



Year 3 Enquiry Organiser LKS2

Autumn 2 A




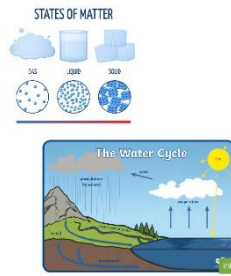
Design technology – Textiles [Egyptian Collar]			History – Ancient Egypt					
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]	Knowledge I know...	Skills I can...	Links back to I remember... [Y2]			
<ul style="list-style-type: none">• Applique is a way of mending or decorating a textile by applying smaller pieces of fabric to large pieces.• When two edges of fabric have been joined together it is called a seam.• It is important to leave space on fabric for the seam.• That some products are turned inside out after sewing so that the stitching is hidden.	<ul style="list-style-type: none">• Design and make a template from an existing collar and apply an individual design criteria.• Follow design criteria to create an Egyptian collar.• Select and cut fabrics with ease using fabric scissors.• Thread needles with greater independence.• Tie knots with greater independence.• Sew cross-stitch to join fabric.• Decorate fabric using applique.• Complete design ideas and embellish the collar.• Evaluate an end product and think of other ways in which to create similar items.	<ul style="list-style-type: none">• Denim, fleece, cotton, felt, hessian, wool and leather are types of fabric.• A running stitch or over stitch can be used to join fabric.• A seam is the line where pieces of fabric are joined together.• Identifying a simple design criteria.• Designing a bag using my ideas and experiences and make a mock-up.• Cutting, shaping and joining fabric to make a simple bag.• Use a running stitch or an over stitch.• Measuring and cutting with some accuracy.• Using scissors safely and appropriately.• Evaluating my bag against my design criteria.• Identifying the strengths of my bag and talking about possible changes I might make.• Talking about my ideas.	<ul style="list-style-type: none">• Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years.• Egyptians lived around the River Nile because it provided fertile soil [Black Land] for farming and it was safe to live as they were protected from enemies due to the desert.• The Ancient Egyptians built pyramids.• The ruler of Ancient Egypt was called a Pharaoh.• Egyptians believed Pharaoh was a God.• An Archaeologist digs up the ground to find remains from the past.• Howard Carter was an Archaeologist who discovered the remains of Tutankhamun in a tomb in 1922.• Egyptians wrapped each limb of a dead body in white cloth because they wanted to preserve the body. This was called embalming. Another word for embalming is mummification.• Egyptians put organs into canopic jars.• Pharaohs were buried in Egypt.• Rosetta stone was discovered.• The writing of the Ancient Egyptians is called Hieroglyphics.	<ul style="list-style-type: none">• Can sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms.• Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini).• Draw together information from an increasing range of sources.• Can ask valid questions for enquiries and answer using several sources.• Use sources of information to make statements or judgements.• Show awareness and understanding visually, orally and in writing.• Use a wider range of vocabulary when showing awareness.• Can describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics.	<ul style="list-style-type: none">• Place people, events and objects in chronological order .• Gather information from simple sources to ask and answer questions.• Compare different historical sources and understand the past can be represented in different ways.• Use the words 'past' and 'present' to talk about an event.• Use words to describe the passing of time.			
Vocabulary: Applique: a form of textile work where small pieces of cloth are sewn or stuck onto a larger piece. Running stitch: a line of small even stitches which run back and forth through the cloth without overlapping. Embellish: to add decoration. Silk: a fabric made from the cocoons of silkworms. Pinking: to use pinking shears to cut a zig zag edge. Cross-stitch: a two stitch style of sewing that forms a cross pattern. Template: a stencil made used to make many copies of a shape or help cut material accurately. Polyester felt: a fabric made from synthetic plastic fibres. Water-resistant: doesn't allow water to go through. Fabric: made from fibres spun and woven together. Cotton: a fabric made from cotton plant fibres.			Images: 					
			Vocabulary: Archaeologist: somebody who looks at ancient sites and objects to learn about the past. Canopic jars: containers used by Ancient Egyptians. Chronology: putting events or dates in order Civilisation: a large group of people who share certain ways of living and working. Era: a period in history. BC: before Christ. AD: Anno Domini meaning "in the year of our Lord" referring to Jesus Christ. Tomb: a hole in which a dead body is buried. Source: a place, person or thing that you can find information from Hieroglyphics: writing system used in Ancient Egypt. Pharaoh: Ancient Egyptians rulers [like a king or queen] Pyramid: a large structure with four sides that usually slope upward and meet at a point. Preserve: to keep intact and free from decay. Embalming: to treat a dead body so as to protect from decay. Mummification: preserving a body after a person has died.			Images: 		

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)

