



Topic driver: Egyptians						
Subject Read aloud text:	Week 1 The gold in the grave Teary Deary- Egyptians tales	Week 2 The gold in the grave Teary Deary- Egyptians tales	Week 3 The gold in the grave Teary Deary- Egyptians tales	Week 4 The gold in the grave Teary Deary- Egyptians tales	Week 5 The gold in the grave Teary Deary- Egyptians tales	Week 6 The gold in the grave Teary Deary- Egyptians tales
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 Art- non-fiction</u> -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	<u>Human muscles- non-fiction</u> -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	<u>Manga- non-fiction</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>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
Writing	<u>Report</u> -To retrieve facts about Egyptians -To write a report about Egyptians Success criteria: <ul style="list-style-type: none">* 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	<u>Report</u> -To write a report about Egyptians Success criteria: <ul style="list-style-type: none">* 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	<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: <ul style="list-style-type: none">• To use time conjunctions• Use bossy verbs• Use adverbs• Add in precise vocabulary• Write in order	<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: <ul style="list-style-type: none">• Past tense• adverbial phrases of time• Add detail –using conjunctions• Speech• simile• use a relative clause	<u>Myth</u> -To write the Myth of Osiris Success Criteria: <ul style="list-style-type: none">• Past tense• adverbial phrases of time• Add detail –using conjunctions• Speech• simile• use a relative clause <u>EBI- fronted subordinate</u> -To edit a Myth -To collect and classify words	<u>Diary</u> -To act out the discovery of Tutankhamun's tomb -To write a diary entry as Howard Carter Success Criteria: <ul style="list-style-type: none">• -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



	* EBI- Use a fronted subordinate. -To edit a report -To retrieve facts about Egyptians from a source	EBI- Use a fronted subordinate.				
Maths	Unit 5: Length and Perimeter -To calculate the perimeters of 2-D shapes in mixed units (centimetres and millimetres) -To measure and compare lengths in mixed units -To calculate the perimeters of 2-D shapes in mixed units (metres and centimetres) - To apply problem-solving strategies in the context of length	Unit 6: Multiplication and Division • To explore representations of multiplication and division • To represent multiplication and division contexts using bar models • To understand that multiplication can be completed in any order • To apply knowledge of factors to multiplication contexts • To understand the inverse relationship between multiplication and division	Unit 6: Multiplication and Division To apply knowledge of the inverse to find related facts • To apply knowledge of the inverse to solve missing number problems (3 times tables) • To apply knowledge of the inverse to solve missing number problems (4 times tables) • To explore the relationship between four and eight times table	Unit 7: Calculating with Multiplication and Division • To explore patterns in multiples of 8 • To solve problems that involve scaling by 10 • To multiply by 10 • To divide by ten • To explore related multiplication facts	Unit 7: Calculating with Multiplication and Division -To derive facts from known multiplication facts -To multiply a 2-digit number by three, four or five, without regrouping - To multiply a 2-digit number by three, four or five, with regrouping - To multiply a 2-digit number by three, four or five, with regrouping	Unit 7: Calculating with Multiplication and Division • To explore division structures • To explore sharing and grouping in context • To divide a 2-digit number by partitioning • To solve correspondence problems
Science	Rocks Explore the formation and properties of igneous rock	Rocks Explore the formation and properties of sedimentary and metamorphic rocks	Rocks Weathering and the suitability of rocks for different purposes	Rocks Explore how water contributes to the weathering of rocks	Rocks Understand how fossils are formed	Rocks Explore different types of soil
History	Egyptians To develop an understanding of the Ancient Egyptian time period.	Egyptians To understand the mummification process.	Egyptians To recognise the significance of papyrus.	Egyptians To consider the significance of the role of a Pharaoh. To know who Tutankhamun was.	Egyptians Consider how Ancient Egyptian inventions are relevant today.	Egyptians Understand what everyday life was like for men, women and children.
Computing	Programming-sequencing sounds Introduction to Scratch	Programming-sequencing sounds	Programming-sequencing sounds Programming sprites	Programming-sequencing sounds Sequences	Programming-sequencing sounds Ordering demands	Programming-sequencing sounds



		Introduction to Scratch				Combining motions and sounds
RE	<u>Is scripture central to religion?</u> To explore some key Jewish beliefs about scripture by studying religious practices, art and writings. •What do some people mean by revelation?	<u>Is scripture central to religion?</u> To explain how beliefs about the source of scripture may impact the value placed on it. •What's the difference between a scroll and a book?	<u>Is scripture central to religion?</u> To make connections between beliefs about the Qur'an and the Hadith and how they are used. •How is scripture used by some Muslims?	<u>Is scripture central to religion?</u> To identify similarities and differences between Jewish and Christian scripture. •How are some scriptures both similar and different?	<u>Is scripture central to religion?</u> To recognise the value of the Bible by exploring how and why some Christians use it. •What does the Bible mean to some Christians?	<u>Is scripture central to religion?</u> To evaluate what makes scriptures central to religion. •How and why are scriptures central to religion?
Music	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To play the rhythms of a known song on body percussion	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To play the rhythms of a known song on body percussion	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To work out & write the rhythm notation of one line of a known song	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To make up a movement piece in pairs to a given structure	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. -To play a given piece accurately in pair	<u>Rhythm Patterns and Structure</u> Unit Aim: To develop children's ability to play simple rhythmic patterns and perform them from rhythm notation. To compose a rhythm ostinato piece in a group and perform it to the class



