

Mill Lane C.P. School

Years 3 & 4

Spring Term 2022

## **Egyptians**



# Curriculum Planning: Class 3

## Rationale for Topic Teaching at Mill Lane

At Mill Lane School, we strongly believe in teaching through a thematic approach. Through carefully selected and thoughtfully planned topics, children will access the curriculum in memorable, relevant and exciting ways. Learning will be stimulating and engaging for all children and we will strive to achieve the highest outcomes.

We believe that the education of children must focus on the needs of the individual learner. In the foundation stage, each child enters the school with different skills, knowledge, interests and experiences. It is therefore vital to find each child's starting point and the ways in which their interests can be ignited and nurtured. Young children work best from first-hand experiences, where they can use their senses to explore the world around them and then interpret it in many different ways. The ideas and interests of the children should influence planning at all stages.

In Key Stages 1 and 2, we aim to build on the skills, knowledge and experiences that the children have developed in their early years education. We continue to work from first-hand experiences, reinforcing the familiar, meaningful world of the child and increasingly moving to the less-familiar and new, through the introduction of objects and ideas as stimuli and through visits to places of interest.

*I hear and I forget,*

*I see and I remember,*

*I do and I understand.*

At Mill Lane, we want our learners to be engaged in everything they do. Through a cooperative approach to learning, we aim for all children to become well-rounded and passionate learners by participating in a wide variety of teaching and learning approaches.

All children will be encouraged to:

- **Collaborate** – through working together using cooperative learning strategies.
- **Observe** – through questioning, drawing, painting, discussion and handling evidence.
- **Record** – through writing, drawing, painting, photography, construction, music and movement.
- **Hypothesise** – through predicting, estimating, assessing and discussion.
- **Test** – through planning and carrying out investigations.
- **Conclude** – through decision making, assessing and discussion.

We are dedicated to using innovative approaches, moving away from the traditionally accepted 'norm.' Recording in exercise books, which are then marked, is only one way in which the children's learning will be evidenced. Throughout the school, each child will now have their own 'learning journey' book, which will be used as another way to record each child's experiences and achievements. Here photographs, examples of work, anecdotes and other evidence will be collated to present a picture of the 'whole' child.

## **Flexible Timetables**

We do not believe that enriched and meaningful learning can take place in isolation, nor in set 'boxes' of time within a timetable. All classes are therefore encouraged to work within a flexible timetable, where learning is more fluid. The duration of time spent on many learning activities will largely be determined by the children themselves. Where it is beneficial, learning may be covered in 'blocks,' whereby a period of days may be dedicated to a particular subject area.

## **Teaching and Reinforcement of Key Skills**

Within the flexible nature of teaching timetables, it is vital that key skills coverage is allotted on a daily basis, where the following areas are taught and reinforced:

- Reading (reading group sessions to happen on a daily basis)
- Spelling, punctuation and grammar
- Handwriting
- Learning and applying target multiplication tables

## **Rewards, celebration and display of work**

Where possible, children's work is always celebrated. This could be by:

- Wow walls
- Class display
- Class page on website

Children will receive raffle tickets for outstanding work or work that they have shown they have achieved by our learning goals. Each Friday, a draw will take place and three children will receive a prize from the sparkle box. In addition, children can work their way up the reward board, Green, Silver and Gold. If children are on silver or gold by the end of the day, their names go into the class raffle for that week.

Children can also receive gold star certificates for their achievements which are handed out in the celebration assembly.

For outstanding pieces of work, children are encouraged to share with the head teacher where they will receive a leaf to go on the tree in the main hall.

## **Years 3 and 4 during the Spring Term**

We will begin the topic by posing the following enquiry questions:

- Who were the Ancient Egyptians?
- Where in the world did the Ancient Egyptians live?
- How did the Ancient Egyptians create their civilization?
- What life was like in Ancient Egyptian times?
- How does Ancient Egypt compare to modern Egypt?

We hope that the children will then generate further questions for investigation throughout the topic.

### **Questions generated by the children:**

## **First Hand Experiences**

*“You never really understand a person until you consider things from his point of view... Until you climb inside his skin and walk around in it.”* Harper Lee

In order that the children have the best possible insights into life of the Egyptians, we aim to recreate some specific experiences to spark the imagination of the children. These will form the basis of much of the work produced during the term. The following will form the basis of the topic:

- An Egyptian workshop (from Hands on Oxfordshire)
- Trip to Pitt Rivers (Covid restrictions dependent)
- Tomb experience (Discovery of King Tut’s tomb – The story of Harold Carter)
- Pyramid building day

The displays in the classroom will be interactive and include artefacts and artwork from the Egyptian periods, in addition to reinforcement of learning and celebrating the children’s work.