

YEAR 3 - AUTUMN TERM
DO WE APPRECIATE NATURE?.

Art:

Colour: We will be exploring art from the Ancient Egyptian civilizations and the artist Hossam Dirar. We will explore colour and its uses. We will explore how to mix primary colours to create secondary colours, tints and tones.

Key vocabulary: primary colour, secondary colour, complementary colours, blending, tone, strokes, blending

Printing: We will be exploring historical Egyptian art and how they created their paintings. We will then make our own papyrus and tea stains to print on to. We will be exploring mono printing, relief and impressed printing and creating our final designs based of this. We will use what we have learnt about colour to start mixing inks.

Key vocabulary: mono print, relief, impressed, colour, stain, papyrus,

D & T:

Research, design and make a Shadoof for an Egyptian irrigation system.

Key vocabulary: purpose, design criteria, model, evaluating, labelled drawings, irrigation, source, levers, linkages, mechanical

Research, design and make an Egyptian cart.

Key vocabulary: purpose, design criteria, model, evaluating, labelled drawings, wheels, axels, measure

Science: (Rocks)

- * compare and group together different kinds of rocks on the basis of their appearance and simple physical properties
- * describe in simple terms how fossils are formed when things that have lived are trapped within rock
- * recognise that soils are made from rocks and organic matter

Key vocabulary: Waterproof , strong, hard, opaque, heavy, sedimentary, igneous, metamorphic, porous, fossil, layers, erosion, soil, inner core, outer core, mantle, crust, earthquake, volcano, pebble, boulder, crystal, weathering

English:

We will be reading a range of texts linked to our study of The Ancient Egyptians. 'There;s A Pharaoh in my Bath' by Jeremy Strong, 'The Egyptian Cinderella' by Shirley Climo and 'The Egyptian Echo' by Paul Dowswell. In our daily Reading lessons, we will be developing the skills of summarizing, predicting, retrieving information and developing and broadening vocabulary.

Writing opportunities will include:

- Write a set of instructions about how to perform mummification-fiction to instruct.
- Writing a character and setting description.

***In this History topic we will**

learn how to:

- *Use evidence to ask questions and find answers to questions about the past.
- *Suggest causes and consequences of some of the main events and changes in history.
- *Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.
- *Children will think carefully about how Ancient Civilisations relied upon nature and natural resources to survive and thrive and compare that with society today.
- *Describe the social, ethnic, cultural or religious diversity of past societies.
- *Place events, artefacts and historical figures on a time line using dates.

Key vocabulary: year, century, timeline, today, yesterday, tomorrow, past, period, chronological order, sources of evidence, suggest, reliable, first-hand, change, impact, legacy, significant, primary source, secondary source, biased, wealthy, poor.

In this Geography topic we will:

- *describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.
- *describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and

Key Questions:

- * 'Do We Appreciate Nature?' - What do we mean by this? What is there to appreciate about nature?
- * What are our concepts and how can we relate to them?

Sustainability

Creativity

Resilience

Community

- * How do I use an atlas to locate countries and find out about the physical features of those places?
- * Using an atlas and maps, I can find out what is similar and different about the geographical features of Egypt and the UK?
- * What were the human geographical features of Ancient Egypt?
- * How do our concepts relate to the human features of Ancient Egypt?
- * What can we learn about the lifestyle, culture and community of Ancient Egypt through the artefacts that remain?
- How has nature been used?
- * How can historic buildings and artwork be used to help build up a picture of what life was like in Ancient Egypt.
- * How was the Nile used sustainably to support the community?
- * I can explain how the life of wealthy Egyptians were different from the lives of poor Egyptians?

Cross-Curricular Maths:

Place Value:

We will be ordering dates on timelines to place different Ancient Civilisation in chronological order. We will compare the lengths of time that those civilisations were in existence.

Measurement:

We will be using different methods of measuring length within our art and DT projects. We will look at mm, cm and the conversion between this to measure height and length accurately.

Statistics:

We will use arithmetic skills to work out how long different civilisations/ pharaohs ruled for and present this information using bar charts.

We will be looking and comparing weather patterns in Egypt. We use graphs to represent our findings.

Properties of Shape:

Create symmetrical Ancient Egyptian death masks and look at the properties of 3D shapes including rectangular prisms (Egyptian Sarcophagus) and pyramids.

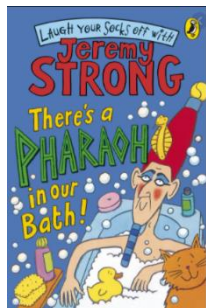
Multiplication Tables:

We will continue to focus on improving speed and accuracy in recalling times tables with a focus on the 3's, 4's and 8's, in addition to other aspects of the curriculum including number, shape, measures and statistics.

Useful websites:

www.URBrainy.com/MTC

- A diary entry based on the story of The Egyptian Cinderella. - Fiction to entertain.
- Travel brochure about a trip to Egypt.



water *use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Prior Learning relating to this topic:

Continents and oceans of the world, early atlas skills, early chronology skills. Identification of basic human and physical features. Changes over time, some significant individuals and aspects of life in different periods of time.

* I can explain some of the Ancient Egyptian beliefs about the afterlife including mummification.

P.S.H.E. (Jigsaw)

Our Jigsaw work will explore 'Being Me In My World' will learn about what it means to be part of different groups/communities. They will learn about what a democracy is and how it works.

S.M.S.C.

Moral ideas linked to our

topic: : Children will consider whether it OK to cut down rainforests if it is to provide humans with resources.

Spiritual ideas linked to our

topic: Children will consider the beliefs of the Ancient Mayans and the Ancient Egyptians and compare with the beliefs of different groups in the present day.

Cultural ideas linked to our topic:

Compare the hierarchical system on Ancient Egypt with other hierarchical systems e.g. Schools, the government

R.E. - Environment : Harvest

Children will explore religious stories and teachings about the environment and identify and reflect their impact on people's behaviour.

French - Conversational French including greetings, food, colours and feelings

www.topmarks.co.uk/maths-games/hit-the-button

www.trockstars.com (log in details in planners)

<https://www.bbc.co.uk/bitesize>

<https://classroom.thenational.academy/schedule-by-year/year-4>

