

Topic: Ancient Egyptians

Cycle Year:2 Term:1

Educational visits:

Birmingham Museum

Pottery Workshop at Lacon Childe



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

Pupils will have the opportunity to:

Being Me In My World:

- Being part of a class team
- Being a school citizen
- Rights, responsibilities and democracy (school council)
- Rewards and consequences
- Group decision-making
- Having a voice
- What motivates behaviour

Celebrating Difference:

- Challenging assumptions
- Judging by appearance
- Accepting self and others
- Understanding influences
- Understanding bullying
- Problem-solving
- Identifying how special and unique everyone is
- First impressions

Religious Education:

What do Christians learn from the Creation story?

Place the concepts of God and Creation on a timeline of the Bible's 'big story' · Make clear links between Genesis 1 and what Christians believe about God and Creation · Recognise that the story of 'the Fall' in Genesis 3 gives an explanation of why things go wrong in the world · Describe what Christians do because they believe God is Creator (e.g. follow God, wonder at how amazing God's creation is; care for the Earth - some specific ways) · Describe how and why Christians might pray to God, say sorry and ask for forgiveness · Ask questions and suggest answers about what might be important in the Creation story for Christians and for non Christians living today.

What is it like for someone to follow God?

Make sense of belief: · Make clear links between the story of Noah and the idea of covenant Understand the impact: · Make simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony Make connections: · Make links between the story of Noah and how we live in school and the wider world.

PE (activities are currently chosen to help with social distancing)

- Invasion Team games: passing/receiving, controlling e.g. football and rugby
- Dance: building the pyramids - explore unison and canon - partner, group and whole class sequences. Walk like an Egyptian (dance and hand clapping)
- Gymnastics: developing range of skills for balance, jumps, rolls, travel and applying to sequences

Please see PE skills sheets for further guidance

As linguists we will explore the French language through:

- Greetings - simple conversation (name, age, where you live, how are you?)
- Classroom instructions (incl. 'Jacques a dit' / Simons says)
- Numbers 1-10
- Our Family and Siblings
- Colours (incl. colours song) and classroom objects with colours
- Clothes and Fashion Show
- Christmas traditions in France

Please see French progression map for further guidance

As historians we will study the Ancient Egyptian civilisation:

- Study the achievements of the Ancient Egyptian civilisation. Knowing who the Ancient Egyptians were, what they did and discuss whether Ancient Egypt deserves its reputation as one of the most important early civilisations.
- Develop a chronologically secure knowledge and understanding of British, local and world history by understanding what was happening in Britain at the same time.
- Note connections, contrasts and trends over time.
- Develop the use of historical terms.
- Understand how our knowledge of the past is constructed from a range of sources.
- Address and devise historically valid questions about similarity, difference and significance.
- Construct informed responses that involve thoughtful selection and organisation of relevant historical information.

Please see history skills sheets for further guidance.

As geographers we will explore the Americas:

- Develop their locational and place knowledge beyond their country.
- Focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, states and some major cities.
- Children to understand the difference between a continent, country, state/county and city.
- Understand geographical similarities and differences through looking at regions in North and South America.
- Begin to associate weather/climate with landscape and environment.
- Use maps, atlases, globes and digital/computer mapping to explore settlement and road patterns of some North and South American cities
- Learn the eight points of a compass.
- Field work: to complete a transect of a local area to understand the relationship between a commercial city/town centre and the surrounding distribution of smaller shops, housing and local amenities.

Please see geography skills sheets for further guidance

As designers we will focus on:

To design, construct and evaluate a Christmas box to store a Christmas gift (shell structure).

- Consider a range of existing products and deconstruct these to see how they are made.
- Explore how to strengthen materials.
- Use purple mash to create a shell structure using CAD.

Please see design and technology skills sheets for further guidance.

As artists we will focus on:

Design, make and evaluate a piece of art looking at an animal at different scales.

- Children to use different sketching pencils to develop their use of line and tone when sketching animals. Children to consider how they can use different sketching techniques to show different textures.
- Children to use oil pastels to explore colour and colour gradients.
- Children to use their knowledge of sketching and oil pastels to create a composition of drawings of an animal at different scales.

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.
- Whole class ocarina teaching to support music curriculum and to increase musicianship skills.

(MC: Egyptians)

Please see music skills sheets for further guidance

As experts in computing we will:

- Further our coding skills by using if statements, variables, repetition (timer and repeat commands). (2code cycle B)

YEAR 3 & 4 - CYCLE B				
Using Repeat	Repeat Until and 'if/else' Statements	Number Variables	Design and Make an Interactive scene	Making a Playable game
Unit 3.1, Lesson 3	Unit 4.1, Lesson 4	Unit 4.1, Lesson 5	Unit 3.1, Lesson 5-6	- Unit 4.1, Lesson 6

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.

Animals (including humans):

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. (PSHE Healthy balanced diet).
- Describe the simple functions of the basic parts of the digestive system in humans.
- Discuss teeth hygiene - flossing and brushing to keep teeth clean and the importance of hand washing.
- Identify the different types of teeth in humans and their simple functions.
- Research, discuss and debate topical issues concerning health issues: sugary drinks, sweets, tablet time (computing investigation), breaking habits.
- Working scientifically: What is the effect of different liquids on enamel? Egg experiment.

Living things:

- Identify and name a variety of living things in their local and wider environment.
- Group and classify living things (herbivore, carnivore, omnivore).
- Recognise that environments can change and this can pose dangers to living things (positive: nature reserves vs negative: deforestation in Americas).
- Recognise that living things can be grouped in different ways: Venn diagrams, Carroll diagrams
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Please see science skills sheets for further guidance.

Develop our English skills through the stimuli of:

- Reading spine texts: The Case of the Lost Boy by Dori Hillestad Butler, The Firework Maker's Daughter by Phillip Pullman, The Wolf in the Walls by Neil Gaiman (Picture book), The Mysteries of Harris Burdick by Chris Van Allsburg, Revolting Rhymes by Roald Dahl (Poems).
- Non-chronological report explaining The Truth About Trolls.
- Narrative writing based on the book The Wolf in the Walls by Neil Gaiman.
- Explanation of the digestive system.
- Pyramid poems
- Persuasive writing about sugary drinks.

Please see English assessment skills sheets for further guidance.

Develop our Maths skills through key foci of:

In line with the Herts for learning guidance:

- Number and place value reasoning: identify the place value of each digit, representing numbers in different ways, comparing, ordering and rounding numbers (Y3 - 3-digit numbers, Y4 - 4-digit numbers)
- Additive Reasoning 1 - Mental Addition (Y3 - adding multiples of 1, 10, 100. Y4 - adding multiples of 1, 10, 100 and 1000 and consider appropriate methods)
- Additive Reasoning 2 - Mental Subtraction (Y3 - subtracting multiples of 1, 10, 100. Y4 - subtracting multiples of 1, 10, 100 and 1000 and consider appropriate methods)
- Multiplicative Reasoning 1 - Building Fact Recall (Y3 - 2, 5, 10, 3, 4, and 8 multiplication tables. Y4 - all facts to 12x12)
- Proportional Reasoning 1 - Scaling, comparison and fractions (fractions of an amount, equivalent fractions, measure and money problems involving fractions, scaling and correspondence problems)
- Geometric Reasoning 1 - Angles and Lines (Y3 - angles are properties of shape and a turn, compare angles and identify different types of line. Y4 - obtuse and acute angles)
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Please see skills and knowledge in year group assessment grids.

- Explore our online safety (3.1, 4.2) and share the most important messages using 2connect
- Create and share a presentation for our topic

Please see music skills sheets for further guidance.

