

## St Mary's Medium Term Planning



Year group: 3 Term: Spring 2 Topic: Ancient Egyptians

### Literacy

Book: Marcy and the Riddle of the Sphinx Author: Joe Todd-Stanton

#### Adventure Narrative

##### Immerse

- Immerse in the plot – a girl who travels to Ancient Egypt to rescue her father.
- Drama – act certain points of the plot within small groups.
- Identify the key features of an adventure narrative.

##### Skills

- Writing in chronological order coherently.
- Full stops and capital letters (other punctuation)
- Inverted commas
- Writing in paragraphs
- Identify the characters and settings in the narrative.
- Identify the theme (adventure – fictional)

**Plan, write & review**

- Plan and write the beginning.
- Plan and write the middle.
- Plan and write the end.
- Proof-read and self-assess work checking for non-negotiables and year 3 common exception words.
- Self-evaluation and edit by proof-read for spelling, missing/ repeated words and punctuation errors.
- Class-evaluation and edit by working as a class and in pairs to ensure the correct tense is used throughout
- Peer-evaluation and edit to ensure setting description is clear and detailed.
- Self-evaluation and edit to level up adjectives and grammar.

Maths

**Calculating Multiplication & Division**

- Exploring patterns in multiplication tables
- Multiplying and dividing by 10
- Multiplying 2-digit numbers
- Division
- Solving correspondence problems

**Time**

- Understanding and using analogue clocks
- Understanding and using digital clocks
- Measuring time and calculating intervals of time
- Solving problems including time

**Fractions**

- Understanding part-whole relationships
- Exploring unit fractions
- Exploring non-unit fractions
- Comparing fractions
- Understanding equivalent fractions

- Adding and subtracting fractions

## Science

### Light & Shadows

#### Lesson 1: What is a light source?

- Objects that give off light are called light sources.
- Light travels from a light source.
- Light sources can be natural or artificial.
- Light sources can vary in brightness.
- Darkness is the lack of light.

#### Working scientifically

- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.

#### Lesson 2: How can we protect ourselves from the Sun?

- Staring directly at the Sun damages your eyes.
- UV rays can result in sunburn, ageing, and illness.
- Wearing appropriate clothing such as a hat and sunglasses, using sun cream, and avoiding direct sunlight at the hottest points in the day are ways of protecting yourself from the Sun.

#### Working scientifically

- Use a range of equipment.

- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predictions.

### Lesson 3: How does light travel?

- Light travels in straight lines.
- When looking at a light source, the light travels straight into your eye.
- When seeing an object, light travels to the object and then reflects into your eye.

Working scientifically

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use models to represent a scientific concept or process.

### Lesson 4: Does light travel through all materials?

- Transparent materials allow all light to pass through them.
- Opaque materials allow no light to pass through them.
- Translucent materials allow some light to pass through them.

Working scientifically

- Use a range of equipment.

- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.

#### Lesson 5: How are shadows formed?

- Shadows are formed when light is blocked by an object.
- Shadows are areas where there is no light.
- Opaque objects form the clearest and darkest shadows.
- Transparent objects do not form shadows.
- Translucent objects form faint shadows.

#### Working scientifically

- Use a range of equipment.
- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.

#### Lesson 6: How can we vary the size and position of shadows?

- The closer an object is to a light source, the bigger the shadow becomes.
- The height of a light source above an object affects the size of the shadow produced.
- Sundials use shadows to tell the time of day.

#### Working scientifically

- Use a range of equipment.

- Make careful observations.
- Record findings using simple scientific language, drawings, and labelled diagrams.
- Use results to draw simple conclusions and make predications.

**Lesson 7: How can we use shadows to tell a story?**

- Shadow puppetry uses shadows to tell a story.
- A bright light is shone onto the puppet which blocks the light, forming a shadow on the screen.
- Opaque materials are used to make the puppets.
- Translucent materials are used to make the screen.

**Working scientifically**

- Ask relevant questions and use different types of scientific enquiries to answer them.
- Make careful observations.

**Lesson 8: What types of material reflect light?**

- Some materials are more reflective than others.
- Non-reflective materials are rough and dark or dull.
- Reflective materials are smooth and shiny.

**Working scientifically**

- Use a range of equipment.
- Make careful observations.

- Record findings using simple scientific language, drawings, and labelled diagrams.

**Lesson 9: What do mirrors do to light?**

- Mirrors produce a reflected image, called a reflection.
- Mirror images are back to front.
- Different shaped mirrors can change how an image appears.

Working scientifically

- Make careful observations.

**Lesson 10: How can we see around corners?**

- Periscopes are used to see things when there is no direct line of sight.
- A periscope uses two mirrors.
- Mirrors reflect light from the object to the eye.

Working scientifically

- Make careful observations.
- Use models to represent a scientific concept or process.

History/Geography

**Ancient Egyptians**

**What does evidence tell us about Ancient Egyptian society?**

**Lesson 1: When and where was Ancient Egypt?**

- Ancient Egypt was a civilisation in north-east Africa.
- Ancient Egypt began about 5,000 years ago and existed for around 3,000 years.
- The main periods of Ancient Egyptian history are called the Old Kingdom, the Middle Kingdom, and the New Kingdom.

