

Topic UU Egyptian Explorers Summer 2025 Class and Year Groups: UU Year3/4

<p>SUCCESS CRITERIA: On the completion of this topic pupils should be able to:</p> <ul style="list-style-type: none"> • Talk about the achievements of the earliest civilisations - (Ancient Egypt) • Ask historically relevant questions and use historical sources with confidence. • Demonstrate a chronologically secure knowledge and understanding of world history. • To discuss who and what was discovered by Howard Carter. • To recall the process of mummification. • To create Egyptian landscape, colour mixing and collaging. • To study and sketch and recognise Egyptian artefacts. • To name some Egyptian pharaohs. 	<p>KEY FOCUS AREAS</p> <p>History: Egyptians: An Ancient History.</p> <p>Art: Clay pot modelling. Egyptian God designs - pastels.</p> <p>English: Egyptian Cinderella Howard Carter reports writing. Mummification: Instructions.</p>	<p>SYNOPSIS: What we would like to know during this topic. 4 weeks first half and 2 weeks second half of the term</p>	
		<p>What do you know about the Ancient Egyptians?</p>	
		<p>Timelines - placing Ancient Egypt in world history</p>	
		<p>Investigating who the Pharaohs were. Howard Carter and Tutankhamun. Why did they build pyramids?</p>	
		<p>How were mummies made? What is a canopic jar? What is a sarcophagus?</p>	
		<p>What are hieroglyphs? What is papyrus?</p>	
		<p>What do artefacts tell us about the way ancient Egyptians lived?</p>	
<p>SCIENCE: Year 3 Light</p> <p>Recognise that they need light in order to see things and that dark is the absence of light. Notice that light is reflected from surfaces. Recognise that light from the sun can be dangerous and that there are ways to protect their eyes. Recognise that shadows are formed when the light from a light source is blocked by a solid object. Find patterns in the way that the size of shadows change.</p> <p>Working scientifically asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of result and conclusions, using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.</p>	<p>KEY QUESTIONS:</p> <ol style="list-style-type: none"> 1. What are hieroglyphs? 2. Who were the pharaohs of Egypt? 3. What is a canopic jar? 4. Who discovered Tutankhamun's tomb? 5. How did the ancient Egyptians live? 6. What do you know about the Ancient Egyptians? 7. Why did they build pyramids? 8. What is papyrus? 9. How were mummies made? 10. What can we learn from artefacts? 	<p>KEY VOCAB:</p> <p>Pharaoh Hieroglyphics Pyramid Sarcophagus Canopic Papyrus Mummification Artefacts Tomb Ancient</p>	
<p>Opportunities for Extension</p>			
<p>Explore an online Ancient Egyptian exhibition. Build a pyramid structure out of materials you have at home. Use http://primaryhomeworkhelp.co.uk/Egypt.html to discover more about the Egyptians: create your own fact file. Make your own papyrus paper using recycled paper strips.</p>			
<p>Vertical Drivers and Opportunities for Enrichment</p>			
<p>Driver: Our Place in the World School Christian Values: Friendship British value: Tolerance</p>			
<p>Enrichment: Egyptian explorers' day in school.</p>			

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<p>ENGLISH: Purpose for writing: To entertain and To Inform Key texts: Egyptian Cinderella Non-Fiction texts: Howard Carter: Diary/River Nile Non Chron Report. Mummification: Instructions. READING Whole class KEY TEXT(S): Bill's New Frock, Anne Fine: Care of Henry. Read and Respond: The diary of the Killer Cat. The butterfly Lion</p>		<p>MATHS: Year 3: Fractions, Money, Time Year 4: Decimals, Money, Time</p>
<p>MFL: All about me.</p> <ul style="list-style-type: none"> ▪ listen attentively to spoken language and show understanding by joining in and responding ▪ explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words ▪ engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help* ▪ develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases* ▪ read carefully and show understanding of words, phrases and simple writing ▪ appreciate stories, songs, poems and rhymes in the language ▪ broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary ▪ write phrases from memory, and adapt these to create new sentences, to express ideas clearly 		
<p>PE: Golf and Athletics: OAA use running, jumping, throwing and catching in isolation and in combination.</p> <p>play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p>	<p>ART: Clay Pots and Pastel Gods. to create sketch books to record their observations and use them to review and revisit ideas to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials about great artists, architects and designers in history.</p>	<p>HISTORY: To know about the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. To develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods they study. To regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. To understand how our knowledge of the past is constructed from a range of sources.</p>
		<p>MUSIC: Charanga unit: Bring us Together and Glock 2 To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high quality live and recorded music drawn from different traditions and from great composers and musicians</p>
<p>ICT/COMPUTING: Emails understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</p>	<p>PSHE and RSE: Being My Best! To recognise reasons for rules and laws; consequences of not adhering to rules and laws, to recognise there are human rights, that are there to protect everyone, about the relationship between rights and responsibilities, the importance of having compassion towards others; shared responsibilities, we all have for caring for other people and living things; how to show care and concern for others, ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g.reducing, reusing, recycling; food choices) To recognise ways in which the internet and social media can be used both positively and negatively how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results, about some of the different ways information and data is shared and used online, including for commercial purposes, about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information, recognise things appropriate to share and things that should not be shared on social media;</p> <p>BRITISH VALUES: Tolerance School Value: Friendship</p>	

