



Topic driver: Egyptians							
Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Read aloud text: Reading	<u>Gold in the Grave- chapter 1, part 1</u> -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	<u>Gold in the Grave- chapter 1, part 2</u> -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	<u>Egyptian rap- poetry</u> -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	<u>Rocks- nonfiction</u> --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	<u>Gold in the Grave- chapter 1, part 1</u> -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	<u>Gold in the Grave- chapter 1, part 2</u> -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	
Writing	<u>Report</u> -To retrieve facts about Egyptians -To write a report about Egyptians Success criteria: •To use heading and subheadings •To use factual information •To ensure sentences make sense. •To vary sentence starters •Spell key words correctly •Write a list EBI- Use a fronted subordinate.	<u>Report</u> -To write a report about Egyptians Success criteria: •To use heading and subheadings •To write factual information •To ensure sentences make sense. •To vary sentence starters •Spell key words correctly •Write a list EBI- Use a fronted subordinate. -To edit a report -To retrieve facts about Egyptians from a source	<u>Instructions</u> -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: • To use time conjunctions • Use bossy verbs • Use adverbs • Add in precise vocabulary • Write in order EBI- add safety tips	<u>Myth</u> -To edit instructions -to act out the story of Osiris - To explore past tense -To write the Myth of Osiris Success Criteria: • Past tense • adverbial phrases of time • Add detail –using conjunctions • Speech • simile • use a relative clause EBI- fronted subordinate	<u>Myth</u> -To write the Myth of Osiris Success Criteria: • Past tense • adverbial phrases of time • Add detail –using conjunctions • Speech • simile • use a relative clause EBI- fronted subordinate -To edit a Myth -To collect and classify words	<u>Diary</u> -To act out the discovery of Tutankhamun's tomb discovery -To write a diary entry as Howard Carter Success Criteria: • -past tense • -first person (I) • Use of senses to show your excitement! • -Use prepositional phrases to explain where objects were • -Add description of objects – expanded noun phrases	<u>Report</u> -To retrieve facts about Egyptians -To write a report about Egyptians Success criteria: •To use heading and subheadings •To write factual information •To ensure sentences make sense. •To vary sentence starters •Spell key words correctly •Write a list EBI- Use a fronted subordinate.
Maths	<u>Multiplication and Division</u> L1 Represent multiplication and division in contexts L2 Represent multiplication and division contexts using a bar model	<u>Multiplication and Division</u> L5 Understand the inverse relationship between multiplication and division L6 Use the inverse to find related facts	<u>Calculating with multiplication and division</u> L1 Explore patterns in the multiples of 8 L2 Find ten times the size L3 Multiply by 10 L4 Divide by 10	<u>Calculating with multiplication and division</u> L5 Scale facts by 10 L6 Derive facts L7 Multiply a 2-digit number (no regrouping) L8-9 Multiply a 2-digit	<u>Calculating with multiplication and division</u> L11 Division structures L12 Sharing and grouping in context L13-14 Divide a 2-digit number (no regrouping)	<u>Multiplication and Division</u> L1 Represent multiplication and division in contexts L2 Represent multiplication and division contexts using a bar model	<u>Multiplication and Division</u> L5 Understand the inverse relationship between multiplication and division L6 Use the inverse to find related facts



	L3 Explore commutativity L4 apply knowledge of factors	L7-L8 Apply knowledge of the inverse L9 Explore the relationship between the four- and eight-times table		number (with regrouping)		L3 Explore commutativity L4 apply knowledge of factors	L7-L8 Apply knowledge of the inverse L9 Explore the relationship between the four and eight times table
Science	<b>Rocks</b>  Explore the formation and properties of igneous rocks	<b>Rocks</b>  Explore the formation and properties of sedimentary and metamorphic rocks	<b>Rocks</b>  Weathering and the suitability of rocks for different purposes	<b>Rocks</b>  Explore how water contributes to the weathering of rocks	<b>Rocks</b>  Understand how fossils are formed	<b>Rocks</b>  Explore different types of soil	<b>Rocks</b>  End of unit test.
History				<u>Egyptians</u> Who were the Ancient Egyptians? Where do they fit in line with other times in history?	<u>Egyptians</u> Why were the pyramids invented?	<u>Egyptians</u> Who was Tutankhamun?	
Computing		<u>Programming-sequencing sounds</u> Introduction to Scratch	<u>Programming-sequencing sounds</u> Programming sprites	<u>Programming-sequencing sounds</u> Sequences	<u>Programming-sequencing sounds</u> Ordering demands	<u>Programming-sequencing sounds</u> Combining motions and sounds	<u>Programming-sequencing sounds</u> Introduction to Scratch
RE	How do Jews celebrate their beliefs at home and in the synagogue? To analyse what is special about Rosh Hashanah. How do Jews celebrate their beliefs at home and in the synagogue? To know what special objects you would find in a Jewish home. How do Jews celebrate their beliefs at home and in the synagogue? To explain why Jewish people celebrate Shabbat	How do Jews celebrate their beliefs at home and in the synagogue? To analyse what is special about Rosh Hashanah. How do Jews celebrate their beliefs at home and in the synagogue? To know what special objects you would find in a Jewish home. How do Jews celebrate their beliefs at home and in the synagogue? To explain why Jewish people celebrate Shabbat	How do Jews celebrate their beliefs at home and in the synagogue? To analyse what is special about Rosh Hashanah. How do Jews celebrate their beliefs at home and in the synagogue? To know what special objects you would find in a Jewish home. How do Jews celebrate their beliefs at home and in the synagogue? To explain why Jewish people celebrate Shabbat				
Music	Specialist music teacher <b>Unit Aim:</b> To develop children's ability to	Specialist music teacher <b>Unit Aim:</b> To develop	Specialist music teacher <b>Unit Aim:</b> To develop	Specialist music teacher <b>Unit Aim:</b> To develop	Specialist music teacher <b>Unit Aim:</b> To develop	Specialist music teacher <b>Unit Aim:</b> To develop	



