



Topic driver: Egyptians						
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Read aloud text:	The gold in the grave Teary Deary- Egyptians tales	The gold in the grave Teary Deary- Egyptians tales	The gold in the grave Teary Deary- Egyptians tales	The gold in the grave Teary Deary- Egyptians tales	The gold in the grave Teary Deary- Egyptians tales	The gold in the grave Teary Deary- Egyptians tales
Reading	<a href="#">Sneaky peak</a> -retrieval skills <ul style="list-style-type: none"> <li>-find and copy evidence from the text</li> <li>-finding key information within a questions</li> <li>-skim and scanning a text for clues</li> </ul> -Inference skills <ul style="list-style-type: none"> <li>Find clues in the text</li> <li>Find a near match</li> <li>Read around the text for answers</li> </ul>	<a href="#">Manga- non-fiction</a> -read and discuss a new text -explain the meaning of words in context -identify if a statement is true or false using evidence from the text -to make comparisons within a text -reading for pleasure	<a href="#">Gold in the Grave- chapter 1, part 1</a> -read and discuss a new text -support word meaning with evidence from the text -form impressions of a character -order events in a story -reading for pleasure	<a href="#">Gold in the Grave- chapter 1, part 2</a> -read and discuss a new text -make predictions -use evidence from the text to support answers -to decide if the statement is true or false -reading for pleasure	<a href="#">Egyptian rap- poetry</a> -read and discuss a new text -identify imagery within a poem -to make inference and support with evidence from the text -to find evidence from the text to support a statement -reading for pleasure	<a href="#">Human muscles- non-fiction</a> -read and discuss a new text -to find evidence from the text to support a statement -explain the meaning of the words within context -to summarise main ideas from a paragraph -reading for pleasure
Writing	<a href="#">Report</a> -To retrieve facts about Egyptians -To write a report about Egyptians Success criteria: <ul style="list-style-type: none"> <li>•To use heading and subheadings</li> <li>•To use factual information</li> <li>•To write factual information</li> <li>•To ensure sentences make sense.</li> <li>•To vary sentence starters</li> <li>•Spell key words correctly</li> <li>•Write a list</li> <li>•EBI- Use a fronted subordinate.</li> </ul>	<a href="#">Report</a> -To write a report about Egyptians Success criteria: <ul style="list-style-type: none"> <li>•To use heading and subheadings</li> <li>•To write factual information</li> <li>•To ensure sentences make sense.</li> <li>•To vary sentence starters</li> <li>•Spell key words correctly</li> <li>•Write a list</li> <li>•EBI- Use a fronted subordinate.</li> </ul> -To edit a report -To retrieve facts about Egyptians from a source	<a href="#">Instructions</a> -To write a riddle about the Egyptian gods -To write a glossary -To act out instructions for mummification -To write a set of instructions Success criteria: <ul style="list-style-type: none"> <li>• To use time conjunctions</li> <li>• Use bossy verbs</li> <li>• Use adverbs</li> <li>• Add in precise vocabulary</li> <li>• Write in order</li> <li>• EBI- add safety tips</li> </ul>	<a href="#">Myth</a> -To edit instructions -to act out the story of Osiris - To explore past tense -To write the Myth of Osiris Success Criteria: <ul style="list-style-type: none"> <li>• Past tense</li> <li>• adverbial phrases of time</li> <li>• Add detail –using conjunctions</li> <li>• Speech</li> <li>• simile</li> <li>• use a relative clause</li> </ul> EBI- fronted subordinate -To edit a Myth -To collect and classify words	<a href="#">Myth</a> -To write the Myth of Osiris Success Criteria: <ul style="list-style-type: none"> <li>• Past tense</li> <li>• adverbial phrases of time</li> <li>• Add detail –using conjunctions</li> <li>• Speech</li> <li>• simile</li> <li>• use a relative clause</li> </ul> EBI- fronted subordinate -To edit a Myth -To collect and classify words	<a href="#">Diary</a> -To act out the discovery of Tutankhamun's tomb discovery -To write a diary entry as Howard Carter Success Criteria: <ul style="list-style-type: none"> <li>• -past tense</li> <li>• -first person (I)</li> <li>• Use of senses to show your excitement!</li> <li>• -Use prepositional phrases to explain where objects were</li> <li>• -Add description of objects – expanded noun phrases</li> </ul>
Maths	<a href="#">Time</a> -Developing conceptual understanding of time	<a href="#">Time</a> -To understand the units of measured time	<a href="#">Multiplication and Division</a> -To explore Commutative Law	<a href="#">Multiplication and Division</a> -Use multiplication facts to solve division	<a href="#">Deriving multiplication and division facts</a> -To compare multiplication	<a href="#">Deriving multiplication and division facts</a> -Comparing division strategies



