Year 3 – Summer 2:
What made Ancient Egypt a successful civilization?

What we're reading: The Story of Howard Carter.

Our focus this half-term will be on non-fiction writing and as such we will be looking at a variety of information texts. This will inform our writing about Howard Carter's discovery of King Tut's tomb in 1922, and we will write about his exploration as if we are him in the first person. Through History lessons we will be exploring Egyptian life . This will allow us to write a detailed information text. It will have many features including, headings, sub-headings, and topic sentences to introduce each section.

We will look at a non-fiction book called 'So You Think You've Got it Bad? A kid's life in Ancient Egypt' which will allow us to find out more about the lives of Ancient Egyptian children.

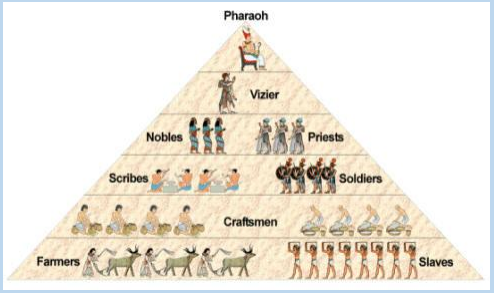
What we're writing:	A blog entry and a non-chronological report.

Important people or places: Howard Carter, King Tutankhamun, Valley of the Kings, Luxor.



Humanities: History, Geography, Art, Modern Foreign Languages (French), Music, PSHE.

As **historians,** we will be looking into what the daily life of Ancient Egyptians looked like, and how their period lasted 3,000 years. We will look at a range of people young and old, rich and poor and what their lives looked like. We will be developing many skills including using sources, using timelines and asking questions.



In **PSHE,** we will learn about how our bodies might change as we grow and develop. We will celebrate everybody's physical uniqueness and will know why it is important to be clean and hygienic. We will also be able to identify hazards in the home and explore how peer pressure can make people take risks. Finally, we will learn about how to stay safe in the sun.

As **musicians,** Year 3 will be starting to learn the recorder this term. They will learn to play pieces by ear and from notation continuing to work on their rhythm and note reading. Alongside this they will continue to learn songs related to Ancient Egypt.

As **linguists,** pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.

Historical vocabulary:

- **Chronology** – The order in which events happen over time, helping us understand what came first and what happened next in history.
- **BCE (Before Common Era) –** A way of measuring time used in history to describe the years before year 1, showing how long ago events happened.
- **Civilisation –** A group of people living together in an organised way, with systems, jobs, laws, beliefs and culture that help their society function.
- **Pharaoh –** The powerful ruler of Ancient Egypt who controlled the land, made important decisions and was believed by the people to be a god on Earth.
- **Hierarchy –** A system used to organise people in society according to their importance, with the most powerful at the top and workers at the bottom.
- **Scribe** – A highly skilled person in Ancient Egypt who could read and write, often recording important information, laws and events.
- **Afterlife –** The life that Ancient Egyptians believed people would have after death, which they thought was just as important as life on Earth.
- **Tomb –** A special place where a person is buried, often filled with objects and treasures needed for the afterlife.
- **Sarcophagus –** A large, decorated stone coffin used to hold the body of an important person, such as a pharaoh.

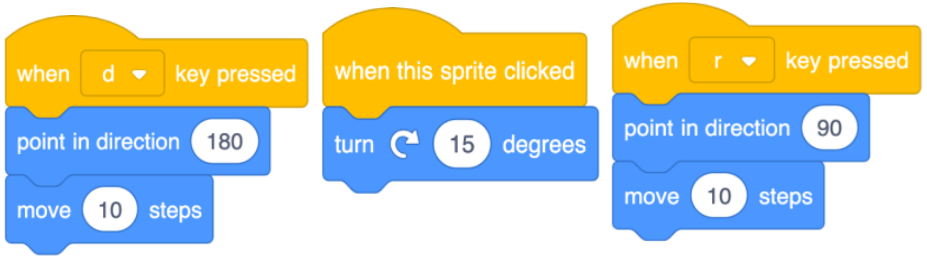
Year 3 – Summer 2:
What made Ancient Egypt a successful civilization?

As **Mathematicians**, we will continue with our revision of key arithmetic skills (adding, subtracting, multiplying and dividing), as well as:

- Angles and turns
- 2D and 3D shapes
- Money, where we will look at converting pounds and pence.
- Time (analogue and digital, AM and PM)
- Roman Numerals to 12.
- Statistics – looking at charts and how we can share information in different ways.

Science, Technology, Engineering and Mathematics (STEM): Computing, Design Technology, Maths, P.E. and Science.

As **Computer Scientists**, we will return to programming. We will look at the links between events and actions, while consolidating prior learning relating to sequencing, We will move a sprite in 4 directions and explore movement in the context of a maze. We will build up to designing and coding our own maze tracing program.



As **Designers**, we will look at linkages and levers. We will look at an ancient device called a Shaduf which was used to lift water out of the River Nile and design our own lifting device.

As **Sportspeople,** we will be using a range of games and activities to understand and develop the concepts of attacking and defending as well as developing our ability to work in a team to achieve a goal.

STEM Vocabulary	Definition
Parallel	2 lines that stay equidistant (the same distance) apart. They will never intersect.
Perpendicular	2 lines that meet at a right angle.
Polygon	A flat, two-dimensional (2D) shape with straight sides which are all joined up.
Acute	An angle smaller than a right angle.
Obtuse	An angle larger than a right angle but smaller than 2 right angles (a straight line)
Algorithm	A set of clear instructions that are followed to solve a problem or complete a task .
Sprite	The object in a computer program that will perform actions.
Event	A trigger for making an action happen in a computer program.

Optional Activities:

As well as the reading, we encourage pupils to log onto Times Table Rockstars to help them with their knowledge of multiplication and division facts.

It can be really lovely to do some additional activities at home linked to our topic in school and so below we've given a few suggestions of activities you could try:

- Create a model of one of the great pyramids in Egypt – it could be made from any material you like! Think about how you can show the details
- Make a list, drawing or model of the inside of a pharaoh's tomb – include all of the special items that joined them – you might even be able to make a sarcophagus from papier mache!
- Make your own clock – label the hours, minutes, and for a bigger challenge, use Roman numerals on your clockface!
- Research something in your house (for example, how many times teeth are brushed, . breakfast choices, hours spent on hobbies each weeks, colours of socks in your household) and represent the information as a bar chart or tally chart.
- Create a presentation about one area of Ancient Egyptian life – choose from our learning over the summer term. It could be a poster, a piece of writing or as a PowerPoint. Include facts that nobody else in the class will know!

ClassDojo:

We love to see the work children and families have been doing at home.

Please send us some pictures or videos on ClassDojo and we will make sure that these are celebrated in class and rewarded with team points or certificates.

Likewise, if children have any notable achievements or events outside of school (swimming medals, football tournaments etc), we love to hear about these too!

ClassDojo