

Topic: Ancient Egypt

Cycle Year:1

Term:2

Educational visit: Birmingham Museum



Personal, Social, Health and Emotional Development:

Many objectives are covered through other subjects and according to need.

- to recognise and respond appropriately to a wider range of feelings in others
- to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships
- to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,
- that their actions affect themselves and others
- to judge what kind of physical contact is acceptable or unacceptable and how to respond
- the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'
- to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary, constructively challenge their points of view
- to work collaboratively towards shared goals
- to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves

Spiritual, Moral, Social and Cultural Development:

- Consider how following God can bring freedom and justice (People of God UC 2B.3) Children will explore Moses leading his people to freedom and the 10 commandments with children considering what rules we should live by.
- Continue to consider faith and what difference it makes through looking at other leaders e.g. Abraham (multifaith); Mother Theresa; Martin Luther King; Ghandi (RQ4/13)
- Whilst thinking about Easter we will look at the impact of Pentecost when Jesus left (UC 2a.6)

PE:

- 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)

Please see PE skills sheets for further guidance

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:

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 Sumer.
- Visit Birmingham museum, to interact with artefacts and learn about the mummification process.

Please see history progression map for further guidance.

As geographers we will:

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

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

Rivers - significance of the River Nile and the water cycle.

Develop location and place knowledge for a place outside Europe (mapping African countries)

Can identify the key lines of latitude and longitude.

Explore climate zones and biomes and how this links to latitude and longitude To be able to describe the physical geography of Egypt.

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

Please see geography progression map for further guidance.

As designers we will focus on:

To be able to design, make and evaluate an Easter card 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:

Explore sculpture to create Egyptian death 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.

Please see art progression map for further guidance.

As musicians we will:

(MC: Egyptians)

- 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.

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.

Forces (Magnets):

- Compare how things move on different surfaces
- Notice that some forces need contact between two objects, but magnetic forces can act at a distance
- Observe how magnets attract or repel each other and attract some materials and not others
- 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
- Predict whether two magnets will attract or repel each other, depending on which poles are facing.

Rocks:

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties.
- 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. 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?

Please see science skills sheets for further guidance

Develop our English skills through the stimuli of:

- Narrative through reading spine texts: Cat Tales and The Flower.
- Pyramid poems
- Non-chronological report about ancient Egyptian life.
- 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:

Year 3	Year 4
I can divide a whole number by 10 to make tenths.	I can divide a whole number by 10 and 100 to make tenths and hundredths.
I can recognise the place value of tenths and can count up and down in tenths.	I can recognise the place value of tenths and hundredths and can count up and down in tenths and hundredths.
I can multiply a 2-digit number by a 1-digit number.	I can multiply a 3-digit number by a 1-digit number.
I can find a unit fraction of an amount.	I can find a non-unit fraction of an amount.
Problem solving and reasoning skills	
Fluency of number and times table/division facts.	
Explore the properties of a range 2D and 3D shapes.	
Tell the time to the nearest minutes and explore 24 hour clock	

- Please see skills and knowledge in year group assessment grids.

