

Tomb Raiders

Throughout our learning journey we strive to provide a wide range of **possibilities** which will help our children to develop aspirations and promote **independence** for their future lives. We are **ambitious**.

Creativity underpins all areas of learning in our curriculum. We want children to be **enthusiastic** and innovative and to develop these qualities through all subjects, not just the arts. We are imaginative.

The **community** provides a wealth of learning opportunities. Our curriculum uses these, and we strive to instil a sense of pride in our children and develop them as **kind** and **confident** citizens. We are **respectful**.

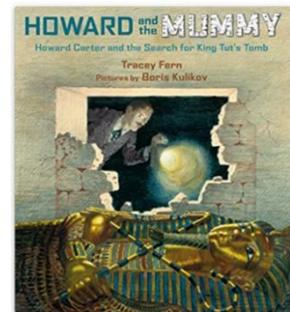
Learning Journey Showcase

Our learning journey showcase will be an opportunity to share how Year 3 travelled back in time to explore Ancient Egypt. The children will take on a range of roles including biographers, poets, and reporters. The children will do this by sharing their information and research of Ancient Egyptian events such as the discovery of the tomb of Tutankhamun, the process of mummification and the importance of pharaohs. The children will also present a gallery of their sketches of Tutankhamun's mask. We hope after this showcase, Year 3 will have a solid understanding of how life have developed and changed over time.

The main **Class Texts and Poems** for this theme are:

Fiction:

Flat Stanley: The Great Egyptian Grave Robbery Sara Pennypacker
 Myth: Ancient Egypt: Tales of Gods and Pharaohs Marcia William
 Howard and the Mummy – Tracey Fern
 Egyptian Tales: The Plot on the Pyramid by Terry Deary

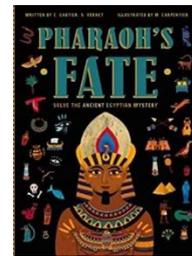


Non-fiction:

Pharaoh's Fate – Camille Gautier and Stephanie Vernet
 The Story of Tutankhamun – Patricia Cleveland-Peck and Isabel Greenberg

Moving Image:

<https://www.bbc.co.uk/teach/class-clips-video/history-ks2-introducing-ancient-egypt/z6jrkmm>



During this theme we will develop as

Mathematicians

We will focus on:

- Multiplication and division
- Deriving multiplication facts
- Time
- Fractions

We follow the **Mathematics Mastery** scheme of learning, supplemented by White Rose.

Speakers, readers and writers

We will create:

- Myths and Legends in comic form
- Biography
- Recount
- Formal letter
- Rhyme and rhythm poetry
- Reports
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We follow **LCP** scheme of learning, linked to **Letters and Sounds**, to develop our phonics knowledge and understanding.

Scientists

We will become explore forces and learn about:

- Lights
- Magnets

Geographers

We will find out about the world learning about:

- Mapping countries
- continents
- major cities key topographical features

<p>Theologians (RE)</p> <p>We will discuss:</p> <ul style="list-style-type: none"> • Why do people pray? • Why are festivals important to religious communities? (Islam, Hinduism, Judaism) <p>We will follow the <u>Doncaster Agreed syllabus</u> for RE</p>	<p>Historians</p> <p>We will go back to Ancient Egyptian times to find out about:</p> <ul style="list-style-type: none"> • Who were the pharaohs of Ancient Egypt? • How did Egyptians impact civilisation? • Why was the river Nile important?
<p>Linguists</p> <p>We will be introduced to French and learn:</p> <ul style="list-style-type: none"> • Greet and ask for directions • Speak about animals <p>We follow the <u>Salut</u> scheme of learning for Modern Foreign Languages</p>	<p>Citizens (PSHE)</p> <p>We will begin by looking at the units Dreams and Goals. During these units we will think about:</p> <ul style="list-style-type: none"> • Difficult challenges and achieving success. • Dreams and ambitions • New challenges • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning processes • Managing feelings • Simple budgeting • Exercise Fitness challenges • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe and why it's important online and offline scenarios • Respect for myself and others • Healthy and safe choices <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p>Artists</p> <p>As Artists, we will be:</p> <ul style="list-style-type: none"> • Drawing and sketching • Focusing on the use of tone • Recreating Tutankhamun's mask 	<p>Designers (DT)</p> <p>As Designers we will create an apron for embalmer by:</p> <ul style="list-style-type: none"> • Researching • Designing • Making • Evaluating
<p>Musicians</p> <p>We will begin to learn to sing, play and improvise focusing on:</p> <ul style="list-style-type: none"> • Three Little Birds • The Dragon Song • Reggae <p>We follow the <u>Charanga</u> scheme of learning for computing.</p>	<p>Users of technology (Computing)</p> <p>We will learn about:</p> <ul style="list-style-type: none"> • Online Safety • Typing • Spreadsheets <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>

Athletes

We will focus on invasion games and learn skills such as passing and receiving in the games:

- Football
- Basketball

We follow the IPEP scheme of learning for PE

Spiritual, Moral, Social and Cultural (SMSC) citizens

We will focus on:

- How to be a good British Citizen
- Our cultural
- Our historical past

We follow the JIGSAW scheme of learning for PSHE, which incorporates SMSC.

Each theme starts with a **'Talking Tub'**. This activity allows the children to explore, texts, photographs, artefacts and resources to inspire and engage them and to encourage them to pose questions and take ownership of the themes.

Some subjects do not link directly to the theme and will therefore be taught discretely.

Key dates and school events that link to this theme include **Portals from the Past** will be visiting the children in school where they will learn about mummification, Ancient Egyptian games and tales

These are just some of the areas which we will cover when we explore the theme; the list is not exhaustive. There will be opportunities to develop other subjects and there will also be occasions when children will lead the direction of the curriculum through their questioning.

If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.