

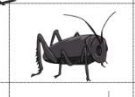
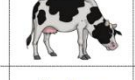
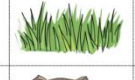
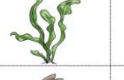
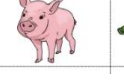
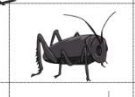
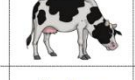
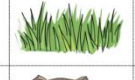
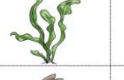
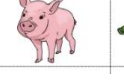
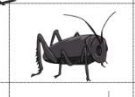
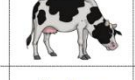
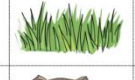
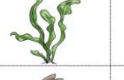
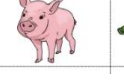
Walk like an Egyptian

English: <u>Leon and the Place Between and Marcy and the Riddle of the Sphinx</u> • Setting description – use a range of adjectives for effect • Character description – use expanded noun phrases • Adventure journal (recount) – use a range of conjunctions • Poetry – use rhyme • Non – fiction – use organisational devices	Maths Multiplication and division (3 weeks) • recall multiplication and division facts for multiplication tables up to 12 × 12 • solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects • recognise and use factor pairs and commutativity in mental calculations • use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers • multiply two-digit and three-digit numbers by a one-digit number using formal written layout Interpreting and presenting data (2 weeks) • solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs • interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs
R.E. <i>What do Jewish people celebrate?</i> <i>IALT: Understand why Passover and Hanukkah are important festivals in Judaism.</i> <i>IALT: Explore the stories and traditions behind Passover and Hanukkah.</i> <i>IALT: Learn how Jewish people celebrate these festivals today with family and community.</i>	PSHE The first PSHE term topic of the year is focused on mental health and wellbeing. The children will be discussing the importance of communication, being a good friend and part of a team. The children will also be exploring the importance of regulating their emotions and identifying their different feelings. E-Safety Focus: Self-Image and Identity
Art: Drawing - Keith Haring (1954 – 1990) Pop artist We will be learning: • To be able to begin to make individual choices in their choice of media • To be able to show body language in sketches. • To be able to use line, tone, shape and colour to represent different figures and forms in movement. • To be able to show reflections in art. • To be able to use line to replicate geometric patterns	Music Students will learn that how music is played is as important as what is played. This term will be all about students understanding the subjective within music. What putting themselves into a piece of music can achieve and how the same piece of music can be interpreted differently by different people. Students will be able to: • Understand what expression in music is. • Understand that expression is key to music. • Recognise expressive and non-expressive sound. • Play a piece of music with expression. • Analyse the performance and review.
Mandarin: In Mandarin the children will link to the Egyptian hieroglyphs by learning about the history of Chinese characters and how they are formed. Key vocab in English: Strokes, components, pictographs, radicals. Learn to write Chinese calligraphy using a Chinese brush, ink and rice paper. Characters: 山, 女, 水, 口, 木, 人, 也, 心, 日, 月, 火, 马, 子, 鸟, 门, 鱼, 网, 刀, 个, 好, 妈, 吗, 认识, 他, 她, 你 Key Vocab in Chinese: 他 tā, 她 tā, 你 nǐ,	P.E: Children will take part in Gymnastics and multi sports. In gymnastics children will: Learn and remember the seven gymnastic positions. Develop their balance Travel in different ways on the floor and on level Perform a variety of vaults Perform a sequence of movements using a variety of different equipment. In Multi sports children will: Enhance dribbling speed while maintaining control Be able to shoot accurately Learn to pass in different ways Learn to dodge a ball coming towards you Learn which balls are best to catch Learn to throw a ball accurately
Computing	
Substantive Knowledge	Disciplinary Knowledge
• To know that a username and password are not to be shared and give a clear reason why. • Use and combine a variety of software to present data and information. To evaluate the quality and success of their solutions	• Be able to insert and format images for a given purpose • Be able to use format tools to create an effective layout • Understand and use spellcheck tools to correct mis-spelt words • Be able to insert and format tables

