

Example Scheme of Work – MKSHK Year 3 English									
	Teacher		Prep	Year	3	No of pupils		Subject	English
	Term	Summer						No. of lessons	5
About this Unit	In this unit, the children explore the Big Question: Who killed Tutankhamen? They read the interactive eBook, retrieving and collating information and identifying evidence in the text to support their theories. They investigate main and subordinate clauses and are introduced to the perfect tense. In their writing tasks, they write letters, paragraphs, and finally compose an explanation text in response to the Big Question.								
Specialist language and terminology introduced	Facts, sub-title, font, layout								
Links to other Subjects	History, ICT								
Resources: Wordsmith – Who Killed Tutankhamun?									

Session	Main focus	Teaching summary	Activity description
Comprehension 1	<p>Introduce the unit and set up the case</p> <p>Identify questions</p>	<ul style="list-style-type: none"> Introduce the Big Question (<i>Was Tutankhamen killed?</i>) using screen 1 of the eBook <i>Who killed Tutankhamen?</i> Invite the children to enrol in the Ancient Crime Squad. Show 'Ancient Crime Squad' (NF ITP 3.1.1). Click on each magnifying glass to reveal answers to the questions, and discuss what it might mean to be part of the Ancient Crime Squad. (E.g. looking back in history and investigating ancient crimes.) Discuss the case that the children are about to investigate. (Whether or not Tutankhamen was killed.) Their aim is to solve the mystery and write a clear explanation for the Ancient Crime Squad as to what happened. Discuss what information the children think they might need to find out in order to solve the case. <i>Do you know anything about Ancient</i> 	<p>Core: The children Think-Pair-Share existing knowledge on Ancient Egypt and Tutankhamen, recording their findings on 'What do we know?' (NF PCM 3.1.1).</p> <p>Support: Give the children some pictures of Ancient Egypt or Tutankhamen's tomb to prompt discussion of prior knowledge. In groups, they record their ideas on 'What do we know?' (NF PCM 3.1.1).</p> <p>Extend: The children Think-Pair-Share existing knowledge on Ancient Egypt and Tutankhamen, creating a mind map or spider diagram of what they know, and noting down questions or subjects to investigate.</p>

		<p><i>Egypt? Have you heard of Tutankhamen before? Who was he?</i></p> <ul style="list-style-type: none"> Record these questions on the Learning Wall for use in later sessions. 	
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Objectives: Listen to and discuss wide range of text types; Increase familiarity with wide range of books

Spoken language: Ask relevant questions; Build their vocabulary; Participate actively in conversations

Photocopiables: [NF PCM 3.1.1](#)

Digital resources: [eBook of Was Tutankhamen Killed?](#), [NF ITP 3.1.1](#)

Session	Main focus	Teaching summary	Activity description
Comprehension 2	<p>Discuss non-fiction features</p> <p>Summarise and record relevant information</p>	<ul style="list-style-type: none"> <i>Let's see what we can find out about Tutankhamen from the eBook.</i> Display the eBook and talk about the features of a non-fiction book, e.g. contents page, glossary, index, etc. Use the cover and contents page to encourage further ideas and questions about Tutankhamen. Read screens 2-4 of the eBook, modelling correct intonation, volume and speed. Click words in bold to reveal glossary definitions and explore the information within the interactive pop-ups. Summarise what you have learnt about Tutankhamen so far, referring back to the eBook. Explore which bits of the text count as evidence (e.g. facts about why or how Tutankhamen was killed.) <i>How much of this is evidence that might be useful to the investigation?</i> Show 'Incident board' (NF ITP 3.1.2). Click each magnifying glass icon to reveal further information. Discuss how detectives might use an incident board to help them store information related to their cases. Create a class incident board on the Learning Wall to record evidence that will help you solve your own case. 	<p>Core: The children write short sentences detailing what they know about Tutankhamen so far. They highlight the sentences that might be important to the investigation.</p> <p>Support: The children use 'Tutankhamen' (NF PCM 3.1.2) and write out the sentences to show what they have learned.</p> <p>Extend: The children write information in various forms (e.g. facts about Tutankhamen, events for a time line, 'clues' that might be relevant to the investigation and explanations of why they might be important), to display on the incident board.</p>

Objectives: Listen to and discuss wide range of text types; Increase familiarity with wide range of books; Identify and summarise main ideas

Spoken language: Listen and respond appropriately; Participate actively in conversations

Photocopiables: [NF PCM 3.1.2](#)

Digital resources: [eBook of Was Tutankhamen Killed?](#), [NF ITP 3.1.2](#)

Session	Main focus	Teaching summary	Activity description
Comprehension 3	Retrieve and summarise information with reference to the text Collate facts learnt so far	<ul style="list-style-type: none">Use the Learning Wall to remind the children of the information they thought they might need in order to solve the case (from Comprehension 1). <i>Are there more questions to add?</i>Read screens 5-8 of the eBook. Click words in bold to reveal glossary definitions and explore the information within the interactive pop-ups. Model retrieving information from the text, e.g. <i>We wanted to know if Tutankhamen was attacked. It says here that an x-ray revealed damage to Tutankhamen's skull.</i>Add information gathered to the class incident board under headings such as 'suspects', 'motives', 'important events' and 'scientific evidence', making reference back to the appropriate part of the text.<i>Are there any questions that we haven't answered? Where else could we look for clues? (E.g. reference materials, online)</i>	Assign mixed-ability Expert Groups a question from the Learning Wall to research using reference materials. The children use Jigsawing to share their findings and then, using 'The facts so far' (NF PCM 3.1.3), the children write three key pieces of information about the investigation. If time allows, the groups then research other pieces of information to add to the incident board.

