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|  | Topic Title: Ancient Egyptians Teacher: Mrs Lilly & Miss MartinYear group: 3 | Educational Visit/visit: Summer 2Key dates: Creative Afternoon – Tuesday 7th May 2024Sports Day – Tuesday 30th April 2024School Library Service – Ancient Egyptian workshop – Tuesday 14th May 2024 |
| Our curriculum encourages children to…. | Love Reading | Be Respectful | Link Learning |
| Week1 | **Music focus day** **Science****Lesson 1 - How has your local environment changed?**Walk around Waverley Lakes searching for plants - look in different habitats and ask different questions, e.g. “Why are there so few plants growing in dry areas?”.Wild flower and plant hunt - Use magnifying glasses to identify different features of leaves and flowers. Identify differences between different trees (leaves/no leaves/blossom or branches straight/facing up/random directions). Identify rings on trees (this links to lesson 2). **Lesson 2 - What are the parts of a plant?**Dissect a simple flower and look at the parts inside. What is the stem, roots, leaves and flowers used for?Compare this with plants such as moss.Test that a stem absorbs water by putting a carnation in different coloured water. Could you find a way to make a carnation two colours at once?Put celery (which has leaves on top) in coloured water - stalk can be cut after colour has been absorbed to see the tubes which carry water up the stem. The rings that can be seen on trees are these tubes. |

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|  | Art skill lesson 1 – Drawing (portraits) |
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| **Guided Reading****Ellie and the Cat** | **Literacy - Adventure Story**Speech Powerful Verbs Adjectives Similes Alliteration Onomatopoeia |
| Week 2 | **Science****Lesson 3 - What do plants need to survive?**Children to understand that plants need the right amount of water, sunlight and temperature. Children to use the clues to figure out what plants need to survive.Children to investigate the effects of taking these factors away. Children to have some cress seeds. Investigate:Cress planted in hot place (on radiator). \*Cress planted in cold place (in fridge). \*Cress given excessive amount of water each day (in classroom). Cress given no water (in classroom).Cress planted in dark place (in cupboard). \*Cress planted in light place (on windowsill). \*\* = Give 20ml water every day.Write up investigation - Which grew the best and why?**Lesson 4 - How can a plant be like Goldilocks?**Produce a storyboard/comic strip to show what happens to plants under incorrect conditions:* Too much water
* Not enough water
* Too hot
* Too cold
* Too dark
* Just right

Links to cress seed investigation. Investigate plants from different climates (Children to match leaves to the climate):Pine treesLarge leaves on rainforest treesCactusGrass from African grasslandsGrass from Arctic tundra**Lesson 5 - How are new plants made?**Dissect 2 different flowers - daffodil and tulip/lily. Look for similarities and differences.Show pictures of sunflowers (seeds in centres) and other flowers (seeds developed into flowers).Pollination game. Children to complete a comic strip of pollination.Art skill lesson 2 – Drawing (portraits) |
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|  | **Guided reading****The Last Firefox** | **Literacy - Adventure Story** |
|  |  | **P - To entertain A - Year 1****F - Narrative** |
|  |  | **Create a character Create a setting****The story and Jack and the Beanstalk from the Giants perspective** |

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| Week 3 | **Sports Day – Tuesday 30th April 2024****Lesson 6 - How does a plant leave home?**Look at different methods of dispersal, including fruit and vegetables - How do they help the seed to spread?Look at videos of explosive seed dispersal, and look at wind dispersal – grass, dandelions. *Misconception – beware of confusing wind dispersal of pollen with dispersal of seeds.*Helicopters activity - <https://www.twinkl.co.uk/resource/ks2-stem-week-pack-t2-s-1432> (Take It Outside: Autumn)**Lesson 7 - Can you draw the lifecycle of a plant?**Recap human lifecycle. Group work - draw the lifecycle of a daisy and the lifecycle of an oak tree on sugar paper.Art skill lesson 3 – Drawing (portraits) |
| **Guided reading****Planet Omar** | **Literacy - Adventure Story****P - to entertain A - Year 1****F - Narrative****Plan, write and publish** |
| Week 4 | **Creative Afternoon – Tuesday 7th May 2024****RE focus day - What do different people believe about God?****Lesson 1 - What do I think about believing in God?** **Lesson 2 - What do Christians believe about God?****Lesson 3 - What can we learn from Moses and Saint Paul?****Lesson 4 - What do Muslims believe about Allah?****Lesson 5 - What do Muslims believe about the Holy Qur’an?****Lesson 6 - What are the similarities and differences between different ideas about God?****Lesson 7 - What have we learned about ideas of God from different religions?** |
|  | Art skill lesson 4 – Drawing (portraits)**History – Ancient Egypt**Lesson 1 - Was everywhere the same during the Stone Age?1= Artefact room – pictures of the 4 periods of history, children to compare and contrast the artefacts for each.2 = Video room – children to watch 4 videos from each period of history and compare and contrast.3 = Picture room – children to make inferences around a picture of period of times eg: they are hunters because……. They live by the water as…..4 = Locating room – children to use atlases and fact files to indicate where in the world the periods of time came.Come back as a class and compare what has been discovered. Identify the periods of history on a timeline and notice that they all happen at a similar time- some places are more advanced than others. |
|  | **Guided reading****Pugs of the Frozen North** | **Newspaper report about Jack and the bean stalk**P: inform A:F: newspaper report |
| Week 5 | **History**Lesson 2 - Why was the River Nile so important?Start by linking back to the previous enquiry – what did all four civilisations have in common? – rivers and close to the equator.Locate Ancient Egypt on the map and link to the river Nile children could look at the source *‘Hymn to the Nile’* or at an artist’s impression of the Nile – children label the picture – What can you see? What can you infer? What further questions would you like to ask?*NB. These could be added to the Enquiry Wall for children to refer to later.*Explain that the Nile was important to life in Ancient Egypt – it allowed them to become successful farmers. Outline the Egyptian calendar – Flood Season, Growing Season, Harvest Season – which season is shown in the picture? Children could then create a freeze frame/storyboard for the other two seasons.Look at a selection of sources – children could read the source and find out why else the Nile was important for the Egyptians – trade, papyrus, theories of disease, building, religion – children could then consider which were the most important.Finally, children could consider how significant the Nile was. Use Ian Dawson’s significance criteria to assess.Lesson 3 – Pharaoh or slave?Children to define who are the most important people in school. Children to organise these pictures based on their views. Children order the jobs based on descriptions.Then compare what these people would have been if they were living in Egyptian times.Children to look at the Egyptian pyramid of hierarchy- what would our jobs have been if we were to go back to the egyptian times.Challenge: Comparing similarities and differences between our jobs now and what our job would have been?Art skill lesson 5 – Drawing (portraits)**RSHE****How do I stop getting ill?** |  |
| **Guided reading****Iron Man** | **Newspaper report about Jack and the bean stalk** | **Guided reading****Iron Man** |
| Week 6 | Art skill lesson 6 – Drawing (portraits)**RSHE – Personal information****Computing focus day - Animation** **Lesson 1 - Can a picture move?****Lesson 2 - Frame by Frame** **Lesson 3 - What’s the Story** **Lesson 4 - Picture perfect****Lesson 5 - Evaluate and make it great** **Lesson 6 - Lights, camera, action****Music focus day – The Gift of The Nile** |  |
| **Newspaper report about Jack and the bean stalk** | **Guided reading****Runaway Robot** |