		- Be able to change page layouts - Be able to insert hyperlinks into a document
Thematic Curriculum		
Title	Walk like an Egyptian	
Big Question:	What was life like in Ancient Egypt?	
Blurb overview:	Through this theme the children will be exploring what life was like during the time of the Egyptians. They will learn about some of the key features if Ancient Egypt from Pharaohs to pyramids; hieroglyphs to the Egyptian’s significant contribution to art and architecture. They will consider what impact this Ancient Civilisation has on our lives today. The children will consider how we know about the past using primary and secondary sources and will place key events on a timeline.	
Celebration of Learning	Egyptian Museum: At the end on the unit of learning have out all the artefacts the children have made (fact files, models, mummification videos etc) for parents to come and look at.	
Text Links	The Egyptian Cinderella and Marcy and the riddle of the Sphinx	
Oracy End Point:	Children to create an instructional video for how to mummify a dead body.	Physical: Use pauses for effect in presentational talk. Linguistic: Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain. Cognitive: Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets. Social and emotional: Start to develop empathy with an audience.
Science		
Substantive Knowledge		Disciplinary Knowledge
- To Know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, small and large intestines). - To know the different types of teeth in humans and their simple functions. - To know and interpret a variety of food chains, identifying producers, predators and prey. - To know the difference between vertebrates and invertebrates and to sort a range of creatures using this property.		- To know that that observations for scientific enquiries are limited by the accuracy of the measurements and use of equipment. - To know how to make systematic observations.
History		
Substantive Knowledge		Disciplinary Knowledge
- Know about, and name, some of the advanced societies that were in the world around 3000 years ago. - Know about the key features of Ancient Egypt. - To know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years. - To know that the Nile River was essential for the survival and development of Ancient Egypt, providing fertile soil for farming, transportation, and a water source. - To know that pharaohs were the rulers of Ancient Egypt, considered god-kings with absolute power over the land and people. - To know that pyramids were monumental structures built as tombs for pharaohs, with the Great Pyramid at Giza being one of the Seven Wonders of the Ancient World. - To know that hieroglyphs were the ancient Egyptian writing system, consisting of pictorial symbols used on walls, papyrus scrolls, and tomb walls. - To know that mummification was a process used to preserve bodies in Ancient Egypt, involving organ removal, drying, and wrapping in linen bandages. - To know that Ancient Egyptians believed in an afterlife, where the soul (ka) would continue to exist and required the body and belongings in the afterlife. - To know that Ancient Egyptian society had a social hierarchy, with pharaohs and royal families at the top, followed by priests, scribes, artisans, and farmers. - To know that the Egyptians worshipped a pantheon of gods and goddesses, with each deity having specific roles and associations with natural elements. - To know that Ancient Egypt made significant contributions to art and architecture, creating intricate sculptures, paintings, jewellery, and constructing impressive temples and monuments.		- To know how to describe the features of past societies and periods. - To know some ideas, beliefs, attitudes and experiences of men, women and children from the past. - To know how some of the past events/ people affect life today. - To know how to order significant events on a timeline. - To know how to use historical vocabulary e.g. century, decade, BC, AD. - To know that significant events of a period can be placed on a timeline. - To know the difference between primary and secondary sources of evidence - To know that sources can vary in reliability. - To know how to suggest sources of evidence from a selection provided to use to help answer questions. - Know that primary and secondary sources are available and vary in reliability.
Cultural Capital		
Weekly Overview		Intended lesson outcomes
Week 1	PD will take place across the first two days of Term 1 (Thursday 3 rd and Friday 4 th September), instead of a week of afternoons. Focus text for PD Day 1: Focus Text “Enzo’s Egg” (Twinkl text which I have as a book/e-book and ppt – exploring safe spaces and support for mental health PD Day 2 will be three PSHE lessons across the day. The ppt of the text and E-book can be found here: Term 1 Resources Term 1 Online Safety Focus - Self Image and Identity – activity to be completed during this week. <i>Philosophy Question for circle time: Can we be happy and sad at the same time?</i>	Lesson 1 All: understand that we sometimes need to regulate our emotions Most: know some strategies that can help me be calm