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ASSESSMENT DESCRIPTORS	
Science Targets - A Year 3 Scientist	Science Targets - A Year 4 Scientist
<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings. 	<ul style="list-style-type: none"> • ask relevant questions and use different types of scientific enquiries to answer them • set up simple practical enquiries, comparative and fair tests • make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gather, record, classify and present data in a variety of ways to help in answering questions record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identify differences, similarities or changes related to simple scientific ideas and processes use straightforward scientific evidence to answer questions or to support their findings.
History Targets - A Year 3 Historian	History Targets - A Year 4 Historian
<p>Place the time studied on a time line</p> <ul style="list-style-type: none"> • Use dates and terms related to the study unit and passing of time • Sequence several events or artefacts • Find out about everyday lives of people in time studied • Compare with our life today Identify reasons for and results of people's actions Understand why people may have wanted to do something. • Identify and give reasons for different ways in which the past is represented • Distinguish between different sources - compare different versions of the same story <p>Look at representations of the period - museum, cartoons etc</p> <ul style="list-style-type: none"> • Use a range of sources to find out about a period • Observe small details - artefacts, pictures • Select and record information relevant to the study • Begin to use the library and internet for research <p>Communicate their knowledge through: Discussion.... Drawing pictures... Drama/role play.. Making models..... Writing.. Using ICT...</p>	<p>Place events from period studied on time line</p> <ul style="list-style-type: none"> • Use terms related to the period and begin to date events Understand more complex terms eg BC/AD • Use evidence to reconstruct life in time studied • Identify key features and events of time studied • Look for links and effects in time studied Offer a reasonable explanation for some events • Look at the evidence available. Begin to evaluate the usefulness of different sources • Use text books and historical knowledge • Use evidence to build up a picture of a past event • Choose relevant material to present a picture of one aspect of life in time past • Ask a variety of questions Use the library and internet for research. • Recall, select and organise historical information. Communicate their knowledge and understanding.

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Art Targets - A Year 3 Artist	Art Targets - A Year 4 Artist
<ul style="list-style-type: none"> • Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. • Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. • Use different media to achieve variations in line, texture, tone, colour, shape and pattern. • Mix and match a variety of colours to artefacts and objects • Join clay adequately and work reasonably independently. • Construct a simple clay base for extending and modelling other shapes. 	<ul style="list-style-type: none"> • Question and make thoughtful observations about starting points and select ideas to use in their work. • Explore the differences and similarities within the artists, craftspeople and designers working in different times and cultures. • Use research to inspire drawings from memory and imagination. • Make informed choices about the 3D technique chosen. • Show an understanding of shape, space and form. • Plan, design, make and adapt models. • Make and match colours with increasing accuracy. • Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them.
MFL Targets - A Year 3 Linguist	MFL Targets - A Year 4 Linguist
<ul style="list-style-type: none"> • Understand a few familiar spoken words and phrases - e.g. Say and/or repeat a few words and short simple phrases - e.g. • Recognises and reads out a few familiar words or phrases - e.g. from stories and rhymes, labels on familiar objects, the date. Use visual clues to help with reading. • Understand and respect that there are people and places in the world around me that are different to where I live and play. • Understand that some people speak a different language to my own. 	<ul style="list-style-type: none"> • Understand a range of familiar spoken phrases. Answer simple questions and give basic information. • Understands some familiar written phrases. Begin to spell some commonly used words correctly. • Identify similarities and differences in my culture to that of another. • Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.
Music Targets - A Year 3/4 Musician	
<ul style="list-style-type: none"> • Sing with awareness of pulse and control of rhythm. • Recognise simple structures. (Phrases). Demonstrate the ability to recognise the use of structure and expressive elements through dance. • Identify phrases that could be used as an introduction, interlude and ending. • Recognise rhythmic patterns. Perform a repeated pattern to a steady pulse. • Explore and select different melodic patterns. • Recognise and explore different combinations of pitch sounds. • Choose instruments on the basis of internalised sounds. Compose music in pairs and make improvements to their own work. • Create an accompaniment to a known song. Create descriptive music in pairs or small groups. 	