

<p><b>YEAR 3 – Spring Term 1</b> <b>Tomb Raiders – Ancient Egypt</b></p>	<p><b>Cross-Curricular Maths:</b> <b>Measures:</b></p>	<p><b>Geography</b> <b>Locational Knowledge</b></p>	<p><b>Key Questions:</b></p>
<p><b>Design Technology:</b> Children will design and make a death mask in accordance with our learning about Egyptian Pharaohs and their rituals.</p>	<p>Reading maps and interpreting scales to calculate distances on maps <b>Position and direction:</b> The 4/8 compass points and use of 4 figure grid references. <b>Multiplication Tables:</b></p>	<p>Locate the world's continents and countries, using maps to focus on Egypt, in particular, concentrating on their environmental regions, key physical and human characteristics and major cities.</p>	<p>*What do we mean by an ancient civilization? *Where would the, ancient Egyptian pharaohs, be placed on a history timeline? *What do I know about Egypt and where it is located?</p>
<p><b>Art:</b> Children will look at how art was used in Ancient Egypt in the form of hieroglyphics and cartouches, by producing their own artistic work in the same style.</p>	<p>We will continue to focus on improving speed and accuracy in recalling times tables up to 12 x 12, in addition to other aspects of the curriculum including number, money, shape, fractions, measures and statistics.</p>	<p><b>Human and Physical Geography</b> Describe and understand key aspects of physical and human geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, types of settlement and land use and economic activity.</p>	<p>*What physical and human features do I know about Egypt? *Who was Howard Carter? *Who did the Ancient Egyptians worship? <b>Citizenship:</b> *Compare the hierarchical system on Ancient Egypt with other hierarchical systems e.g. Schools, the government</p>
<p><b>R.E – Symbols of Worship</b> Children will compare and contrast the use of symbols, actions and gestures used in worship by different communities</p>	<p><b>English:</b> We will continue to develop our knowledge and understanding of grammar, particularly the correct use of inverted commas to punctuate speech and the use of adverbial phrases. We will be improving our writing by extending the range of sentences with more than one clause and by using a wider range of conjunctions. We will also develop our writing through different genres including newspaper reports, recounts and debate writing.</p>		<p><b>S.M.S.C. (Jigsaw)</b> Our Jigsaw work will explore 'Dreams and Goals'.</p>
<p><b>Science: (Rocks)</b></p> <ul style="list-style-type: none"> <li>○ Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties</li> <li>○ Describe in simple terms how fossils are formed when things that have lived are trapped within rock</li> <li>○ Recognise that soils are made from rocks and organic matter.</li> </ul>		<p><b>History</b> Pupils should be taught about the achievements of the earliest civilizations and demonstrate and understanding of some of the civilisations that have existed over time. e.g Ancient Egypt, Ancient Greece, Celts, Aztecs, Mayans...</p>	