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|  | | Topic Title: Funny Bones    Teacher: Mrs Lilly & Miss Martin    Year group: 3 | | | Parent showcase: - Tuesday 18th June (2:15pm)    Educational Visit/visit: Leeds City Museum (Friday 19th July)    Key dates: World Music Day (Thursday 20th June)  Spanish Day (Friday 28th June) | |
| Our curriculum encourages children to…. | | Love Reading | Be Respectful | | | Link Learning |
| Week 1 | **Lesson 3: Pharaoh or slave?**  Children to define who are the most important people in school. Children to organise these pictures based on their views. Children order the jobs based on descriptions.  Then compare what these people would have been if they were living in Egyptian times.  Children to look at the Egyptian pyramid of hierarchy- what would our jobs have been if we were to go back to the Egyptian times.  Challenge: Comparing similarities and differences between our jobs now and what our job would have been?  **Lesson 4: What happens when you die if you are an Egyptian?**  Match Gods to their picture based on a description.  What would they want to be buried with them in the afterlife?  Do a ‘real life’ mummification with the class. Talk through what happens and why? (Link to English writing)  Children to write a set of instructions on how to create a mummy?  **Lesson 5 - Why did the Ancient Egyptians build pyramids?**  Show the children a picture of the pyramids at Giza – encourage the children to consider shape, size, building material, how and why they were built.  Set the scene – it is 22 November 1922, seven years after beginning his search and three weeks since finding a staircase leading to a sealed door in a pyramid, Howard Carter (an English archaeologist) and his backer Lord Carnarvon, made a small hole in the doorway and saw, by the light of a candle, what Carter described as ‘wonderful things’. They had discovered the tomb of the boy king Tutankhamun.  Next explain to the children that it took Carter 10 years to record everything that he found in the tomb. In groups give the children a range of pictures of artefacts – children record the finds on a sheet – sketch, what is it made from, what was it used for, why might it have been left in the pyramid? Children will also find it useful to have some information about the layout of the pyramids and the Egyptian belief in the after-life.  Children present their findings back to the rest of the class and explain their theory of why the Egyptians built pyramids. Finally, you could get the children to consider if all Egyptians were built in pyramids. *NB. The Egyptians built pyramids to protect the body of the pharaoh after his/her death and prevent tomb robbers from stealing the pharaoh’s riches which he/she would need in the afterlife.*  **Lesson 6: Were hieroglyphics the Ancient Egyptians’ greatest achievement?**  Discuss different ways that periods of history have recorded things.  Children to look at hieroglyphics and complete a code breaker to practise matching the letters to the pictures.  Explain that the Egyptians invented lots of things and they are going to discover what they are today.  Hidden outside, the children are to have a question about an invention, they are to search in the playground for a picture and then crack the hieroglyphics to solve the invention. | | | | | |
| **Guided Reading**  Harriet vs. The Galaxy | | | **Literacy - Information in a humorous way**  **What happens when you die if you are an Egyptian?**  Match Gods to their picture based on a description.  What would they want to be buried with them in the afterlife?  Do a ‘real life’ mummification with the class. Talk through what happens and why?  Children to write a set of instructions on how to create a mummy? (LAPs to order instructions and write their own set of equipment needed) | | |
| Week 2 | **Lesson 7 - Should Egyptian artefacts go back to Egypt?**  You could start by showing children an advertisement for the recent exhibition dedicated to King Tut at the British Museum – this could spark a discussion about why people are still fascinated by the Egyptians.  Next, explain that museums and galleries around the world display artefacts from Ancient Egypt and that many important Egyptians have demanded that these items should be returned to Egypt – sometimes they have been bought legally or illegally.  Next either whole class, or in groups you could look at the arguments for an against returning the items – this could lead into a class discussion, a persuasive piece of writing (English) or a poster encouraging or warning people against visiting these artefacts.  NB. The recent exhibition in London was arranged by the Egyptian Ministry of Antiquities. There are also Ancient Egyptian exhibits in Weston Park Museum!  **Music - All day Wednesday**  Gift of the Nile  **Music Focus:**  **Session 1: Listening to Egyptian music**  Children to listen to a piece of Egyptian music and discuss what instruments they can hear. Look at examples of Egyptian instruments, how are they similar to ones we know now.  Listen to and try to sing a section of the song, ‘Gift of the Nile’.  **Session 2: Hieroglyphic notation**  Children to listen to the song ‘Walk like an Egyptian’ and then look at how the song could be represented using hieroglyphics.  