



Who were the Egyptians?	Derry Hill C of E Primary School	Year 3: Term 4: Spring 2026	
National Curriculum Subject	Key Vocabulary	Key Skills and Knowledge	Learning Intention and Implementation
<p style="text-align: center;">History Egyptians</p> 	<p>Chronological order Era B.C (Before Christ) Gods/Goddesses Archaeology Archaeologist Ancient Egypt The Nile First civilisations Africa Tomb Pharaoh Pyramid Tutankhamun Sources Impact Significance Change museum</p>	<p><u>Key Knowledge:</u></p> <p>Recognise that the Egyptians were one of the first civilisations</p> <p>Name a range of Egyptian pharaohs</p> <p>Locate the Ancient Egyptians on a timeline of significant eras.</p> <p>The discovery of Tutankhamun was significant to archaeology and our understanding of Ancient Egypt.</p> <p><u>Key Skills:</u></p> <p>Identify and discuss the achievements of early civilisations (Egyptians)</p> <p>Compare and contrast life in Ancient Egypt to life today.</p> <p>Locate Ancient Egyptian civilisation on a timeline.</p>	<p><u>Lesson 1:</u></p> <p><u>LI: identify when and where the Ancient Egyptians lived</u></p> <p>We will use our understanding of chronological order to identify Ancient Egypt on a timeline.</p> <p>We will use a world map to locate Egypt and discuss the Nile River that runs through it.</p> <p><u>Lesson 2:</u></p> <p><u>LI: compare and contrast life in Ancient Egypt to life today</u></p> <p>We will explore the importance of the Nile River to life in Ancient Egypt and find similarities and differences between the Ancient Egyptians and today. (E.g., homes, jobs, transport etc.)</p> <p><u>Lesson 3:</u></p> <p><u>LI: understand the process and importance of mummification</u></p> <p>We will learn what mummification is and discuss the connection this has to Egyptian religion and belief in the afterlife.</p>

			<p><u>Lesson 4:</u> <u>LI: explore the life and discover of Tutankhamun</u> We will explore the significance of Tutankhamun to the Ancient Egyptians. We will discover how and when his tomb was discovered and learn about the archaeologist, Howard Carter.</p> <p><u>Lesson 5:</u> <u>LI: compare and contrast the powers of different Egyptian Gods</u> We will explore various Egyptian Gods and compare and contrast the powers they were believed to have. We will use research to create fact files about these Gods.</p> <p><u>Lesson 6:</u> <u>LI: compare and contrast the writing of Ancient Egypt to today</u> We will use sources to study hieroglyphs and discuss how writing in Ancient Egypt is different to today.</p>
<p>Science <i>Light</i></p> 	<p>Light Dark Shadow Mirror Bright Dim Reflect Eye</p>	<p><u>Key Knowledge:</u></p> <ul style="list-style-type: none"> - Light is needed for us to see - Shadows get larger when an object is closer to the light source - Clearer shadows are made with opaque objects 	<p><u>Lesson 1:</u> <u>LI: identify light sources</u> We will discuss what a light source is and organise examples into natural and man-made light sources. We will clarify that the moon is not a light but instead reflects light from the sun.</p>

Opaque
Transparent
Translucent
ultraviolet
ray
beam
absorb
luminous
non-luminous
infrared
question
investigation
fair test
change
measure
predict
prediction
explain
explanation
observations
draw conclusions

Key Skills:

- Recognise that light is needed in order to see things and that dark is the absence of light.
- Predict and measure the size of shadows
- Identify reflective objects

Lesson 2:

LI: understand how shadows are formed

During a shadow hunt around the school, we will discuss the different shapes, sizes and darkness of shadows we found.

We will make our own shadows in the classroom using torches and different materials and discuss why opaque objects will make a stronger shadow.

We will compare shadow strength using a colour chart. The children will be able to write an explanation of how a shadow is formed.

Lesson 3:

LI: know whether all objects block light

The children will investigate with a range of materials which block the light most successfully. They will decide on which material will make the best curtains to help a nocturnal creature sleep.


Lesson 4:


LI: describe changes to shadows using scientific language


We will use torches and opaque objects to record how the length of the shadow changes as a light source moves. If it is a sunny day, we will record the length of our own shadows as the sun moves across the sky.

