

Perryfields Primary		YEAR 3J					
		SUMMER TERM Week 1: Medium Plan 2021					
		TOPIC TITLE: ANCIENT EGYPTIANS					
		OBJECTIVES/SKILLS		YEAR 2 OBJECTIVES	YEAR 3 OBJECTIVES		
Key Q:	SUBJECT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Chosen BLP: Capitalising, Questioning and Making Links.		Who were the Ancient Egyptians?		Why are shadows created by the Sun and why do they change position during the course of a day?		How do you know what materials will be appropriate for making a product (Canopic jar)?	
	PSHE	<u>Jigsaw</u> Relationships - Family Roles and Responsibilities WALT: Identify the different roles and responsibilities of different family members. NC Objective: Recognise that they need light in order to see things and that dark is the absence of light	<u>Jigsaw</u> Relationships – Friendship WALT: Identify what makes a good friend and the skills of friendship. NC Objective: Notice that light is reflected from surfaces Children will learn that some surfaces reflect more light than others and that we can only see items because light is reflected from them. They may then either identify and describe a range of reflective surfaces, or conduct a reflection investigation using mirrors.	<u>Jigsaw</u> Relationships – Keeping Myself Safe WALT: Know how to keep ourselves safe when we are worried. NC Objective: Recognise that shadows are formed when the light from a light source is blocked by an opaque object Children will look at a variety of photos to see where the shadows are and suggest reasons for why they are there. They will go on to learn how shadows are formed and have some time to explore shadows for themselves, including the differences between shadows cast by opaque, transparent and translucent objects.	<u>Jigsaw</u> Relationships - Being a Global Citizen WALT: Explain how the actions and work of people around help and influence my life. NC Objective: Find patterns in the way that the size of shadows change NC Objective: Working scientifically – observing over time Children will discover what obelisks are and how the ancient Egyptians used these as sundials by looking at the shadows cast by them throughout the day. They will discuss and predict what will happen to a shadow cast by a mini obelisk in sunlight throughout the day. They may then conduct a shadow investigation and present their findings using bar graphs, or complete diagrams and order pictures to show an obelisk's shadow throughout the day.	<u>Jigsaw</u> Relationships - Being a Global Citizen WALT: understand the needs and rights of all children and identify how our lives may be different. NC Objective: Observe how magnets attract or repel each other and attract some materials and not others NC Objective: Describe magnets as having 2 poles DT LINK: WALT: use range of tools and materials to create a sculpture NC Objective: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	<u>Jigsaw</u> Relationships – Celebrating My Web of Relationships WALT: express my appreciation to family and friends. NC Objective: Predict whether 2 magnets will attract or repel each other, depending on which poles are facing NC Objective: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
	Science	<u>Light</u> WALT: Recognise that we need light in order to see. NC Objective: Recognise that they need light in order to see things and that dark is the absence of light Children will start by considering why an archaeologist cannot see anything in a newly discovered ancient Egyptian tomb. They will go on to learn that darkness is the absence of light, and that without light we cannot see. They will then identify, describe and sort a variety of light sources, including those that would and would not have been available to the ancient Egyptians.	<u>Light</u> WALT: Explore how light is reflected from surfaces. NC Objective: Notice that light is reflected from surfaces Children will learn that some surfaces reflect more light than others and that we can only see items because light is reflected from them. They may then either identify and describe a range of reflective surfaces, or conduct a reflection investigation using mirrors.	<u>Light</u> WALT: Investigate what shadows are and why they are formed. NC Objective: Recognise that shadows are formed when the light from a light source is blocked by an opaque object Children will look at a variety of photos to see where the shadows are and suggest reasons for why they are there. They will go on to learn how shadows are formed and have some time to explore shadows for themselves, including the differences between shadows cast by opaque, transparent and translucent objects.	<u>Light</u> WALT: Investigate how the size of shadows changes throughout the day. NC Objective: Find patterns in the way that the size of shadows change NC Objective: Working scientifically – observing over time Children will discover what obelisks are and how the ancient Egyptians used these as sundials by looking at the shadows cast by them throughout the day. They will discuss and predict what will happen to a shadow cast by a mini obelisk in sunlight throughout the day. They may then conduct a shadow investigation and present their findings using bar graphs, or complete diagrams and order pictures to show an obelisk's shadow throughout the day.	<u>Magnets</u> WALT: Recognise the features of a magnet NC Objective: Observe how magnets attract or repel each other and attract some materials and not others NC Objective: Describe magnets as having 2 poles DT LINK: WALT: use range of tools and materials to create a sculpture NC Objective: Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses	<u>Magnets</u> WALT: Compare materials based on their magnetic properties. NC Objective: Predict whether 2 magnets will attract or repel each other, depending on which poles are facing NC Objective: Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
History	WALT: understand how historical sources help us find out about the past NC Objective: The achievements of the earliest civilizations – Ancient Egypt		WALT: understand Egyptian beliefs about life and death Learn about process of mummification and understand Egyptian beliefs NC Objective: The achievements of the earliest civilizations – Ancient Egypt	WALT: understand why the pyramids were built Learn about pyramids, their importance, who made them and why there were made. NC Objective: The achievements of the earliest civilizations – Ancient Egypt	WALT : investigate the discovery of Tutankhamun's tomb through sources of evidence Primary and secondary sources Howard Carter – English link diary NC Objective: Lives of significant others including a comparison between individuals from different time periods.		