### Lesson 2: Why was the River Nile important?

- The River Nile was very important in Ancient Egypt.
- Ancient Egyptians lived along or around the River Nile.
- The River Nile flooded every year.
- Ancient Egyptian farmers used irrigation to grow crops.
- Ancient Egyptians travelled along the River Nile to trade.

### Lesson 3: Who ruled Ancient Egypt?

- Pharaohs ruled over the people, like royalty.
- Pharaohs were considered gods.
- Some pharaohs were buried inside pyramids.
- Three of the most famous pharaohs are Ramesses II, Tutankhamun, and Cleopatra.
- Over 30 dynasties ruled Ancient Egypt over the course of 3,000 years.

### Lesson 4: Why did Ancient Egyptians build pyramids?

- Some pharaohs built pyramids to house their bodies after they had died.
- The most famous pyramids are the Giza Pyramids.
- 20,000 workers took 20 years to build the Great Pyramid at Giza.
- Deir el-Medina is where workers lived while they built underground tombs for pharaohs during the New Kingdom.

### Lesson 5 How was Ancient Egyptian society structured?

- Ancient Egyptian society was structured like a pyramid.
- Life was different for people at different levels.
- The pharaoh was at the top and enslaved people were at the bottom.

### Lesson 6: What are hieroglyphics?

- The Ancient Egyptian system of writing was called hieroglyphics.
- Hieroglyphics used pictures to show sounds and meaning.
- Ancient Egyptians wrote on papyrus.
- The Rosetta Stone is an important artefact that helped archaeologists understand hieroglyphics.

**Lesson 7: What gods did Ancient Egyptians believe in?**

- Ancient Egyptians worshipped over 2000 gods.
- Each god had a different responsibility.
- Pharaohs built temples and statues for the gods.
- Temples were a place to worship specific gods.

**Lesson 8: What did Ancient Egyptians believe about the afterlife?**

- Ancient Egyptians believed that doing good deeds would give them a happy afterlife.
- They believed in preserving the body for the afterlife through mummification.
- Mummification was a long process that takes seventy days.
- Only pharaohs and very important people were mummified.
- The most important mummies were buried in pyramids, or in the Valley of the Kings.

**Lesson 9: How do we know about the Ancient Egyptians?**

- The pharaohs eventually stopped building pyramids due to tomb robbers.
- Tutankhamun's tomb was found in 1922 by Howard Carter and his team.
- Tutankhamun's tomb had not been robbed, so it contained many valuable things.
- The treasures of Tutankhamun have told archaeologists a lot about Ancient Egypt.

**Lesson 10: What did Ancient Egyptians discover?**

- The Ancient Egyptian civilisation left behind an important legacy.
- There were important Ancient Egyptian discoveries to do with maths, medicine, and the calendar.
- Archaeologists are still discovering new things about Ancient Egypt today.

Art/DT

**Art**

**Craft & Design – Ancient Egyptian Scrolls**

Lesson 1: Exploring Ancient Egyptian art

To investigate the style, pattern and characteristics of Ancient Egyptian art.

Lesson 2: Designing scrolls

To apply design skills inspired by the style of an ancient civilisation.

	<p>Lesson 3: Making paper To apply understanding of ancient techniques to construct a new material.</p> <p>Lesson 4: Scroll making To apply drawing and painting skills in the style of an ancient civilisation.</p> <p>Lesson 5: Making zines To apply an understanding of Egyptian art to develop a contemporary response.</p>
Computing	N/A
PE	<p><b><u>Fitness:</u></b>  <u>Physical</u> – balance, run, dodge, hop, jump, skip, throw.  <u>Social</u> – respect, communication, co-operation, safety.  <u>Emotional</u> – determination, perseverance, honesty, independence.  <u>Thinking</u> – comprehension, select and apply, tactics, exploration.</p> <p><b><u>Dance:</u></b>  <u>Physical</u> - actions, dynamics, space, relationships.  <u>Social</u> - share ideas, respect, collaboration, inclusion, leadership, work safely.  <u>Emotional</u> - confidence, acceptance, sensitivity, perseverance.  <u>Thinking</u> - select and apply actions, creativity, observe and provide feedback.</p>
Spanish	<p><b><u>Seasons:</u></b>  By the end of this unit, pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Name, recognise and remember all four seasons in Spanish.</li> <li>• Say what our favourite season is in Spanish.</li> <li>• Say why it is our favourite season in Spanish.</li> <li>• Start to recognise and use the conjunction 'y' (and) in our spoken and written responses.</li> </ul>
Music	<p><b><u>Pentatonic Melodies and composition:</u></b>  Pupils will be able to:</p> <ul style="list-style-type: none"> <li>• Match their movements to the music, explaining why they chose these movements.</li> </ul>

	<ul style="list-style-type: none"> <li>• Accurately notate and play a pentatonic melody.</li> <li>• Play their part in a composition confidently.</li> <li>• Work as a group to perform a piece of music.</li> </ul>
RSE	N/A
Immersive Events/Visits/Visitors etc	<b>Visit to Danum Library – To enhance our learning about Ancient Egypt.</b>