

Year 3/4 – Cycle B- Spring Term

Temples, Tombs and Treasure

CHRISTIAN VALUES: 'LIFE'
LOVE, INTEGRITY, FORGIVENESS, EQUALITY

This history-based topic is designed to help children understand about one of our key ancient civilisations. We will be learning about life in Ancient Egypt & developing the children's understanding of how the past differs from today & yet has a significant impact on modern times. The children will develop their sense of chronology & become aware of key events in world history. Children will find out about the Ancient Egyptian culture, including gods & goddesses, burial & mummification. They will discover the hidden treasures of the pyramids & Tutankhamen by exploring the suitcase of Howard Carter. The children will also explore where the Egyptian's settled and the part the River Nile played in them choosing these locations. In design and technology, children will be creating their own wooden Egyptian Sarcophagus. In science, they will explore forces & magnets & their effect on the world around them.

Big Question: Was Howard Carter a pioneer or a thief?

SMSC: Window: Looking outwards at the world & appreciating its wonders- both the awful and the 'awe-ful'. Children will consider the wonders of life and life cycles.

Rich Texts

Cloud Busting by Malorie Blackman

Various versions of Cinderella from different cultures

Our Learning Values: 'REACHING'

The children will:

- . Responsibility - be in control of their own learning,
- . Evaluative - evaluate what they have done and make changes if they need to
- . Ambitious - always want to do my best to reach my goals.
- . Collaborative - work with others, sharing my strengths and ideas.
- . Hardworking - strive to do their best in all they do
- . Independent - find and use what I need to help me.
- . Nimble-minded - be open to new ideas and ways of doing things.
- . Gritty - have a go and persevere especially when I find it difficult or don't enjoy it.

As Readers and Writers we will:

- Discuss what makes a fairy tale and compare versions of traditional stories.
- Consider the cultural significance of the stories in other countries/ contexts.
- Explore the feelings of characters in our key texts.
- Write our own Egyptian story, focusing on using different descriptive techniques.
- Explore and write different types of poetry, including kennings and limericks, in response to the text.

As Mathematicians we will:

Year 3

- Fractions are equal parts of a whole.
- Equal parts of shapes do not need to be congruent but need to be equal in area.
- Decimal fractions are linked to other fractions.
- Use a number line to think about fractions as numbers.

Year 4

- Fractions arise from solving problems where the answer lies between two whole numbers.
- Fractions express a relationship between a whole & equal parts of a whole.
- Understand that there are different ways to write the same fraction and we call these equivalents.

As Historians we will:

- Explain the achievements of the Ancient Egyptians and order significant events and movements on a timeline.
- Describe how the Ancient Egyptians influenced life today.
- Give reasons, using evidence, about why changes throughout this era occurred.
- Learn the importance of Howard Carter's discoveries to how we know about the Ancient Egyptians.
- Understand the importance of learning that civilizations around the world existed at the same time as the Stone Age in Britain.
- Explore the location of Ancient Egyptian settlements and the role the River Nile played in choosing these.

As Scientists we will:

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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
- Describe magnets as having two poles
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

As British & Global Citizens we will:

- Learn about Ancient Egyptian hierarchy and compare it to our modern day society.

COMPUTING: The children will capture images using a range of devices and then select which media to download, import or export. They will learn to copy and paste into a desktop publishing programme and how to manipulate text in different ways. Children will also investigate how digital devices can change the way we work and explore how devices can be connected, recognising the physical components of a network. E-safety – Children will investigate and demonstrate understanding of age appropriate websites, adverts and games.

RE: Unit: Books Concept: Gospel

The children will learn about the concept of 'sacred' and how this is shown in the actions of Jews towards the Torah. The children will also describe objects which are sacred to them and discuss the importance of respecting items which are sacred to others.

Unit: The Last Supper Concept: Ritual

What is the meaning behind the actions and objects of Holy Communion?

How important are the actions and objects of the ritual for Christians? Why do Christians call the day Jesus died 'Good Friday'?

ART and DT: In art, the children will talk about the importance of Art to the Ancient Egyptians and their belief that placing art in their tomb will assist them in their journey to the afterlife. The children will also learn about papyrus and how it was made and used by the Ancient Egyptians. They will then make their own papyrus paper. The children will also create their own pinch pots out of clay using traditional techniques. In DT, children will create their own Egyptian meal by investigating a healthy and varied diet.

MUSIC: This term we will listen to extracts from Carnival of the Animals, by Camille Saint-Saens. We will focus on sections of creatures that might be found in Egypt: Section 7 Fish; Section 8 – Donkey's and Section 10- Birds. The children will consider how the different sections portray different animals, giving their reasons, and using and applying musical vocabulary they have learned. This term the children will also learn and perform songs from our play.

MFL: Children will learn to describe different members of their family using possessive adjectives. They will then move on to look at different places in the world, and name different animals that might be seen in each. The children will also begin to use dictionaries to translate key words.

PE/GAMES:

Netball

- Can create space for themselves with a change of pace
- Understanding about the importance of keeping possession
- Can travel with speed as a group around a court sending and receiving.

Tag Rugby

- Apply different types of pass when unopposed effectively whilst travelling
- Make progress as part of a team to move the ball forwards
- Understand the laws of the game

Dance

This half term we will be looking at dances from around the world.

During this unit, the children will be working with a group to create a dance that involves a variety of techniques and moves inspired by dances from other countries.

RSHE: This term our focus will be: How can we manage our feelings?

We will be thinking about how everyday things can affect feelings and how feelings change over time and can be experienced at different levels of intensity. We will discuss the importance of expressing feelings and how they can be expressed in different ways, as well as how to manage different feelings, including at times of loss, grief and change.

In the second half of the term, we will be learning about how we grow and change, about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams. We will learn about how puberty can affect emotions and feelings, and how personal hygiene routines change during puberty. Children will be shown how to ask for advice and support about growing and changing and puberty.