Lesson 5:

LI: find patterns in the change in the way the size of shadows changes

			<p>We will consider how a sundial can show the time of day. We will create our own sun dials in the morning and mark the changing shadow through the day.</p> <p>Lesson 6: <u>LI: identify patterns in results</u> After discussing our results from our sundials, we will explore making line graphs to show our results. We will then draw conclusions from the results shown.</p>
<p>Re <i>Why do Christians call the day Jesus dies 'Good Friday'?</i></p> 	<p>Easter Forgiveness Jesus God Good Friday Crucifixion Salvation Bible Palm Sunday Maundy Thursday Christianity Christians Religion</p>	<p><u>Key Knowledge:</u> Know that Christians believed that Jesus' death was part of God's plan.</p> <p>Know the sequence of the Easter story and why each part is important.</p> <p>Know what communion is and why it is important to Christians.</p> <p><u>Key Skills:</u> Sequence the Easter story.</p> <p>Explain the importance of the Easter story to Christians.</p> <p>-</p>	<p>Lesson 1: <u>Engagement</u> We will listen to a story where somebody saves the day. We will act out scenarios where something may go wrong and somebody helps to save the day (e.g., missing lunchbox)</p> <p>Lesson 2: <u>LI: understand the importance of wine and bread to the Easter story</u> We will listen to the Easter story up to the Last Supper and explore the importance of wine and bread and what this symbolises to Christians.</p> <p>Lesson 3: <u>LI: Sequence key events up to Jesus' crucifixion</u> We will listen to the next part of the Easter story up to Jesus' crucifixion. We will explore different symbols that are significant to the story and identify what happened on Palm Sunday, Maundy Thursday etc.</p>

			<p>Lesson 4: <u>LI: Explore how Jesus' death was part of God's plan</u> We will explore the importance of communion to Christians and explore how Jesus' death was part of God's plan to show people they can be forgiven and start afresh.</p> <p>Lesson 5 <u>LI: understand what was 'good' about Good Friday</u> We will evaluate our learning and discuss the following questions. Who was Good Friday good for? Who was it not good for? Do Christians today think it was good for them?</p>
<p style="text-align: center;">Art Egyptian Art</p> 	<p>Landscape Portrait Colours Collage Sketch Paints Silhouette</p>	<p><u>Key knowledge:</u></p> <ul style="list-style-type: none"> - A silhouette is a darkened outline of a shape - Warm colours can be used to create a sunset <p><u>Key skills:</u></p> <ul style="list-style-type: none"> - Choose warm colours to create a sunset - Sketch and cut out a clear outline of a landscape 	<p><u>Lesson 1</u> <u>LI: sketch an Egyptian landscape</u> We will explore key landmarks in Egyptian landscapes and sketch a basic outline including pyramids.</p> <p><u>Lesson 2:</u> <u>LI: use paints to create a sunset</u> We will use warm colours and layer them on the page to create a sunset effect.</p> <p><u>Lesson 3:</u> <u>LI: create a silhouette of an Egyptian landscape</u> Using the sketches from the first lesson we will create silhouettes of an Egyptian landscapes. These will be placed over the sunset paintings.</p>

			<p>Lesson 4: LI: Egyptian portraits We will take a black and white photo of our faces and uses different materials to add an Egyptian headdress.</p>
<p>Spanish Where do we live?</p> 	<p>¿Dónde vives? Vivo en una casa un castillo un molino un palacio un piso una torre</p>	<ul style="list-style-type: none"> • Attempt correct pronunciation of some cities in Spain and notice those that contain key phoneme b/v. • Recognise different questions and select an appropriate phrase to answer them. • Use a bilingual dictionary resource to research nouns. • Listen and identify key information from a short text. • Locate and read information within a known phrase structure. • Create a short-written paragraph using phrases adapted from a model. 	<p>Lesson 1: The children will name Spanish cities using key phonemes</p> <p>Lesson 2: The children will practise answering questions about who they are and where they live</p> <p>Lesson 3: The children about different places to live in the world and will learn about nouns and their gender</p> <p>Lesson 4: The children will listen for key information about where people live</p> <p>Lesson 5 The children will compose a short-written paragraph, introducing themselves</p>
<p>PSHE Changes and Health and Safety</p>	<p>Changes Similarities Differences</p>	<p>Recognise and respect similarities and differences between people</p> <p>Listen to and show consideration for other people's views</p>	<p>During this unit of work, the children will look at how people change as they grow older. They will look at similarities and differences between children and their parents. They will discover how teeth change and develop</p>



Show awareness of changes that take place as they grow

Recognise the importance of local organisations in providing for the needs of the local community

Make decisions, giving consideration to the impact they may have on others

Recognise and manage risk in everyday activities

Take responsibility for their own safety and the safety of others and be able to seek help in an emergency

Extend strategies to cope with risky situations

Behave safely and responsibly in different situations

as we grow and will discover the importance of good oral hygiene

During the second half of the term, the children will learn about different organisations that help keep us safe such as the police, fire and ambulance service. They will learn what to do in different emergency situations and will understand how to behave safely and responsibly

Computing Scratch



Sprite
Stage
Sequence
Debug
Loops
Repetition
inputs

Know that code blocks in Scratch are different colours to help you find the blocks you need.

Know that code blocks can be used to draw shapes by programming a pen trail and movements.

Know that a repetition can be used to make a program simpler.

Know how to program an input, such as keyboard arrow keys to make a sprite move.

The children will learn to write a simple program with text inputs, wait commands and outputs. They will learn to write programs with movement and repetition. They will write simple programs with different inputs; keyboard, mouse and touchscreen. Finally, they will create a program that simulates physical systems – they will create a traffic light system

		Know how to find errors in a program and correct them	
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