Geography	<p><u>WALT:</u> use maps to locate countries</p> <p>NC Objective: Locate the worlds countries using maps to focus on Europe (compare Egypt to European countries) Digital mapping</p>	<p><u>WALT:</u> understand the importance of the River Nile</p> <p>NC Objective - Human and physical geography: Describe and understand key aspects of physical geography, including climate zones, rivers, mountains, volcanoes and earthquakes and the water cycle, human geography including trade links. Key Physical features including beach, cliff, coast, forest, hill, mountain, sea, ocean, river, soil, valley, vegetation, season and weather.</p>				
Art D&T		<p>Art <u>WALT:</u> explore the use of pattern in Ancient Egypt and develop own pattern for printing.</p> <p>NC Objective: Develop techniques of colour, pattern, texture, line, shape, form and space e.g. drawing-charcoal, painting, assembling and sculpture process</p>		<p><u>DT</u> <u>WALT:</u> design and plan a product</p> <p>Design own canopic jars using clay Create design criteria as a class</p> <p>NC Objective: Design purposeful, functional & appealing products based on a design criteria. Use annotated sketches and prototypes to explain ideas.</p>	<p><u>DT</u> <u>WALT:</u> use range of tools and materials to create a sculpture</p> <p>NC Objective: Select and use a range of tools and materials to complete practical tasks e.g. cutting, shaping, joining & finishing Select and use a range of tools and equipment e.g. cutting, shaping, joining & finishing</p>	<p><u>DT</u> <u>WALT:</u> evaluate our designs</p> <p>Use design criteria created as class in previous lesson to evaluate canopic jars Peer review?</p> <p>NC Objective: Evaluate existing products and own ideas against a design criteria. Evaluate existing products & improve own work.</p>
Computing	<p><u>WALT:</u> use maps to locate countries</p> <p>NC Objective: Locate the worlds countries using maps to focus on Europe (compare Egypt to European countries) Digital mapping</p>		<p><u>WALT:</u> use an algorithm to write a simple program.</p> <p>Using Scratch, write a simple set of instructions to move an object backwards and forwards.</p> <p>NC Objective: Understand use of algorithms Write and test simple programs</p>	<p><u>SCIENCE LINK:</u> <u>WALT:</u> Investigate how the size of shadows changes throughout the day.</p> <p>Take pictures of shadows throughout the day, and chalk outlines, to present how shadows change throughout the day.</p> <p>NC Objective: Collect and present data appropriately.</p>	<p><u>WALT:</u> Write an algorithm and predict whether it will work or not.</p> <p>Look at an example algorithm and decide whether or not the simple program will work. Discuss why it will or will not work and reason how it can be corrected.</p> <p>NC Objective: Use logical reasoning to make predictions. Use logical reasoning.</p>	
Music						<p><u>WALT:</u> use symbols to compose a piece of music Link to hieroglyphics</p> <p>NC Objective: Improvise and compose music Listen with attention to detail.</p>
MFL - French	<p>Greetings</p> <p>Listen attentively to spoken language and show an understanding by joining in and responding. Seek Clarification and help.</p>	<p>Greetings</p> <p>Engages in conversations, ask questions, express opinions and respond to others. Seek Clarification and help.</p>	<p>Alphabet</p> <p>Listen attentively to spoken language and show an understanding by joining in and responding Seek Clarification and help.</p>	<p>Alphabet</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Seek Clarification and help.</p>	<p>Numbers</p> <p>Listen attentively to spoken language and show an understanding by joining in and responding. Seek Clarification and help.</p>	<p>Numbers</p> <p>Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Seek Clarification and help.</p>

