

Literacy

- To write simple non chronological reports about famous people studied.
- To read information passages about famous people and identify main points or gist of text
- Locate information about famous people using contents, index, headings, sub-headings, page nos., bibliographies
- To write an adventure story involving Cleopatra.
- To re-tell the story of a famous Egyptian through time using emotive language.
- To write a poem about a famous Egyptian studied incorporating performance poetry Criteria.
- To produce a character study of a famous Egyptian
- To provide an account of a historical event based on more than one source
- Adopt the role of a famous Egyptian through time studied and through group discussion and interaction: identify the main points of each speaker, compare their arguments and how they are presented
- To produce a Travel Guide to Egypt using persuasive language features.
- To explore various Egyptian information reading comprehensions
- To produce a detailed index of Egyptian gods and pharaohs.
- To write a descriptive story about discovering an Egyptian tomb.
- To produce a horrible histories comic strip.
- To write a report about our class trip

Creative

- To apply line and tone skills to draw a still-life image of an Egyptian artefact
 - To replicate Hieroglyphics on papyrus paper and Egyptian wall paintings
 - To explore how the Egyptians used paintings to represent life
 - To make a mask, representing one of the Egyptian Gods/ Pharaoh death mask
 - To use a range of media to produce 2D and 3D pieces of Art
 - To make a 3D mummy replica
 - To use clay and modroc effectively
 - To research how structures are constructed and the strength the different materials have
 - To understand how materials are joined
 - To record observations pictorially
 - To experiment with different ways of joining materials to create structures and consider the load they will carry.
- Model design ideas in a variety of ways.
- - Understand what they wish their design to achieve, matching it against a given Criteria
 - - to understand the sequence that they need to complete tasks
 - - Suggest alternative methods if the first does not succeed
 - - Evaluate products against design criteria, highlighting strengths and weaknesses



Physical

- To understand the affects of high impact and low impact activities on the heart and lungs.
- To be able to effectively take own heart rates.
- To explore different activities to exercise the heart.
- To develop own circuit training activities.
- To explore Egyptian Dance
- To combine movements
- To shadow a partners movements
- To produce a paired routine.



Egyptians

(History Focus)

Yr 3 Wren Class



Personal, Social, Health & Emotional Education

- To explore the culture of Egypt today
- To explore the Ancient Egyptian rituals involved in death and the beliefs they held about after life
- To research the process of mummification
- To understand how Ancient Egyptian society was structured
- To learn about the Gods that the Egyptians worshipped and how they did this
- To understand who the pharaoh was and the role he had
- To explore medicines invented by the Egyptians

Knowledge & Understanding of the World.

- To develop enquiry skills
- To draw comparisons between Egypt, past and present
- To use artifacts and images to inference facts about Ancient Egypt
- To understand the important role that the River Nile played in Ancient Egypt
- To understand what daily life was like in Ancient Egypt
- To explore the Egyptians use of Hieroglyphics on papyrus paper and paintings on walls to communicate
- To explore the Ancient Egyptian rituals involved in death and the beliefs they held about after life
- To research the process of mummification
- To research the way in which the pyramids and temples were built and why they were built
- To learn about the Gods that the Egyptians worshipped and how they did this
- To understand who the pharaoh was and the role he had
- To develop Chronology To know where in the world Egypt is
- To develop map reading skills
- To develop map making skills
- To explore the culture of Egypt today
- To identify key features of the Egyptian landscape – River Nile, pyramids, Abu Simbel temple etc.
- To investigate how the Ancient Egyptians used their land – farming, building etc.
- To understand how climate affected the lives of the Egyptians and influenced their lifestyle.
- To create a map of Ancient Egypt, using graphical modeling.
- To use Natural Art and the available effects appropriately
- To answer questions about the map they created, considering why particular features have been placed in particular places (ie near a river etc.)
- To use CD ROM simulation programme – Arcventure – the Egyptians, to explore ancient Egypt and ask questions about artifacts found
- To complete floor maps of Egypt and programme a pixie to travel around the map.
- Use logo to plan their journey around their floor map.
- - to use sensors and graph programmes to model changes in temperature
- To understand that touch is not an accurate method of assessing temperature.
- To use a thermometer to make careful measurements
- To know that temperature measures heat.
- To know that things can warm up and cool down.
- To explain temperature change using scientific knowledge.
- To collect, store and retrieve temperatures.
- To identify trends in line graphs
- To investigate how we can keep things cold
- To investigate how we can keep things warm
- To identify insulators
- To identify conductors
- To identify uses of insulators and conductors