	create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	children's ability to create, rehearse and perform a short, descriptive composition and continue to extend rhythm and pitch understanding.	
Art & Technology		<p><a href="#">Ancient Egyptian scrolls</a></p> <p>To investigate the style, pattern and characteristics of Ancient Egyptian art</p> <p><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></p> <p>To apply design skills inspired by the style of an ancient civilization</p> <p><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></p> <p>To apply understanding of ancient techniques to construct a new material</p> <p><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> </ul> <p>I can review what worked well and what I could improve on</p>	<p><a href="#">Ancient Egyptian scrolls</a></p> <p>To apply drawing and painting skills in the style of an ancient civilization</p> <p><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> </ul> <p>- I can suggest improvements in my own and other people's work</p>	<p><a href="#">Ancient Egyptian scrolls</a></p> <p>To investigate the style, pattern and characteristics of Ancient Egyptian art</p> <p><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>	
PSHE	<p><a href="#">Dreams and goals</a></p> <p>-I can tell you about a person who has faced difficult challenges and achieved success</p> <p>-I respect and admire people who overcome obstacles and achieve their dreams and goals</p>	<p><a href="#">Dreams and goals</a></p> <p>-I can identify a dream/ambition that is important to me</p> <p>-I can imagine how I will feel when I achieve my dream/ambition</p>	<p><a href="#">Dreams and goals</a></p> <p>-I enjoy facing new learning challenges and working out the best ways for me to achieve them</p> <p>-I can break down a goal into a number of steps and know how</p>	<p><a href="#">Dreams and goals</a></p> <p>-I am motivated and enthusiastic about achieving our new challenge</p> <p>-I know that I am responsible for my own learning and can use my strengths as a</p>	<p><a href="#">Dreams and goals</a></p> <p>-I can recognise obstacles which might hinder my achievement and can take steps to overcome them</p> <p>-I can manage the feelings of frustration</p>	<p><a href="#">Dreams and goals</a></p> <p>-I can tell you about a person who has faced difficult challenges and achieved success</p> <p>-I respect and admire people who overcome obstacles</p>	



	(e.g. through disability)		others could help me to achieve it	learner to achieve the challenge	that may arise when obstacles occur	and achieve their dreams and goals (e.g. through disability)	
PE	<p><b>Class teacher:</b> Multi Skills, Fundamental, Movement, Balance</p> <p><b>Specialist PE coach</b></p> <ul style="list-style-type: none"> <li>Gymnastics Feedback Analysis, Technique, Physical ability</li> </ul>						
Spanish	<p><b>Specialist Teacher</b></p> <p><u>Revision Lesson</u> Consolidate numbers, classroom instructions and introduce colours To imitate and remember specific phonemes when saying colours</p>	<p><b>Specialist Teacher</b></p> <p><u>Colours</u> To recognise and understand the meaning of 'es' and 'y' To understand and be able to say 11 colours To recognise familiar words in written form and experiment with writing short words (colours) Hear main word classes</p>	<p><b>Specialist Teacher</b></p> <p><u>Fruits and vegetables</u> To encounter the phrase '¿Te gusta/te gustan?' Understand and say the names of six fruits in Spanish Understand and respond to the question '¿Es Bueno para la salud?' To recognise and respond to sound patterns and words Recognise that some words occur in both English and Spanish but sound different e.g. chocolate</p>	<p><b>Specialist Teacher</b></p> <p><u>Fruits and vegetables (continued)</u> Understand and respond to the question '¿Es Bueno para la salud?' To recognise and respond to sound patterns and words Recognise that some words occur in both English and Spanish but sound different e.g. chocolate To make links between some sounds, rhymes and spellings and read aloud familiar words Discuss and respond to discussion point (healthy foods)</p>	<p><b>Specialist Teacher</b></p> <p><u>Consolidation Lesson</u> Consolidate numbers 0-15 Listen and respond to an authentic Spanish poem and an extended text Revise pronunciation of 'c' and 'z' and the letter string 'ie'</p>	<p><b>Specialist Teacher</b></p> <p><u>Days of the Week</u> Participate in reading a story in Spanish and give a physical response to phrases/words Match sound to the written word and re-order sentences from the text Copy/write individual words correctly Know the days of the week</p>	<p><b>Specialist Teacher</b></p> <p><u>Christmas Lesson</u> Know some details of how Christmas is celebrated in Spain Know five typical items of vocabulary for presents Write a letter to Father Christmas</p>