	Thrive Focus for PD – re-teach and modelling check ins. Suggested activity: children to create their own safe space diorama/art-work  Lesson 1 IALT: understand change (transition to Year 4 focus) Re-introduce zones of regulation - Link emotional regulation to Upton Value Resilience Lesson 2: IALT: overcome conflicting emotions IALT: understand that people can feel loss, separation in families Link to and introduce Upton Value of Respect – self-respect and children reflecting on their feelings and building on this by respecting those around them – take part in games to involve speaking and listening/patience and respect Lesson 3: IALT: know and explain the British Values Suggestion: class debate on which is the most important one	Some: be able to offer ways to regulate different emotions Lesson 2 All: understand that conflicting emotions means different emotions Most: know why people have conflicting emotions Some: give examples of why people have conflicting emotions Lesson 3 All: know the five British Values Most: explain the what each British Value means Some: give my opinion on British Values
Week 2  	Big Question - What was life like in Ancient Egypt? Lesson 1: IALT know about Ancient Egyptian society. - Discuss the ancient societies that they have already learned about and place the Egyptians on class timeline. - Discuss the social hierarchy of Ancient Egypt and compare and contrast to today. - Children will learn about the different hierarchical groups of Ancient Egypt – pharaohs, priests, scribes, artisans and farmers, slaves. Children will learn about famous Egyptian Pharaohs such as Nefertiti, Cleopatra, Hatshepsut, Ptolemy, Khufu, Akhenaten, Rameses and Tutankhamun. Research and make fact files about these significant pharaohs and place them in chronological order • To know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years. • To know that Ancient Egyptian society had a social hierarchy, with pharaohs and royal families at the top, followed by priests, scribes, artisans, and farmers. • To know that pharaohs were the rulers of Ancient Egypt, considered god-kings with absolute power over the land and people. • To know that significant events of a period can be placed on a timeline. Pictorial map of the hierarchy – pyramid – split up a larger pyramid for working wall Lesson 2: Egyptian maths IS THIS REALLY NEEDED? TIME COULD BE BETTER SPENT ON EXTENDING LESSON 1. IALT know that hieroglyphs were the Ancient Egyptian writing system. The children will tackle a variety of mixed operations maths problems that are presented using Egyptian numbers. Hieroglyphs into Wow Day Lesson 3: IALT know that the River Nile was essential for life in Ancient Egypt. Look at secondary sources of what life was like along the River Nile in Ancient Egypt. Create giant maps of River Nile. Label and annotate the giant maps to show why the Nile was so important to life in Ancient Egypt. Children make an Egyptian farming wheel to show how the seasons affected life in Ancient Egypt. Ancient Egypt Farming-calendar.pdf • To know that the Nile River was essential for the survival and development of Ancient Egypt, providing fertile soil for farming, transportation, and a water source. • To know how to use historical vocabulary e.g. century, decade, BC, AD. Draw a comparison (double page spread) for modern and ancient Egypt	Lesson 1 All: know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years. Most: know that significant features of a period can be placed in a timeline. Some: describe features of past societies and begin to make links between them. Lesson 2 All: Most: Some: Lesson 3 All: To know that the Nile River was essential for the survival and development of Ancient Egypt, providing fertile soil for farming, transportation, and a water source. Most: Understand how children lived in Ancient Egypt. Some: Make links with other periods in history e.g hunter / gatherers in the Stone Age.
Week 3 	Lesson 1: IALT order events from the past on a timeline. To know that pyramids were monumental structures built as tombs for pharaohs, with the Great Pyramid at Giza being one of the Seven Wonders of the Ancient World. • To know how to order significant events on a timeline. We will discuss what pyramids are and why the Ancient Egyptians built them. Watch videos to see how they were constructed. Make links to Ancient Maya pyramids in use and construction. https://www.dailymotion.com/video/x2mt187 https://www.youtube.com/watch?v=PTTj7AUBz_E&list=PLEAC12AFE7DF69649	Lesson 1 All: To place events on a timeline. Most: understand how historians use timelines to connect events in history. Some: Know that some sources are more helpful

