


## TOPIC TITLE: YEAR 3/4

<p><b>TOMB RAIDERS</b></p> 	<p><b>ART:</b> <b>As artists we will:</b> Develop our 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><b>HISTORY/GEOGRAPHY</b> <b>As Historians we will:</b> 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><b>As Geographers we will:</b></p>	<p><b>KEY QUESTIONS</b></p> <ul style="list-style-type: none"> <li>• How long ago was the time of the Ancient Egyptians?</li> <li>• Where is Egypt?</li> <li>• How was society in Ancient Egypt organised?</li> <li>• Why was the River Nile important?</li> <li>• Why did the Ancient Egyptians worship different gods?</li> <li>• What historical artefacts did the Ancient Egyptians leave behind?</li> </ul>
<p><b>COMPUTING:</b> <b>As Computer Scientists we will:</b> 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><b>DT</b> <b>As designers we will:</b> 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>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><b>ENGLISH:</b> <b>As readers we will:</b> Explore Marcy and the Riddle of the Sphinx . Explore a range of narrative writing through a study of <i>Varjak Paw</i></p> <p><b>As writers we will:</b> Write a riddle to entertain Willow Class Look at improving detail with use of accurate synonyms Write a third person narrative Write a non-chronological report on an Egyptian God</p>
<p><b>PE:</b> 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><b>MATHS:</b> <b>As mathematicians we will:</b> Learn about: place value, addition and subtraction, multiplication and division Explore area of shapes.</p>	<p><b>MUSIC:</b> <b>As musicians we will:</b> Explore how musical elements can be used to represent landscapes using these to compose their own musical representation. Learn more about the musical style of Rock and Roll.</p>	<p><b>SCIENCE:</b> <b>As scientists we will about electricity and light:</b> 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. Understand how shadows are formed. Understand the way a shadow changes.</p>
<p><b>LANGUAGES:</b> Greetings, alphabet, numbers <b>Christmas</b> – Pere Noel Learn the song –Quand le Pere Noel. Learn about how French children celebrate Christmas</p>	<p><b>PSHE:</b> <b>Through our Jigsaw lessons we will:</b> 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><b>VISITS &amp; EXPERIENCES:</b> Visit by St. John's House for Ancient Egyptian Experience Day.</p>	

**RE**

We will be looking at **How might your worldview lead you to do hard things for good reasons?**

This unit will be about exploring the aspects of a worldview that can be difficult and challenging, such as food choices, charity work/giving and special journeys (pilgrimages) all through the core concept of personal responsibility with the different world views in mind. These world views will be: Christian, Muslim, Jewish, Hindu and Humanist.