


TOPIC TITLE: YEAR 3/4

<p>TOMB RAIDERS</p> 	<p>ART: As artists we will: Developing design and craft skills taking inspiration from Ancient Egyptian art and pattern and paper making.</p> <p>The artist that we will look at in detail will be John Everett Millais.</p>	<p>HISTORY/GEOGRAPHY As Historians we will: Place the Ancient Egyptians on a timeline in history. Recognise what the Egyptians left behind tells us about their society. Use a range of secondary sources to research aspects of Egyptian life and their beliefs. Evaluate the legacy of the Ancient Egyptians.</p>	<p>KEY QUESTIONS</p> <ul style="list-style-type: none"> • How long ago was the time of the Ancient Egyptians? • Where is Egypt? • How was society in Ancient Egypt organised? • Why was the River Nile important? • Why did the Ancient Egyptians worship different gods? • What historical artefacts did the Ancient Egyptians leave behind?
<p>COMPUTING: As Computer Scientists we will: Learn about Online Safety – password safety, blogging and vlogging, misunderstandings online, considering the reliability of information online, the importance of age restrictions online and inappropriate content. Learn about Animation – animate the steps of the mummification process.</p>	<p>DT As designers we will: Learn and apply two new sewing techniques – cross-stitch and applique. We will utilise these new skills to design and make an Egyptian collar.</p>	<p>As Geographers we will: Learn to find Egypt on maps of differing scales from world to continent. Understand Egypt’s physical geography and how it is different to the UK in relation to climate. Look at the differences of living in a country like this compared to UK.</p>	<p>ENGLISH: As readers we will: Compare different versions of stories through a study of <i>The Egyptian Cinderella</i>. Explore a range of narrative writing through a study of <i>Varjak Paw</i> As writers we will: Write instructions for mummifying a body Write to persuade people to visit the Great Pyramids</p>
<p>PE: Through our real PE unit 4.4 we will develop passing and receiving skills and use these in games. In our real Gym unit 3.1 we will focus on travel and rotation. We will also be developing our net and wall games with a focus on tennis.</p>	<p>MATHS: As mathematicians we will: Learn about: place value, addition and subtraction, multiplication and division Explore 2D and 3D shape and money. Understand symmetry of faces through studying Egyptian Death Masks.</p>	<p>MUSIC: As musicians we will: Share musical experiences and think about how music helps us get to know our community. Learn more about musical styles and consider how music makes a difference to us every day.</p>	<p>SCIENCE: As scientists we will about electricity and light: Make and identify all parts of a simple series electric circuit. Know whether a lamp will light in a series circuit. Understand the use of a switch. Recognise common conductors and insulators. Recognise that they need light in order to see things. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and how we can protect our eyes.</p>
<p>LANGUAGES: Greetings, alphabet, numbers Christmas – Pere Noel Learn the song –Quand le Pere Noel. Learn about how French children celebrate Christmas</p>	<p>PSHE: Through our Jigsaw lessons we will: We will consider what it is like to be part of a team and a school citizen. We will also think about differences between people and how we celebrate these. In our Keeping Safe Week we will be learning about early warning signs and identifying safe adults who can support us when we feel uncomfortable.</p>	<p>VISITS & EXPERIENCES: Visit by St. John’s House for Ancient Egyptian Experience Day.</p>	<p>Understand how shadows are formed. Understand the way a shadow changes.</p>

RE

We will be looking at **incarnation in relation to the Christian faith**. By the end of this unit children will be able to

- Identify the difference between a 'Gospel', and a letter. Look at the meaning of the trinity and baptism through texts and what it means to Christians today.
- Describe how Christians show their beliefs about God the Trinity in worship and in the way they live.
- Make links between some Bible texts studied and the idea of God in Christianity.

We will be looking at **Hinduism** as part of our other faiths for this term. Children will be able to:

- Describe what Hindus do to show their faith, and make connections with some Hindu beliefs and teachings about aims and duties in life.
- Describe ways in which Hindus express their faith through puja, aarti and bhajans.
- Suggest reasons why being a Hindu is a good thing in Britain today, and reasons why it might be hard sometimes.
- Discuss links between the actions of Hindus in helping others and ways in which people of other faiths and beliefs, including pupils themselves, help others.