Year 3 Enquiry Organiser LKS2

Autumn 2 A



Geography – Egypt & Rivers			Science – States of matter <small><i>solids, liquids, gases & water cycle – evaporation & condensation</i></small>		
Knowledge I know...	Skills I can...	Links back to I remember...	Knowledge I know...	Skills I can...	Links back to I remember...
<ul style="list-style-type: none"> Egypt is a country. Egypt is in the continent of Africa. Egypt borders The Red Sea and The Mediterranean Sea. The river that flows through Egypt is called the River Nile. People in Egypt rely on the water of the River Nile to survive. The River Nile is the longest river in the world. The source of a river is where the river starts. The mouth of the river is where the river ends. The River Nile flows northwards from the South to the North and out to the Mediterranean Sea. Tributaries flow into a river. The main source of the River Nile is Burundi. All rivers start at higher ground e.g. in a mountain or hill. Rivers get slower as they flow towards flatter ground. Fast-flowing rivers carry sediment. The sediment settles on the river bed and forms a landform called delta. Towns and cities in Egypt have developed on the delta because of its fertile land. Dams work by blocking the path of the river creating a reservoir. Dams are controlled using sluice gates. Dams are used to create hydroelectric power. 	<ul style="list-style-type: none"> Observe and collect information using maps, atlases and globes to locate countries and continents and describe features e.g. North Africa, Egypt. Use aerial photographs and plans to identify features e.g. rivers. Make observations using a range of sources e.g. climate. Identify the position and significance of the Equator. Communicate geographical information by drawing and labelling e.g. a river on a map, human [pyramids] and physical features [desert, mountains]. Communicate geographical information by using appropriate geographical vocabulary e.g. the journey of a river. Understand how rivers and land use patterns have changed over time. Give my own view about a location and begin to explain why. 	<ul style="list-style-type: none"> There are seven continents in the world. There are five oceans in the world. Simple compass directions [North, South, East, West]. Using a map, globe or atlas to locate hot and cold areas of the world. Asking and answering simple geographical questions. Making observations about where things are. Comparing human and physical features of different places. Using a map, atlas and globe to locate countries, continents and oceans. 	<ul style="list-style-type: none"> Solids stay in one place and can be held. Most solids keep their shape and do not flow like liquids. Some like sand and salt can be poured as they are made up of lots of solid particles. Solids always take up the same amount of space (fixed volume). Liquids can flow or be poured easily and are not easy to hold. Liquids change shape depending on the container they are in but have a fixed volume. Gases are often invisible. Gases do not keep their shape – changing this and their volume to fill up whatever container they are in. When a material changes from one material type to another, we refer to it as 'having changed state of matter'. Water evaporates into the air. The sun heats up water on land, and in rivers, lakes and seas and it turns it into water vapour. The water vapour rises into the air. Water vapour condenses into clouds. Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds. Clouds get heavy and water falls back to the earth in the form of rain or snow. Rain water runs over the land and collects in lakes or rivers, which take it back to the sea. 	<ul style="list-style-type: none"> Name and sort solids, liquids and gases. Begin to compare and group according to properties, based on testing. Make observations. Set up some simple practical enquiries. Begin to recognise when a simple fair test is necessary and help to decide how to set it up. Begin to use results to draw simple conclusions. Begin to use straightforward scientific evidence to answer questions or to support their findings. Begin to see a pattern in my results. Use simple scientific language, drawings and labelled diagrams when talking about the water cycle. 	<ul style="list-style-type: none"> The names of materials. The properties of materials e.g. fabric, metal, wood. That materials are suitable or unsuitable for particular purposes. That some materials are used for more than one thing e.g. metal used for can, spoon That different materials are used for the same thing e.g. a spoon (can be wooden, metal or plastic). Observing materials closely, identifying and classifying the use of different materials and recording their observations.
Vocabulary: River bank: the land at the side of a river. Continent: a large land mass, typically a group of countries Dam: a structure that holds back water. Equator: an imaginary circle around the earth dividing the earth into two equal part Elevation: the raising of something Reservoir: a large, man-made body of water. Sluice: a passage that carries water and has a barrier. Sluice gate: a barrier which can be opened and closed to control the flow of water. Source: where the river begins. Mouth: the pace where a river enters another river, sea, ocean or lake, Tributary: a small stream that connects a water source to a large body of water. Delta: a wetland area that forms as rivers empty their water and sediment into another body of water. Sediment: small bits of eroded rock. Landform: a naturally formed feature on land. Fertile: soil which is good for plant and crop growth. Hydroelectric power: type of energy that uses the power of moving water.		Images: 	Vocabulary: Solid: has a defined shape and volume. Liquid: has an almost-fixed volume, but no set shape. Gas: has neither a definite volume or definite shape. Particles: an extremely tiny piece of matter. Properties: what a material is like and how it behaves (soft, stretchy). Variables: factors that can change. Fair test: a way of finding out something by changing only one thing at a time. Method: how an experiment is carried out. Evaporate: when a liquid becomes a gas. Water vapour: water in its gas state. Condensation: a process by which a substance changes from a gas to a liquid. Compressed: the squashing of particles. Water Cycle: the journey water takes as it moves from the land to the sky and back again. Precipitation: Water falling back to the earth in the form of rain/snow/hail. Run off: water running over land back to lakes, rivers and the sea.		Images: 

Progress is **knowing more** (knowledge), **remembering more** (links back to), **being able to do more** (skills)



Music - Ballads		
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> A ballad tells a story through song. Lyrics are the words of a song. In a ballad, a 'stanza' is a verse. 	<ul style="list-style-type: none"> Identify key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation's story. Write a verse with rhyming words which tell part of a story. Perform lyrics fluently and with actions. 	<ul style="list-style-type: none"> Singing a song fast and slow. Singing with a sense of awareness of pulse and control of rhythm. Singing with an awareness of other performers.
Vocabulary:		Images:
<p>Ballad: a slow sentimental or romantic song.</p> <p>Chorus: a part of the song, which is repeated after each verse.</p> <p>Compose: write or create music or poetry.</p> <p>Dynamics: how loud or quiet something is.</p> <p>Ensemble: a group of musicians who perform together.</p> <p>Features: concepts used to describe, analyze or transform a piece of music.</p> <p>Instrumentals: a piece of music performed by instruments only; no vocals.</p> <p>Lyrics: words of a song in popular music.</p> <p>Melody: a sequence of single notes that is musically satisfying.</p> <p>Performance: an act of presenting a play, concert, or other form of entertainment.</p>		<p>True friends are by your side A</p> <p>Through it all. B</p> <p>True friends are there C</p> <p>To catch you when you fall. B</p>