PE (Gymnastics)	WALT: create a variety of shapes NC Objective: Master basic movement e.g. running, jumping, throwing, catching, balance, agility & co-ordination. Develop flexibility & control in gym, dance & athletics.	WALT: explore balances with a different number of points. NC Objective: Master basic movement e.g. running, jumping, throwing, catching, balance, agility & co-ordination. Develop flexibility & control in gym, dance & athletics.	WALT: explore a range of jumps NC Objective: Master basic movement e.g. running, jumping, throwing, catching, balance, agility & co-ordination. Develop flexibility & control in gym, dance & athletics.	WALT: explore different ways to roll. NC Objective: Master basic movement e.g. running, jumping, throwing, catching, balance, agility & co-ordination. Develop flexibility & control in gym, dance & athletics.	WALT: explore ways to travel in gymnastics. NC Objective: Master basic movement e.g. running, jumping, throwing, catching, balance, agility & co-ordination. Develop flexibility & control in gym, dance & athletics.	WALT: create a gymnastic sequence NC Objective: Master basic movement e.g. running, jumping, throwing, catching, balance, agility & co-ordination. Develop flexibility & control in gym, dance & athletics. Compare performances to achieve personal bests.
British Values and RE	British Values Rule of Law WALT: think and explain why rules are needed	RE (Islam) WALT: explore stories of the Prophet Muhammed NC Objective: Delving deeper into stories that are important to different faith groups.	British Values Individual liberty and respect for diversity WALT: write in role as the dinosaur, promising proper order and character reformation	RE (Islam) WALT: understand the differences a leader can make. NC Objective: Developing further understanding of key religious figures	British Values Mutual respect, tolerance and diversity WALT: describe how to welcome people and practice being welcoming	RE (Islam) WALT: compare different places of worship Link back to Sikhism and Christianity. NC Objective: Developing an understanding about different places of worship.
S&L Language Development	Express ideas and share with a partner/group Vocab: Egypt, pyramids, Pharaohs, light, light source	Vocab: Reflection, reflect, pattern, River Nile, Hieroglyphics, Islam, Prophet	Role Play Vocab: Shadow, mummification, algorithms, liberty, diversity, pharaoh, flexibility,	Presenting Science Data Vocab: Light source, shadow, time, size, block, reflect, pattern.	Hot seating? Vocab: Emotions, feelings	Vocab: Magnets, attract, repel, north, south, magnetic field, forces, pull, push.
Reading	Picture Books Volume 1: The Man Who Walked Between The Towers by Mordica Gerstein The Tunnel by Anthony Brown Henry's Freedom Box by Ellen Levine	Light and Shadows: The Dark by Lemony Snicket Smoot: A Rebellious Shadow by Michelle Cuevas My Shadow by Robert Louis Stevenson	Songs: Count On Me by Bruno Mars Rise Up by Andrea Day Fight Song by Rachel Platten	Shang Dynasty: Mandate Of Heaven Tools and Treasures Of Ancient China by Candice Ransom Epic The Yellow River	Poetry Volume 1: The Owl and the Pussycat by Edward Lear The Sound Collector by Roger McGough	Colours: The Colour Monster by Anna Llenas Lucy's Blue Day by Christopher Duke True Colours by Cyndi Lauper
GPS	Range of punctuation Handwriting	Adjectives and similes Handwriting	Fronted adverbials Handwriting	Conjunctions	Third Person	Link and relate events to past, present and future
English/Writing	There's a Pharaoh in the Bath Changed: Use a range of punctuation Fact file – write fact file about Egypt regarding what we have learnt is there (map work, River Nile, Cairo, Pyramids). Use rhetorical questions, quotations and exclamations to write about Egypt.		Keep original: Myths and Legends – Predict and write an ending to a myth. Use fronted adverbials and conjunctions. Listen to a myth or legend. Using our prediction skills, and wider reading, write an ending for the myth we started.		Keep original: Myths and legends – write our own myth. Write in the third person, develop characters feelings and emotions. Write our own myth, using wider reading and Egyptian Gods, writing in full paragraphs. Link and relate events to past, present and future.	