The children to then be given a set of hieroglyphic cards and decide what sound or song they could create based on them. There is no right or wrong answer. Perform their compositions.  **Session 3: What is notation?**  Explain and introduce children to the different musical notes.  Melody  Notation  Duration  Rhythm  Semibreves  Minims  Crotchets  Quavers  Semiquavers  Children to hum a beat back based on the notes and their duration.  **Session 4: Writing a Mummy Wrap.**  Share some examples of Egyptian wraps with the children. They are to write and perform their own version linked to Egyptian Mummies.  **Focus: Science**  **Session 1: What do living things need?**  Recap over the 7 signs of life. Show how an animal, plant and human are alive. Understand that they all need air, water and food to survive, however plants can make their own and animals can’t.  Understand how plants get their energy and how animals get their energy.  Top trump food cards- children to identify which foods would provide the most energy. Then understand the difference between quick and long lasting energy sources.  Children to design a top trump card for an animal or a plant. Containing information on:  Food for energy:  Water consumption:  Breathing conditions:  Habitat:  Special skills:  **Session 2: What are you made of?**  Repeat of food types and what they do for us - matching activity.  Children to bring in a photo of them as a baby and they are to guess who is who based on the picture - how are we different and how are we the same as the picture compared to now. Discuss why we have grown? What food type helps us grow - protein.  <https://www.youtube.com/watch?v=KSKPgaSGSYA>  <https://www.youtube.com/watch?v=fNH9IVLWtZs>  Watch a video about how protein travels around the body and what it is used for.  Children to name any muscles that they think they know in their body- label a diagram. Then share the real names, opportunity to discuss prefixes eg: bi, tri and quad.  Children to then take part in some fitness activities and they are to work out which muscle group they are working. Challenge: Can they create an activity that works a specific muscle group. | | | | | |
| **Guided reading**  Noah Scape | | | **Literacy -**  **Information in humorous way** | | |
| Week 3 | **Science**  **Session 3: How do we keep our bodies healthy?**  Children to be able to describe a deficiency disease - rickets, kwashiorkor, scurvy, xerophthalmia  Understand what vitamins and minerals provide for the body  Enquiry questions about how diet impacted on their life?  Why were the Victorians shorter than me?  Why did sailors die at sea?  Why were Neanderthals not very clever?  How can someone appear overweight but be starving?  Can carrots really help you see in the dark?  **Session 4: What does our skeleton do for us?**  Can children guess what an animal is based on just its skeleton.  Compare different animals and their skeletons - invertebrates, endoskeleton and exoskeleton. Does a lobster have a skeleton?  Children to group animals according to their skeleton. (Y4 children to also group animals based on their classification)  Do you know any bones in our skeleton? Draw and label what they think a skeleton for a human looks like.  <https://www.youtube.com/watch?v=aUHh8uMdBso-> Learn a song to help recall and name certain bones.  Label a skeleton with the correct names.  **Session 5: Why do animals and humans need teeth but plants don’t?**  Discuss the purpose of each tooth and compare teeth across different creatures. Make links between herbivores, omnivores and carnivores. Look at different animal skulls and look compare them.  What mineral do our teeth and bones need to stay strong - calcium. Investigate what happens if a bone does not have any calcium- place a chicken bone in vinegar and it will eventually go bendy! | | | | | |
| **Guided reading**  The Accidental Diary of B.U.G | | | **Literacy Persuasive argument**  **P - to persuade**  **A -**  **F - Persuasive argument**  **Why they should be class Pharaoh**  **Plan, write and publish** | | |
| Week 4 | **DT (include shell structures)**  **D.T - Creating a shell structure**  **Lesson 1 - Investigate and Evaluate - How does packaging differ? What is a shell structure?**   * Explore a range of shells, identifying their purpose and intended user. * Identify the materials used products are made from and explain why materials have been chosen. * Explain how materials have been stiffened. Express opinions about products based on design and use.   **Lesson 2 - Focused task - How do you make a shell structure?**  Develop and use nets of cubes and cuboids - where appropriate, more complex 3D shapes.  Pupils to develop their understanding of shell structures by constructing 3D shapes   * Use construction kits and card to construct nets. * Assemble nets to create 3D shapes. * Use a range of techniques to stiffen and strengthen structures. * Explore a range of graphics techniques to achieve their desired appearance. * Order the main stages of making.   **Lesson 3 - Design my own shell structure to hold a food product**  Consider whether children can:   * Describe what they are going to make * Explaining the purpose and intended user. * Gather information about the needs and wants of the intended user. * Develop design criteria and use this to help develop their ideas. * Communicate their ideas in annotated sketches and through making prototypes of their product.   **Lesson 4 - Making - Create my structure**   * Select and use a range of materials relevant to the product. * Mark out the net for the 3D product. * Use skills in scoring, marking out, cutting and joining to create 3D structures. * Work with increasing accuracy. * Evaluate evolving product and use problem solving skills when things go wrong. | | | | | |