	<p>-Reading analogue time with increasing accuracy -Telling the time using a.m. and p.m. -To understand the features of digital clocks and tell the time using 'minutes past' on a digital clock -To read and order times in words, analogue or 12-hour digital formats</p>	<p>-To measure intervals in seconds and in minutes and seconds -Calculating and comparing intervals -Solving problems involving time</p>	<p>-Connecting multiplication and division -Recall multiplication and division facts -Recall and use multiplication and division facts</p>	<p>word problems -To solve correspondence problems. -To solve correspondence problems. -Doubling to find multiplication facts -Deriving 'ten times greater' facts for known multiplication tables.</p>	<p>structures -Multiplying with place value -Linking place value and multiplication -Dividing by ten using place value -Multiplying and dividing by ten or 100</p>	<p>-To derive facts from known multiplication facts -Multiply a two-digit number by three, four or five, without regrouping -Multiply a two-digit number by three, four or five, without regrouping</p>
Science	<p><a href="#">Animals including humans</a> Understand that plants and animals obtain food in different ways.</p>	<p><a href="#">Animals including humans</a> Identify the right types and demonstrate they understand the right amounts of nutrients for animals including humans.</p>	<p><a href="#">Animals including humans</a> Identify the right types and demonstrate they understand the right amounts of nutrients for animals including humans</p>	<p><a href="#">Animals including humans</a> Name the different types of skeletons as well as identify and categorise animals based on the type of skeleton it has.</p>	<p><a href="#">Animals including humans</a> Identify the main bones in the body and how a skeleton protects, supports and helps the body to move.</p>	<p><a href="#">Animals including humans</a> Explain how pairs of muscles work together to enable movement Assessment</p>
History		<p><a href="#">Egyptians</a> Who were the Ancient Egyptians? Where do they fit in line with other times in history?</p>	<p><a href="#">Egyptians</a> Why were the pyramids invented?</p>	<p><a href="#">Egyptians</a> Who was Tutankhamun?</p>		
Computing		<p><a href="#">Programming-sequencing sounds</a> Introduction to Scratch</p>	<p><a href="#">Programming-sequencing sounds</a> Programming sprites</p>	<p><a href="#">Programming-sequencing sounds</a> Sequences</p>	<p><a href="#">Programming-sequencing sounds</a> Ordering demands</p>	<p><a href="#">Programming-sequencing sounds</a> Combining motions and sounds</p>
RE		<p><a href="#">What do Sikh symbols and sayings tell us about Sikh beliefs?</a> Talk about Sikh symbols and why they are important.</p>	<p><a href="#">What do Sikh symbols and sayings tell us about Sikh beliefs?</a> To describe two or more Sikh symbols and explain why they are important.</p>	<p><a href="#">What do Sikh symbols and sayings tell us about Sikh beliefs?</a> To describe what a believer might learn from Sikh sayings.</p>	<p><a href="#">What do Sikh symbols and sayings tell us about Sikh beliefs?</a> To know the meaning of some Sikh saying and explain how they could be applied to life today.</p>	
Music		<p><a href="#">Specialist teacher</a> Zambezi Tales • Prepare for a concert with an orchestra</p>	<p><a href="#">Specialist teacher</a> Zambezi Tales • Learn to sing popular songs with phrasing and</p>	<p><a href="#">Specialist teacher</a> Zambezi Tales Know my instrument' Name all it's parts, know the typical</p>	<p><a href="#">Specialist teacher</a> Zambezi Tales Refine my ability to talk about music • Actively listen and</p>	<p><a href="#">Specialist teacher</a> Zambezi Tales • increased musical vocabulary and awareness</p>



		<ul style="list-style-type: none"> <li>Learn to sing a variety of songs from shows</li> </ul>	<p>dynamics 'Know my instrument' Name all it's parts, know the typical musical genre and it's place in musical history Refer to video library.</p>	<p>musical genre and it's place in musical history</p> <ul style="list-style-type: none"> <li>Sing 2 part rounds and partner songs</li> </ul>	<p>notice specific instruments, and describe</p>	<ul style="list-style-type: none"> <li>Begin to notice tonality – major, minor and pentatonic</li> </ul>
Art			<p><a href="#">Ancient Egyptian scrolls</a> To investigate the style, pattern and characteristics of Ancient Egyptian art <b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can discuss Ancient Egyptian art to understand more about it</li> <li>I can look closely to identify colours, patterns and shapes</li> <li>I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition</li> </ul>	<p><a href="#">Ancient Egyptian scrolls</a> To apply design skills inspired by the style of an ancient civilization <b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can make decisions about how I want to represent information through images</li> <li>I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians</li> <li>I can apply my knowledge of their style to plan appropriate colours and patterns for my design</li> </ul>	<p><a href="#">Ancient Egyptian scrolls</a> To apply understanding of ancient techniques to construct a new material <b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use knowledge of an ancient process to make a modern alternative</li> <li>I can follow instructions carefully</li> <li>I can review what worked well and what I could improve on</li> </ul>	<p><a href="#">Ancient Egyptian scrolls</a> To apply drawing and painting skills in the style of an ancient civilization <b>Success criteria</b></p> <ul style="list-style-type: none"> <li>I can use a design and accurately translate it to a new surface</li> <li>I can use materials and tools carefully to show precision in my work</li> <li>I can mix and use colours that are appropriate to the style of work</li> <li>I can suggest improvements in my own and other people's work</li> </ul>
