



Year 3 Parent Planner – Spring 2025



The Black Pear Trust

KNOW MORE

Vital vocabulary

History: Africa Afterlife Ancient Archaeologist Artefacts Canopic jars Cartouches Civilisation Culture Egypt Fertile Hieroglyphics Mummification Papyrus Pharaoh Pyramids

Science: dark, dull, bright, opaque, translucent, transparent, block, absence, reflect, bounce, mirror, sun, light source, sunset, sunrise, position

Art: ceramic, pinch, join, slab, clay, coil, pattern, scrape, surface, relief, shape, cut, model, sculpture.

People and places

Howard Carter - Explorer / Lord Carnarvon – English Aristocrat

Tutankhamun – Egyptian 'boy king' / Cleopatra – last Pharaoh

Antony Gormley – Sculptor

Thomas Edison - Scientist

REMEMBER MORE

Quality questions

How can we be influenced by things we haven't seen?

What was the impact of the Egyptians?

What evidence of the Egyptians can be found in life today?

How are our lives different as a result of the Egyptian's discoveries?

What is a sculpture? What are the different techniques for sculpting?

Reliable reading

Ancient Egypt: Tales of Gods and Pharaohs by Marcia Williams.

Egyptology: The search for the Tomb of Osiris by Emily Sands.

Egyptian Tales by Terry Deary.

Horrible Histories: Awesome Egyptians

EXPERIENCE MORE

Marvellous memories

Create a cartouche in mud or clay.

Use hieroglyphics to write.

Mummify an apple using baking soda and salt.

Build a sugar cube pyramid.

Make a pot out of clay, plasticine or playdough.

Rewarding research

Locate and identify Egypt and the famous landmarks.

Research how pyramids were constructed

Research and design a death mask.

Research a famous modern day sculpture.

This term's theme:

Those that came before us



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As History this term we will learn:

- Who the Ancient Egyptians were (including where and when they lived) and the achievements of this ancient civilisation.
- About the leadership within the Ancient Egyptian period, including pyramids and hieroglyphics.
- That the Ancient Egyptians believed in multiple gods, each of which had a different purpose.
- About the beliefs within the Ancient Egyptian period, including mummification.
- How the Ancient Egyptians developed farming.



As Artists this term:

Sculpting: Studying the work of Mary Rogers and coiling clay to make pots and lids. Exploring how pinching pieces of clay together and making a 'slip' can join them. Using clay-tools and other objects to add texture, patterns and designs.

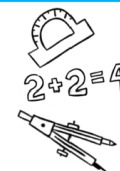
DT: creating a prototype collecting device using the skills of using levers and linkages and then creating their own



As Mathematicians this term:

We will be continuing to develop our understanding of the 4 main operations and reasoning to solve a range of problems.

We will revisit shape and also look at measures (including how to calculate perimeter). We will continue to develop fluency with times-tables (especially x3, x4, x6 and x8).



As Athletes this term:

- In Gymnastics we will be continuing to adapt and transfer stretching, curling and arching skills onto apparatus while using a variety of jumps.
- In Outdoor Adventurous Activities we will be taking part in challenges both individually and within a team that require us to develop our ability to work collaboratively while planning and attempting to apply strategies to solve problems.

As Scientists this term:

In Science we will...

- Discover that we need light in order to see things and that dark is the absence of light
- Discover that light is reflected from surfaces
- 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.



As Readers this term:

During our Reading sessions we will be continuing to develop our Expert Tips for reading while reading a mixture of fiction and non-fiction texts, including novels written by our key authors and texts to support our learning of the Ancient Egyptians.



As Writers this term:

In writing, we will be writing to inform—we will be v accurate, sequenced sentences and applying our knowledge of organisational features.

We will also be writing to persuade—with a focus on paragraphing. We will then revisit writing to inform and use our knowledge of how to write a fact-file to write about the Egyptians. During these pieces of writing we will be continuing to develop our editing and proof reading skills.