| **Guided reading**  Iguana Boy | | | **Literacy Persuasive argument**  **P - to persuade**  **A -**  **F - Persuasive argument**  **Why they should be class Pharaoh**  **Plan, write and publish** | | |
| Week 5 | **Investigating**  **Lesson 1 - What was food like in the Ancient Egypt and the Stone Age**  Pupils to investigate the diet of Ancient Egyptian people and Stone Age people. Link to the principles of a varied and healthy diet using *The eatwell* plate e.g. *Which food groups do they belong to? E.g. (meat, fish, berries, fruit, grains, nuts, honey)*  Carry out sensory evaluations on a selection of Ancient Egyptian and Stone Age fruits  Egyptian - Pomegranate, Plums and Grape  Stone Age - Blackberries, strawberries and raspberries  Record the results in a table. Use appropriate words to describe the taste, smell, texture and appearance and encourage pupils to consider how much the sensory characteristics affect their liking for the food.  Look at shop bought products which consist of the above e.g. granola, cereal bars, snack bars, fruit crumbles. *What ingredients are in the products? How have ingredients been prepared?* Find out how the ingredients used in the products are grown and harvested, reared, caught and processed e.g. *Where and when are the ingredients grown/reared? How and why are they processed? How was this different to The Stone Age?*  **Using techniques**  **Lesson 2- Focused task**  Children to follow a simple recipe (simple cereal bar). USing techniques we will learn E.g. the bridge and claw technique, grating, peeling, chopping, slicing, mixing, spreading, kneading and baking.  Pupils work in groups to follow the recipe to practise the skills taught. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk e.g. *What should we do before we work with food? Why is following instructions important?*  **Designing**  **Lesson 3 - What could I make? Include shell structures**  Discuss the purpose of the products that the children will be designing, making and evaluating and who the products will be for, e.g. Stone Age style party.  Develop and agree on design criteria. This could include criteria relating to healthy eating and varied diet e.g. What are the needs of the intended user? *What do you need to consider to make it part of a balanced diet? How do we select the ingredients? How could we make it appealing to eat?*  Give pupils the opportunity to engage in discussion and generate a range of realistic ideas.  Ask pupils to record ideas using labelled drawings.  Pupils work in groups to choose one idea to follow through and create a design plan.  Ask the children to consider the main stage in making the food product, including who will do what – pupils could produce a flowchart or storyboard to show the order and write their recipes.    RSE- Physical health- teeth | | | | | |
| **Guided reading**  Fizzlebert Stump | | | **Literacy - Play script**  **P - to entertain**  **A -**  **F - Play script**  **Funny Bones** | | |
| Week 6 | **Making**  **Lesson 4 - Make Flapjack and Shell Structure**  Children to make their flapjacks with a success criteria.  Pupils work in groups to collect the ingredients, tools and utensils required for their product and use their design plan and design criteria as an ongoing guide. Encourage the children to evaluate their developing products by referring to the design criteria- make this as a class before making.  Encourage pupil to consider the finish of their product by referring to their design plan e.g. *How will you present your product? How are you making it look appealing?*  **Evaluate**  **Lesson 5**  Pupils evaluate their own final product against the intended purpose and user, reflecting on the design criteria previously agreed e.g. *Does the product suit the purpose? Does it suit the intended user? Do the ingredients go well together? Have the ingredients been prepared using the best process? How has the product been presented? Does it look appealing? Is it an innovative design?* Encourage pupils to consider improvements to their projecte.g. *Did anything not work well? How could the product be improved?*  Pupils take part in peer evaluation expressing opinions about others’ work and taking into account what others think of their product when considering how the product might be improved. Pupils complete a written evaluation of their product.  **RE Focus Day**  **L2:9 What can we learn from religions about deciding what is right and wrong?** | | | | | |
| Week 7 | **2 day week** | | | | | |

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| **Guided reading**  Worst Class in the World | **Literacy - Play script**  **P - to entertain**  **A -**  **F - Play script**  **Funny Bones** |