PSHE- jigsaw		<p><a href="#">Dreams and goals</a> -I can tell you about a person who has faced difficult challenges and achieved success -I respect and admire people who overcome obstacles and achieve their dreams and goals</p>	<p><a href="#">Dreams and goals</a> -I can identify a dream/ambition that is important to me -I can imagine how I will feel when I achieve my dream/ambition</p>	<p><a href="#">Dreams and goals</a> -I enjoy facing new learning challenges and working out the best ways for me to achieve them -I can break down a goal into a number of steps and know how others could help me to achieve it</p>	<p><a href="#">Dreams and goals</a> -I am motivated and enthusiastic about achieving our new challenge -I know that I am responsible for my own learning and can use my strengths as a learner to achieve the challenge</p>	<p><a href="#">Dreams and goals</a> -I can recognise obstacles which might hinder my achievement and can take steps to overcome them -I can manage the feelings of frustration that may arise when obstacles occur</p>



		(e.g. through disability)				
PE	Effra- Coach James (gymnastics) and class teacher (multi-skills)  Walbrook– Swimming and Coach James (gymnastics)	Effra- Coach James (gymnastics) and class teacher (multi-skills)  Walbrook– Swimming and Coach James (gymnastics)	Effra- Coach James (gymnastics) and class teacher (multi-skills)  Walbrook– Swimming and Coach James (gymnastics)	Effra- Coach James (gymnastics) and class teacher (multi-skills)  Walbrook– Swimming and Coach James (gymnastics)	Effra- Coach James (gymnastics) and class teacher (multi-skills)  Walbrook– Swimming and Coach James (gymnastics)	Effra- Coach James (gymnastics) and class teacher (multi-skills)  Walbrook– Swimming and Coach James (gymnastics)
Spanish		<p><u>Revision + La Pequeña Oruga Glotona story</u></p> <ul style="list-style-type: none"> <li>-To recap numbers, foods &amp; colours</li> <li>-To introduce the 'The Very Hungry Caterpillar' story in Spanish (La Pequeña Oruga Glotona)</li> <li>-To introduce + consolidate key foods</li> <li>-To introduce Tuesday &amp; January</li> <li>-To imitate and remember specific phonemes when saying colours</li> <li>-Auditory and visual recall of sounds previously learned: silent 'h' i.e. hambre; 'll' i.e. capullo; 'ñ' mañana</li> <li>-To accurately verbally recall new food items learned</li> </ul>	<p><u>La Pequeña Oruga Glotona story</u></p> <ul style="list-style-type: none"> <li>-To understand the story and retell it in English</li> <li>-To recall food items and key vocabulary pertaining to days, times, and main character</li> <li>-To work as a group to translate highlighted vocabulary</li> <li>-To work as a group to 'unjumble' sentences from the story</li> <li>-To identify the article that begins a sentence; to visually recognise vocabulary in order to rearrange the sentence' to notice accents</li> <li>-To introduce days of the week</li> </ul>	<p><u>La Pequeña Oruga Glotona story</u></p> <ul style="list-style-type: none"> <li>-To learn and consolidate the days of the week</li> <li>-To introduce and learn the months of the year</li> <li>-To be able to work in pairs to use a sorting activity to visually retell the story</li> <li>-To be able to write and pair food items with correct day of the week</li> <li>-To imitate and remember specific phonemes when saying foods</li> <li>-Auditory and visual recall of sounds previously learned: silent 'h' i.e. hambre; 'll' i.e. capullo; 'ñ' mañana</li> <li>-To accurately verbally recall new food items learned</li> </ul>	<p><u>La Pequeña Oruga Glotona story</u></p> <ul style="list-style-type: none"> <li>-To consolidate the days of the week</li> <li>-To learn the months of the year</li> <li>-To use key words in Spanish to retell story</li> <li>-To complete a food diary using all and any food items already learned</li> <li>-To use 'y' (and) to join food items together in a sentence</li> <li>-To imitate and remember specific phonemes when saying foods</li> </ul>	<p><u>Consolidation Lesson</u></p> <ul style="list-style-type: none"> <li>-To consolidate the days of the week</li> <li>-To consolidate the months of the year</li> <li>-To revise and recap numbers, colours</li> <li>-To play a board game with a partner that consolidates all topics learned so far (questions to cover all vocabulary learned)</li> </ul>