 	Discuss the historical myth that they were built by slaves. Show primary source evidence that historians have used to debunk this: remains of workers village, graffiti written by the labourers. Look at the timelines of the different pyramids and how they changed over time. Recreate Egyptian pyramids using clay in groups to make a diorama of Giza. The children will prepare a timeline of famous pyramids (with photos) to go with their pyramid for the Egyptian museum at the end of the unit. • Lesson 2: IALT choose reliable primary and secondary sources to gather information about the past. What is the Rosetta stone and why is it important? We will discuss when hieroglyphs were first discovered and deciphered using the Rosetta stone, and place on the class timeline. Why do historians decipher hieroglyphics? Children will decode simple hieroglyphics to learn about the life of Ancient Egyptians. • To know that hieroglyphs were the ancient Egyptian writing system, consisting of pictorial symbols used on walls, papyrus scrolls, and tomb walls. • To know the difference between primary and secondary sources of evidence • To know that sources can vary in reliability. Problem solving with hieroglyphics. Look at artefacts – loan box? AW Lesson 3: IALT explain the Egyptian mummification process. Learn about why Egyptian's used mummification and how it changed over time. Mummify a tomato; leave on side and watch changes that happen over time. The children will learn about the Ancient Egyptian's beliefs about afterlife and include this in their mummification video. Oracy: Create an instructional video for how to mummify a dead body, using tomatoes as a practical example of how to mummify a body. • To know that mummification was a process used to preserve bodies in Ancient Egypt, involving organ removal, drying, and wrapping in linen bandages. • To know that Ancient Egyptians believed in an afterlife, where the soul (ka) would continue to exist and required the body and belongings in the afterlife.	than others when learning about the past. Lesson 2 All: To know how to use sources to find out about the everyday lives of people and changes to these. Most: Know that some sources are more helpful than others when learning about the past. Some: To know that there are different accounts of history. Lesson 3 All: What the Egyptians believe about death and what happens to you when you die. Most: Know how Egyptians buried their dead and why. Some: Know how we know.
Week 4   	Lesson 1: IALT know about the religious beliefs of Ancient Egyptians. How do we know who the Ancient Egyptians worshipped? Use wall paintings / art to generate questions to research about the following gods: Amun, Ra, Osiris, Isis, Set, Horus, Anubis, Hathor. Use secondary sources to research Gods and Goddesses and their specific roles. Create a fact file of one God and one Goddess. The children will use information sheets about Egyptian Gods and Goddesses and Ancient Egyptian beliefs. • To know that the Egyptians worshipped a pantheon of gods and goddesses, with each deity having specific roles and associations with natural elements. • To know some ideas, beliefs, attitudes and experiences of men, women and children from the past. Lesson 2: IALT know that the Ancient Egyptians made significant contributions to art. The children will look at paintings and jewellery made by the Ancient Egyptians such the death mask of Tutankhamun and the bust of Nefertiti. Study some modern paintings that are inspired by the paintings of this era and compare and contrast them. They will then recreate famous Ancient Egyptian paintings on large scale (use the hall?) or make their own paintbrushes like the Egyptians and paint with those. Useful website: Ancient Egypt for Families and Educators The Metropolitan Museum of Art (metmuseum.org) • To know that Ancient Egypt made significant contributions to art and architecture, creating intricate sculptures, paintings, jewellery, and constructing impressive temples and monuments. • To know how some of the past events/ people affect life today. • To know connections, contrasts and trends over time. Lesson 3: IALT: know that the Ancient Egyptians made significant contributions to architecture. The children will look at monuments and temples from the time of the Ancient Egyptians and learn about the significant contribution that Ancient Egyptians made to the architecture world. Provide historical context using the timeline, to establish how the Roman empire drew some of its inspiration from Ancient Egypt and Ancient Greece. Possible examples: • A Climb Up the Pharos Lighthouse (youtube.com) One of the 7 wonders of the Ancient World was the Pharos lighthouse in Alexandria, built by Ptolemy II. • Virtual Egypt: What Abu Simbel Looked Like - YouTube The temple of Rameses II. • Obelisk Ancient Egyptian Monument & Symbolism Britannica Obelisks taken from Egypt have been re-ected around the world. Why? Link to Ramsgate obelisk in harbour. • The sphinx. Children use DT skills to recreate elements of architecture in 3D models or tinkercad. • To know that Ancient Egypt made significant contributions to art and architecture, creating intricate sculptures, paintings, jewellery, and constructing impressive temples and monuments. • To know how some of the past events/ people affect life today. • To know how to note connections, contrasts and trends over time. Map of Egypt and plot on significant architectural structures – what is it now and the significance. Why do people still visit? Films.	Lesson 1 All: To know key facts about Ancient Egyptian beliefs. Most: To know the important aspects of Ancient Egyptian beliefs Some: To know a wide range of sources to find out about the past. Lesson 2 All: know the contribution that the ancient Egyptians made to the history of art Most: discuss the importance of the paintings to our understanding of Ancient Egypt. Some: Compare art from other cultures we have studied e.g. the Maya. Lesson 3 All: know the contribution that the ancient Egyptians made to the history of architecture Most: discuss the importance of the architecture to our understanding of Ancient Egypt. Some: Compare architecture from other cultures we have studied e.g. the Maya.
Week 5 	Lesson 1: IALT place events from the past on a timeline in chronological order.	Lesson 1

