

Year 3 Spring 2 Project overview—Walk like an Egyptian

Big Idea: Children discover and explore the social structure of Ancient Egypt and the key achievements of its people. This includes exploring the different jobs and how this influences where they are in the social structure.

HOOK: Children become archaeologists, creating a passport which they collect their findings in

OUTCOME: Each child to take on a role within Ancient Egyptian society and attend a banquet.

Applied Literacy:

Rhodopis Narrative- The Egyptian Cinderella
Non Chronological report about Egyptian society

Instructions- Mummification

Letter- Explaining opinion about King Tut's death

Pupil Premium Curriculum Enhancement:

Mummification of a tomato

Reading of The Magic and the Mummy by Terry Deary

History Key Concept - Social Structure

- To understand that people's **roles** and **responsibilities** influenced their **social standing**
- To be able to **compare** different social groups from a historical period
- To be able to use a **range of sources** to make a **historical conclusion**

Art Key Concept- Sculpture

- To **plan** and reflect a **clay** cartouche
- To be able to **carve** intricate **markings** from a plan into clay using **appropriate tools**
- To use their knowledge of a **slip** to add a **3D element**

Music Key concept- Structure

- To create **layers of music** using **untuned percussion** instruments.

SMSC and Learning Values:

To be curious-Focusing on Egyptian society and the cultural beliefs.

Society—Egyptian society- focusing on fairness within the hierarchy.

Spiritual—Looking at the beliefs in the ritual of the mummification process.

Community links/ Enterprise/

Experiences:

Role play day—a day in a life of an Egyptian

Embalmer day—mummify a fish to become a master.

Walk Like an Egyptian

Big Idea: Who was the most important person in Ancient Egypt?

SJS Historians

What I already know...

How to use a **source** to find out information about the past.

How to make **comparisons** in life in the past and now.

How to **order events** with a historical period.



On a journey through time, you will become historians who **discover** what the **social structure** of Ancient Egypt was like. You will explore different jobs within this **Ancient** civilisation and how this influenced their importance and their **social standing**.

Key Vocabulary:

Hierarchy

Society

Consequence

Ancient

Responsibility

Compare

I will learn...

- ▷ About the social structure in Ancient Egypt
- ▷ About how people's jobs influenced their social standing
- ▷ About what life was like for the different parts of the social structure
- ▷ About people's roles and responsibilities within Ancient Egypt
- ▷ How someone's job impacted their importance within Ancient Egyptian society

Our Personal Skills:



What I already know...

- Use simple symbols to represent sounds (Y2)
- Create short sequences of sound in response to given starting points (Y2)
- I can copy a simple pattern of long and short sounds (Y2)
- Create simple representations and short pieces using tuned percussion (Y1)

SJS Musicians

In this journey, we are becoming composers.

We will be learning the difference between a pulse and a rhythm. We will be introduced to the correct musical symbols so that we can use these to make up a rhythm sequence. We will work in small groups to compose a rhythmic sequence using untuned percussion and other objects.

I will learn to...

- keep a steady beat whilst chanting
- recognise a rhythm and a beat (pulse)
- recognise and read rhythm symbols
- Understand dynamics and tempos
- work as a group to create a rhythm sequence
- rehearse and present a group composition using untuned percussion



Key Vocabulary

rhythm

dynamic

beat/pulse

tempo

crotchet

untuned
percussion

rest

minim

quaver

What I already know..

- How to discuss other artist's work such as Hunderwasser, Warhol, Mondrian (Year 2)
- Uses simple tools and techniques competently and appropriately. (Year 1)

SJS Artist

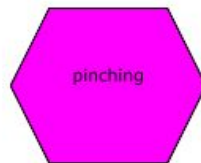
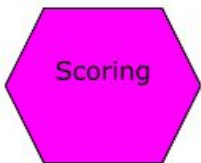
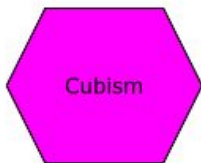


I will learn to...

- To explore Picasso's art style
- To explore the cubism movement
- To explore different skills such as pinching, smoothing and scoring
- To make informed art choices using skills to create a form

In this art journey we will be making choices to use the correct art skill such as pinching, scoring, smoothing etc. We will use these skills by creating a smooth pot and a shaped animal head linking into our Walk Like an Egyptian project. We will be looking into the art of artist Pablo Picasso and how he used cubism to create an abstract effect.

Key Vocab



To persevere

