

Topic: Ancient Egypt

Cycle Year:1

Term:2

Educational visit: Birmingham Museum



Personal, Social, Health and Emotional Development
(including Relationships and Sex Education):

Pupils will have the opportunity to:

- To deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including visit from a Fire Fighter to discuss fire safety) and to use this as an opportunity to build resilience.

Dreams and Goals: <ul style="list-style-type: none">Difficult challenges and achieving successDreams and ambitionsNew challengesMotivation and enthusiasmRecognising and trying to overcome obstaclesEvaluating learning processesManaging feelingsSimple budgeting	Healthy Me: <ul style="list-style-type: none">ExerciseFitness challengesFood labelling and healthy swapsAttitudes towards drugsKeeping safe and why it's important online and off linescenariosRespect for myself and othersHealthy and safe choices
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Religious Education:

How do festivals and worship show what matters to a Muslim?

• Identify some beliefs about God in Islam, expressed in Surah 1 • Make clear links between beliefs about God and ibadah (e.g. how God is worth worshiping; how Muslims submit to God) • Give examples of ibadah (worship) in Islam (e.g. prayer, fasting, celebrating) and describe what they involve. • Make links between Muslim beliefs about God and a range of ways in which Muslims worship (e.g. in prayer and fasting, as a family and as a community, at home and in the mosque) • Raise questions and suggest answers about the value of submission and self-control to Muslims, and whether there are benefits for people who are not Muslims • Make links between the Muslim idea of living in harmony with the Creator and the need for all people to live in harmony with each other in the world today, giving good reasons for their ideas.

Why do Christians call the day Jesus died 'Good Friday'?

Recognise the word 'Salvation', and that Christians believe Jesus came to 'save' or 'rescue' people, e.g. by showing them how to live • Offer informed suggestions about what the events of Holy Week mean to Christians • Give examples of what Christians say about the importance of the events of Holy Week • Make simple links between the Gospel accounts and how Christians mark the Easter events in their communities • Describe how Christians show their beliefs about Jesus in worship in different ways • Raise thoughtful questions and suggest some answers about why Christians call the day Jesus died 'Good Friday', giving good reasons for their suggestions.

PE (Please see PE skills sheets for further guidance):

- Invasion Team games: passing/receiving, controlling e.g. hockey and netball
- Dance: building the pyramids – explore unison and canon – partner, group and whole class sequences. Walk like an Egyptian (dance and hand clapping) – MC unit
- Gymnastics: apply specific skills to sequences and partner work (use level 3 games models)

As linguists we will explore the French language through:

- Numbers to 31
- Days and months incl writing the date and birthdays (Birthday song)
- Weather (incl. 'Mr Wolf's Week')
- Animals ('Brown Bear / Ours Brun' Story) Pets (incl. noises)
- French culture - Easter

Please see French progression map for further guidance

As historians we will study Ancient Egypt:

Explore the achievements of the earliest civilizations – the beginning of an overview of where and when the first civilizations appeared, and an in-depth study of Ancient Egypt.

- Timeline key events
- Examine artefacts and make inferences about Ancient Egyptian life.
- Explore the religious belief and practices of Ancient Egyptians.
- Visit Birmingham museum, to interact with artefacts and learn about the mummification process.

Please see history progression map for further guidance. (2)

As geographers we will:

Develop map skills (OS maps and atlas) and understanding of symbols.

Can identify the key lines of latitude and longitude.

Explore climate zones and biomes and how this links to latitude and longitude – comparison of biomes in the UK and Africa.

Develop location and place knowledge for a place outside Europe (mapping African countries – recap compass points)

To be able to describe the physical geography of Egypt.

Explore rivers and the water cycle and consider the significance of the River Nile for the Ancient Egyptians.

To be able to describe the human geography of Egypt settlement and river and the distribution and use of natural resources (food, water, minerals).

Please see geography progression map for further guidance. (1)

As designers we will focus on (2):

To be able to design, make and evaluate an Easter card or a moving page to animate a part of their narrative writing (spider moving, tomb) that uses levers and linkages. Children will develop skills of measuring, marking out, cutting, joining and finishing skills and techniques, whilst making fixed and loose pivots.

Please see design and technology progression map for further guidance.

As artists we will focus on (1):

Explore sculpture to create Egyptian death masks (Lacon Workshop on African masks):

- Develop confidence in working with clay
- Add detail and texture by using a range of joining techniques (scratch and slip).
- To add colour to dry clay.
- To use colour and pattern inspired by the Ancient Egyptians to make a background for our Egyptian death masks.

Please see art progression map for further guidance.

As musicians we will:

- Explore dynamics and texture using graphic scores in the shape of an Egyptian pyramid.
- Identify dynamics and texture and gradual changes within these two musical elements through listening, performing and composing and learn about the musical symbols used to show dynamics.
- Explore the harmonic minor scale with its characteristic “middle eastern” sound; singing a round, accompanied by chords and ostinati patterns,
- Listening to a range of “Egyptian-inspired” music.

(MC: Egyptians) Please see music skills sheets for further guidance

As experts in computing we will:

- Develop our touch-typing skills (unit 3.4 2type)
- Develop our safe use of email (2email, 2connect, 2diy 3.5). We will create quizzes and attach files.

Please see computing progression map for further guidance.

As scientists we will focus on:

Work scientifically

Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions
- Set up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings in a range of different ways.
- Make predictions using their scientific knowledge and draw conclusions from results to answer scientific questions.

Rocks (1):

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Investigate which types of rock will be effective to carve by testing rocks for hardness, softness and solubility.
- Working scientifically investigation: Which rocks are permeable and impermeable?
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock
- Recognise that soils are made from rocks and organic matter.
- Working scientifically investigation: How does deforestation effect the soils permeability?

Forces (Magnets – 2):

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials
- Describe magnets as having two poles
- Observe how magnets attract or repel each other and attract some materials and not others Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Please see science skills sheets for further guidance

Develop our English skills through the stimuli of:

- Reading spine texts for this term: Charlotte's Web by E B White, The Flower by John Light (picture book) and Chocolate Cake by Michael Rosen (Poem)
- Pyramid poems
- Non-chronological report about different types of rock.
- Newspaper report about the discovery of the tomb of Tutankhamun.
- Recount of trip to Birmingham Museum.

Please see English skills sheets for further guidance

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Adding and Subtracting Fractions
- Exploring the properties of 2D shapes
- Column addition and subtraction
- Calculating the perimeter of a square or rectangle
- Scaling problems
- Calculating the area of a square or rectangle using multiplication
- Written methods for multiplication and division.
- Continuing to develop fluency for number and times table facts.
- Continuing to apply understanding to a range of reasoning and problem solving tasks.

Please see skills and knowledge in year group assessment grids.