	Children will now know about a number of significant events and people from Ancient Egypt. Children to place these on a timeline in order to understand the chronology of this period in time. Rameses II, Hatshepsut – woman pharaoh, Cleopatra – brother was a pharaoh and she took over, Tutankhamun, Howard Carter, Romans invaded <i>To know that significant events of a period can be placed on a timeline.</i> Washing line timeline. Work in groups and add dates. Lesson 2: IALT know the names and jobs of the different types of teeth in humans. To kick off our science, the children will learn about human teeth; knowing the different types of teeth and their functions. We will explore what each tooth does and made 3D models of the jaw and teeth and label them. •To know the different types of teeth in humans and their simple functions. <i>Prior knowledge questions</i> What do you think teeth are used for? Can anyone name a type of tooth? Have you heard about how to keep your teeth healthy? <i>Very Easy Teeth Model Making Teeth Model Using Clay Teeth Model Making Using Clay - YouTube</i> Lesson 3: IALT know the functions and process of the digestive system. - Enquiry question Linking to the canopic jar containing the intestines from the mummification process, we will learn about what the intestines and the other parts of the digestive system do. We will explore what the digestive system looks like and what each part does, thinking about the journey of a piece of food from the mouth to the rectum. The children will label a diagram of the digestive system and write a story of the journey of a piece of food! •To Know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, small and large intestines). <i>What is the digestive system? - BBC Bitesize</i> Label the parts of the digestive system and their functions. Poo experiment at end of lesson <i>How to Make Fake Poo Experiment Human Body Digestive System Science for Kids - YouTube</i>	All: To place events on a timeline. Most: understand how historians use timelines to connect events in history. Some: Know that some sources are more helpful than others when learning about the past. Lesson 2 All: Most: Some: Lesson 3 All: Most: Some:																		
Week 6	Lesson 1: IALT know what producers, prey and predators are and their roles in a food chain. We will discuss what producers, prey and predators are and sort pictures of these. The children will explore a variety of food chains and discover that a food chain always begins with a producer. The children will act out being producers, prey and predators as part of a food chain and explain their roles. They will then create their own food chains, ensuring their arrows show the transfer of energy. As a challenge, we will ask the children what would happen if one part of the food chain no longer existed. •To know and interpret a variety of food chains, identifying producers, predators and prey. What are herbivores, omnivores and carnivores? What do the words prey and predator mean? Key vocabulary herbivore, omnivore, carnivore producer, predator, prey environment <table><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr><tr><td></td><td></td><td></td></tr></table> Lesson 2: IALT know the difference between vertebrates and invertebrates. IALT classify living things. The children will learn the key difference between vertebrates and invertebrates. They will use a classification key to sort living things into these two groups. •To know the difference between vertebrates and invertebrates and to sort a range of creatures using this property. Define the term vertebrate and invertebrate Show the chn some examples of animals Sort animals in table. Mini quiz - Vertebrate or Invertebrate KS2 PowerPoint (teacher made) (twinkl.co.uk) Lesson 3: Quiz																			Lesson 1 All: I can identify the producer, prey and predators in a simple food chain Most: I can construct and interpret a variety of food chains. Some: explain what would happen if one part of the food chain did not exist Lesson 2 All: understand the term vertebrae and invertebrate Most: sort animals into their correct characteristics Some:
																				
																				
																				
																				
																				
																				
Week 7	Oracy Week – Create presentation for parents – Ancient Egypt	Lesson 1 All:																		

	Lesson 1- Plan for parents coming in at end of week, how could I CT be used to enhance the presentation as well? Children to create scripts. • Eye contact, facial expressions and gestures to show clear communication. Importance of body language in conversation. Link to hearing impairment and clear communication. • Physical: -Deliberately select movement and gesture when addressing an audience • Linguistic: Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk Cognitive: Reach shared agreement in discussions • Social and emotional: Use more natural and subtle prompts for turn taking Lesson 2 – Create workshop based upon previous lessons planning, how will each group link to one another, oral rehearsals focusing on oracy outcomes. Also, children to complete their end of unit quiz Lesson 3 – Parental workshop	Most: Some: <i>Lesson 2</i> All: Most: Some: <i>Lesson 3</i> All: Most: Some:
Week 8	R.E. Lesson 1 Tell/watch the story of Moses leading the Israelites out of Egypt. Children to act out key moments: • The Israelites working as slaves • Moses speaking to Pharaoh • The Ten Plagues • The Israelites leaving Egypt • Crossing the Red Sea Make a Seder plate and discuss symbolism of all the items and how they link to story. Lesson 2 Recap story Give groups mixed-up picture cards showing: • The Temple • King Antiochus • The Maccabees • The battle • Cleaning the Temple • The oil lasting eight days • Lighting the menorah Groups race to place them in the correct order before discussing the story. Make menorahs from LEGO, paper, clay etc. Lesson 3 Around the room place stations: Passover • Seder plate • Matzah • Family meal • Reading the Haggadah Hanukkah • Menorah • Dreidel • Chocolate coins • Gift giving • Singing songs Children complete a "Festival Passport", recording: • What people do • Why they do it • How families celebrate together	