus). Throw with greater control. 	Follow scheme focusing on the correct techniques used with running, jumping and throwing. Preparation for sports day.
PFL	 As linguists, we will Learn to read, write, listen to and speak in French (colours, days of the week, months of the year, fruit, ask for and say age). 	Reading, writing, speaking and listening activities. E.g. Design a smoothie.