



The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH



Long Term Planning Overview 2024/2025

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 3 **Term: AUTUMN** **Teacher: Sara Thursby** **Topic title: Walk Like An Egyptian**

MAIN DRIVER:	TOPIC DESCRIPTION: During this topic, children will learn all about the ancient civilisation of Egypt, whilst discovering the treasures of ancient tombs and exploring the lives of archaeologists and Pharaohs. Crucial to this topic is learning about the pyramids and how the incredible life-giving River Nile had such an impact of the lives of the Egyptians. Children will explore what life was like, what the Egyptians believed about the after life and how the other ancient civilisations fit into our world history.
SUBJECT	NATIONAL CURRICULUM/Framework OBJECTIVES
Geography NC	human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water
History NC	Key Enquiry Questions: 1. What can we quickly find out about what we already know about Ancient Egypt? 2. How can we discover what Ancient Egypt was like over 5000 years ago? 3. What sources of evidence have survived and how were they discovered? 4. What does the evidence tell us about everyday life for men and women? 5. What did the ancient Egyptians know about life after death and how do we know? 6. What did Ancient Egypt have in common with other civilisations from that time?
Science NC	Light: 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 an opaque object/find patterns in the way that the size of shadows change. Sound: Pupils should be taught to: ▪ identify how sounds are made, associating some of them with something vibrating ▪ recognise that vibrations from sounds travel through a medium to the ear ▪ find patterns between the pitch of a sound and features of the object that produced it ▪ find patterns between the volume of a sound and the strength of the vibrations that produced it ▪ recognise that sounds get fainter as the distance from the sound source increases.
DT NC	Design and make an Egyptian Death mask

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	Design - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design Make - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand how key events and individuals in design and technology have helped shape the world
Art NC	Access Art – Charcoal unit Gestural Drawing with charcoal Disciplines: Drawing, Sketchbooks Key Concepts: That when we draw we can use gestural marks to make work. That when we draw we can use the expressive marks we make to create a sense of drama. That when we draw we can move around. That when we draw we can use light to make our subject matter more dramatic, and we can use the qualities of the material (charcoal) to capture the drama.
PE NC	Term 1 Synergy-Football and Enrichment Term 2 Synergy- Hockey ST- Gymnastics
RE Agreed syllabus	LAS -GOD-HINDUISM <i>How are deities and key figures described in Hindu sacred texts and stories?</i> <i>What might Hindus understand about the Divine through these stories?</i> ➤ <i>What is the purpose of visual symbols in the mandir?</i>

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PSHE One decision	Term 1- Staying Healthy-Medicine . Know, understand and be able to practise simple safety rules about medicine. Understand when it is safe to take medicine. Know who we can accept medicine from. Understand the differences between healthy and unhealthy choices. Staying Safe/ Leaning out of windows. Term 2 – Being Responsible- Stealing Understand the differences between borrowing and stealing. Be able to describe how you might feel if something of yours was borrowed and not returned. Know why it is wrong to steal. Know differences between being responsible and irresponsible.
Computing NC	Online safety Branching data bases
Music NC	Poetry Unit In the past unit
MFL NC	Term 1 – Introduction to French and life in France. Getting to know you Term 2 – All about me
OTHER ASPECTS	ADDITONAL INFORMATION
Writing Genres	Term 1-Poetry-MORERAPS Term 2 Non-chron report Narrative-quest myth
Mathematical links	Measures- mummifying Length-River Nile statistics Scale/3D shape- pyramid structures Perimeter- sarcophagus Science- measuring growth of plants
Quality Texts	.Secrets of a Sun King The Ancient Sleepover Flat Stanley- The great Egyptian Grave Robbery Cinderella of the Nile Mary and the riddle of the Sphinx The Story of Tutankhamun Egyptology Myths, Mummies, Magic in Ancient Egypt: Comic Strip Myths So you think you’ve got it bad! Amazing Treasures Mummies Unwrapped Egyptian Myths Tutankhamun’s Treasure: Secret Tomb pf Egypt’s Ancient King

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Key experiences	Trip -museum Mummifying Pyramid making project Designing a mask Sculpture linked to Egyptian theme-Darrell Wakelam projects
Discreet Subjects	
Linked Subjects	