Objectives: Listen to and discuss wide range of text types; Increase familiarity with wide range of books; Identify and summarise main ideas

Spoken language: Articulate and justify answers; Consider and evaluate different viewpoints

Photocopiables: [NF PCM 3.1.3](#)

Digital resources: [eBook of Was Tutankhamen Killed?](#)

Session	Main focus	Teaching summary	Activity description
Comprehension 4	Find information from different sources and text types Role-play an event from history to demonstrate understanding of the text	<ul style="list-style-type: none">Click on and read through the supplementary text pop-ups on screens 3 and 4 (Howard Carter's diary), and screen 7 (report from medical experts).<i>What extra information have we found out?</i> (Tutankhamen was buried with lots of treasure, there was evidence of a disturbance in the tomb, the mummy was untouched, etc.). As the children respond, highlight the relevant parts of the text.	<p>Core: The children Thought Track the moment that Howard Carter and Lord Carnarvon opened Tutankhamen's tomb. Ask them to talk to you about how Carter and Carnarvon would have felt and what the objects inside the tomb told them.</p> <p>Support: The children Thought Track the moment that Howard Carter and Lord Carnarvon opened Tutankhamen's tomb, using 'Thought tracking' (NF PCM 3.1.11) for support.</p> <p>Extend: The children Thought Track and write notes about three different moments during the discovery of Tutankhamen's tomb: Carter's search in</p>

		<ul style="list-style-type: none"> • Add any additional information to the incident board on the Learning Wall. • Discuss the meaning of the word ‘theory’ (e.g. an idea that hasn’t been proved), summarising the main theories about Tutankhamen’s death so far. <i>Can you think of any other theories?</i> • The children Think-Share-Pair ideas for theories. Explain that the children are going to Thought Track the theories Carter and Carnarvon’s might have had when they discovered Tutankhamen’s tomb. 	<p>the desert, the discovery of the entrance and the exploration of the chamber. They should use conjunctions and the language of possibility to express their ideas (e.g. ‘if’ / ‘then’ / ‘but’ / ‘so’ / ‘Perhaps’ / ‘Maybe’ / ‘could’ / ‘might’).</p> <p>Come back together as a class and add the phrases the children have used to the Learning Wall (for use in Depth focus 3, if completed), paying particular attention to any conjunctions.</p>
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Objectives: Listen to and discuss wide range of text types; Check that text makes sense and is in context; Retrieve and record information from non-fiction; Discuss and record ideas

Spoken language: Give well-structured descriptions, explanations and narratives; Speculate, hypothesise, imagine and explore ideas

Photocopiables: [NF PCM 3.1.11](#)

Digital resources: [eBook of Was Tutankhamen Killed?](#)

Session	Main focus	Teaching summary	Activity description
Comprehension 5	Identify features of an explanation text	<ul style="list-style-type: none"> • Remind the children that they will be writing an explanation text for the Ancient Crime Squad. • Using ‘Explanation text features’ (NF ITP 3.1.10), discuss the success criteria for writing explanation texts. • Reread screens 2 and 3 of the eBook. <i>Which explanation text features can you spot?</i> (E.g. Questions as titles, use of past tense, paragraphs, glossary words, maps, etc). • Reread the supplementary text (mummy instructions) in the pop-up on screen 5. Explain that this is a different kind of explanation text. <i>How does it help explain how to make a mummy?</i> (question, paragraphs, conjunctions) 	<p>Core: Using ‘Papyrus making’ (NF PCM 3.1.9), the children add conjunctions and a title to the explanation text. Talk Partners discuss what words they think would need to go in a glossary (e.g. ‘pruner’).</p> <p>Support: In pairs, the children use ‘Papyrus making 2’ (NF PCM 3.1.12) to put the stages of the process in the right order. With support, they then highlight the adverbials that help show the sequence of events.</p> <p>Extend: The children complete the explanation on ‘Papyrus making’ (NF PCM 3.1.9). They then highlight words to include in a glossary and make a labelled diagram to show one stage of the process.</p>

Objectives: Listen to and discuss wide range of text types; Check that text makes sense and is in context; Retrieve and record information from non-fiction; Discuss writing similar to that which they are planning to write; Discuss and record ideas

Spoken language: Listen and respond appropriately; Participate actively in conversations

Photocopiables: [NF PCM 3.1.9](#), [NF PCM 3.1.12](#)

Digital resources: [eBook of Was Tutankhamen Killed?](#), [NF ITP 3.1.10](#)