

| Characteristics of the Curriculum | Challenging | Communication | Taking Risks | Awe and Wonder | Values | | | | | | | | | |
|--|---|---|--------------|--|---|--|---------|---|------------|--|------------------|---|------------|--|
| Class: 3 | Term: Spring B | Topic Title: Ancient Egypt | | | | | | | | | | | | |
| Trips and Visitors | | Mind Map Overview | | | Whole School Elements | | | | | | | | | |
| <ul style="list-style-type: none"> Bolton Museum – A.E exhibit | | <p><u>Who were the Ancient Egyptians?</u> –chronology, using artefacts to find out about A.E. , asking questions, why did the period last for thousands of years?</p> <p><u>What was life like in Ancient Egypt?</u> – daily life, hiarchy of society, houses, clothing, contrast rich/poor, farming/River Nile flooding etc.</p> <p><u>What did Ancient Egyptians believe?-</u> Afterlife, gods/goddesses, mummification (ordering the steps/ritual), canopic jars</p> <p><u>Write like an Egyptian</u>– scribes, read, understand & use heiroglyphs, Rosetta Stone, create own ‘cartouche’</p> <p><u>Tutankhamun</u> – discovery of tomb, Howard Carter, using evidence to build a picture of the past, artefacts (finder’s keepers?/legacy of the dig)</p> <p><u>Pyramids-</u> link to beliefs, who built them? How were they built? Famous pyramids of Giza</p> | | | <table border="1"> <thead> <tr> <th>Element</th> <th>✓</th> </tr> </thead> <tbody> <tr> <td>Well Being</td> <td></td> </tr> <tr> <td>Arts and Culture</td> <td>/</td> </tr> <tr> <td>Enterprise</td> <td></td> </tr> </tbody> </table> | | Element | ✓ | Well Being | | Arts and Culture | / | Enterprise | |
| Element | ✓ | | | | | | | | | | | | | |
| Well Being | | | | | | | | | | | | | | |
| Arts and Culture | / | | | | | | | | | | | | | |
| Enterprise | | | | | | | | | | | | | | |
| NC POS covered Thematically | | | | | NC covered Independently | | | | | | | | | |
| <ul style="list-style-type: none"> History – <i>chronology of the period studied (create a timeline) using evidence/artefacts Y3 (1.1, 1.2, 1.3, 1.5, 1.6) Y4 (1.1~1.4)</i> Computing – <i>factsheet using Purple Mash tools</i> Geography –<i>map work -cities, rivers etc. climate/weather/land use/water cycle</i> Art –<i>headdress/clay shabtis or canopic jars (sculpture 4.1~4.4)</i> D&T –<i>Egyptian jewellery (1.1~4.5)</i> English – ‘<i>How to</i>’ <i>mummification (instructions) – Howard Carter’s diary (recount) Creation story (myths)</i> | | | | | <ul style="list-style-type: none"> Science – States of Matter French – Le Carnaval des Animaux Music – Whole Class Ensemble Teaching (WCET) (3.1~3.4) R.E. – Easter story Symbols & religious expression(A) Why is Jesus so inspiring to Christians? (B) (1.1~2.6) PSHE- Good to be me (A) Getting on and falling out (B) P.E. – Gymnastics/Dance (floor) Y3 3.1 – 3.5 (A) benchball or dodgeball (B) or swimming | | | | | | | | | |
| <u>Writing Genre</u> Myths/Legends Recount (diary) Instructions | <u>Texts</u> ‘The Time Travelling Cat’ Julia Jarman <i>or</i> ‘The Cat Mummy’ Jacqueline Wilson | | | | | | | | | | | | | |
| Topic Home Learning | | Collaboration Opportunities | | Celebration Activity | | | | | | | | | | |
| <ul style="list-style-type: none"> D & T tasks – lego/weetabix pyramids | | <ul style="list-style-type: none"> Chinese New Year | | <ul style="list-style-type: none"> Class assembly Easter service | | | | | | | | | | |