Art	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Lesson 1: Exploring Ancient Egyptian art To investigate the style, pattern and characteristics of Ancient Egyptian art</p> <p>Success criteria</p> <ul style="list-style-type: none">• I can discuss Ancient Egyptian art to understand more about it• I can look closely to identify colours, patterns and shapes• I can record what I see in my sketchbook, trying out: different drawing materials, working on different surfaces, experimenting with composition	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Lesson 2: Designing scrolls To apply design skills inspired by the style of an ancient civilization</p> <p>Success criteria</p> <ul style="list-style-type: none">• I can make decisions about how I want to represent information through images• I can plan a design for a scroll thinking about key features of the artwork of the Ancient Egyptians• I can apply my knowledge of their style to plan appropriate colours and patterns for my design	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Lesson 3: Making paper To apply understanding of ancient techniques to construct a new material</p> <p>Success criteria</p> <ul style="list-style-type: none">• I can use knowledge of an ancient process to make a modern alternative• I can follow instructions carefully• I can review what worked well and what I could improve on	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Lesson 4: Scroll making To apply drawing and painting skills in the style of an ancient civilization</p> <p>Success criteria</p> <ul style="list-style-type: none">• I can use a design and accurately translate it to a new surface• I can use materials and tools carefully to show precision in my work• I can mix and use colours that are appropriate to the style of work• I can suggest improvements in my own and other people's work	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Lesson 5: Making zines To apply an understanding of Egyptian art to develop a contemporary response.</p>	<p>Craft and design: Ancient Egyptian scrolls</p> <p>Lesson 6: Evaluate</p> <ul style="list-style-type: none">• I can evaluate my work and describe what techniques I have used.• I can reflect and say what I like about my work and what I would change.
PSHE	<p>Health and Wellbeing</p> <p>Lesson 1: My healthy diary</p> <p>Learning objective</p> <p>To understand and plan for a healthy lifestyle including physical activity, rest and diet.</p>	<p>Health and Wellbeing</p> <p>Lesson 2: Relaxation: stretches</p> <p>Learning objective</p> <p>To perform a range of relaxation stretches.</p>	<p>Health and Wellbeing</p> <p>Lesson 3: Wonderful me</p> <p>Learning objective</p> <p>To understand the different aspects of my identity.</p>	<p>Health and Wellbeing</p> <p>Lesson 4: My superpowers</p> <p>Learning objective</p> <p>To identify my own strengths and begin to see how they can affect others.</p>	<p>Health and Wellbeing</p> <p>Lesson 5: Resilience: breaking down barriers</p> <p>Learning objective</p> <p>To break down barriers into smaller, achievable goals.</p>	<p>Health and Wellbeing</p> <p>Lesson 6: Communicating my feelings</p> <p>Learning objective</p> <p>To recognise when to give consent.</p> <p>Lesson 7: Diet and dental health</p> <p>Learning objective</p>



						To understand the benefits of healthy eating and dental health.
PE	Teacher: Multi skills LESSON OBJECTIVES: To be able to use quick reactions to instructions given. To use appropriate footwork to assist quick Reactions. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to use quick, Sharpe movements to outwit your partner. To move quickly in a pressured Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to work as a team and discuss appropriate techniques and strategies. To listen and respond to instructions as quickly as possible. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to work as a team and discuss appropriate techniques and strategies. To listen and respond to instructions as quickly as possible. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to hold a number of different static balances. To perform and hold a static balance while holding Equipment. Coach: Gymnastics Feedback Analysis Technique Physical ability	Teacher: Multi skills LESSON OBJECTIVES: To be able to practice and hold a number of different balances. To work as a group when using equipment to refine correct balance position Coach: Gymnastics Feedback Analysis Technique Physical ability
Spanish	<u>Shapes and colours in Spanish</u> Lesson 1: Colours Discovering vocabulary for different colours and recognising key phonemes.	<u>Shapes and colours in Spanish</u> Lesson 2: Describing shapes Using language detective skills to identify shape nouns and exploring placement of adjectives.	<u>Shapes and colours in Spanish</u> Lesson 3: Gaudí mosaics Describing different shapes orally to create a mosaic in the style of Gaudí.	<u>Shapes and colours in Spanish</u> Lesson 4: Tile hunt Reading a set of descriptive phrases in order to solve a puzzle.	<u>Shapes and colours in Spanish</u> Lesson 5: Tiles of the Alhambra Writing a design brief for a Spanish tile.	<u>Shapes and colours in Spanish</u> Lesson 6: Tile designs Presenting a tile design in a small group.