



Falconhurst School Autumn 1 2021

Year Group: Three and Four
Pathway: Tombs, Temples and
Tutankhamun



THE HOME-SCHOOL



CONNECTION

Families will be kept up to date on children's fantastic learning and achievements through regular Class Dojo updates.

As Historians we will:



- Compare and contrast Egyptian buildings to those from another era
- Suggest reasons why the pyramids were built on such a scale
- Collect information about famous Egyptian rulers
- Explain the Egyptian social pyramid
- Explain why the Ancient Egyptians were able to settle near the Nile

Our Drivers for Learning and Success are:

Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Through this pathway, children will gain an appreciation of the diverse world in which we live. They will explore the Egyptian social pyramid and compare and contrast the daily lives of pharaohs and ordinary people.

Knowledge of the World




To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future, we will:

Children will be learning about life in Ancient Egypt and how people were treated differently based on their wealth and social status. They will gain an appreciation for wealth divides when learning about pharaohs and famous rulers.

Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

Each week all children will take part in a PSHE lesson. This half term the topic is 'Being Me in My World' where we will look at working as part of a team, identifying our roles in the community and understanding how democracy works in a school.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	Home Links
<p>As Writers we will</p> 	<ul style="list-style-type: none"> Plan writing by discussing the structure, vocab and grammar of similar writing Discuss and record ideas Compose and rehearse sentences orally Proof-read for spelling and punctuation errors Build an increasing range of sentence structures In narratives, create settings, characters and plot Assess the effectiveness of own and others' writing 	<ul style="list-style-type: none"> saying out loud what they are going to write about composing a sentence orally before writing it sequencing sentences to form short narratives re-reading what they have written to check that it makes sense discuss what they have written with the teacher or other pupils 	<p>obsession, dejected, tingle, impression, awesome, bluff, charge, glance, lounge, theme, parcel, primate, ape, chestnut, kin, stem, vegetarian, patchwork, symbolism</p>	<p>https://www.youtube.com/watch?v=DsZn2IOfGWo</p>
<p>As Scientists we will</p> 	<ul style="list-style-type: none"> Compare and contrast the properties of different rocks Explain the main differences between igneous and sedimentary rocks Identify fossils Compare and contrast different types of soil 	<ul style="list-style-type: none"> Identify and compare the suitability of a variety of everyday materials, including wood, metal, plastic, glass, brick, rock, paper and cardboard for particular uses Find out how the shapes of solid objects made from some materials can be changed by squashing, bending, twisting and stretching 	<p>rock, stone, pebble, boulder, grain, crystals, layers, hard, soft, texture, absorb water, soil, fossil, marble, chalk, granite, sandstone, slate, peat, sandy/chalk/clay soil, permeable, impermeable, fossilisation, sediment, topsoil, subsoil, base rock, erosion, weathering, igneous, sedimentary, metamorphic</p>	<p>https://www.bbc.co.uk/bitesize/topics/z9lbbkqf https://www.theschoolrun.com/homework-help/rocks-and-soil</p>
<p>As Artists we will</p> 	<ul style="list-style-type: none"> Explain the reasons why Art Deco designs were not traditional Explore the Cubist style by sketching a person or object and breaking the picture up into different shapes Compare and contrast the style of Renaissance artists and that of the Pre-Raphaelites. 	<ul style="list-style-type: none"> to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space 	<p>geometric, aluminum, jade, chrome, sleek, streamlined, traditional, sophistication, myths, legends, moral, frustrated, props, relic, Pre-Raphaelite</p>	<p>https://www.architecture.com/explore-architecture/art-deco https://www.history.com/topics/renaissance/renaissance-art</p>