



# Egyptology

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
History	<p><b>Daily Life: The Afterlife &amp; Mummification</b> To learn about Religion and beliefs in Ancient Egypt</p>			<p><b>Famous Pharaohs &amp; Archaeology</b> Learn about Howard Carter, his discovery of the tomb. And the impact its revelation had on the Egyptian people. Link to Times newspaper and journalistic writing.</p>			<p><b>Gift of the Nile</b> Impact of the Nile on the ancient Egyptians, and its importance in daily life.</p>	
	<p><b>Mummification process</b></p> <p><b>Outcome:</b> Research mummification to link with English note taking ideas and questions added to working wall</p> <p><i>I can understand that knowledge of the past is constructed from a range of sources I can select and organise historical information I can ask and answer questions on historical evidence</i></p>	<p><b>Religion – how to get to the afterlife</b></p> <p><b>Outcome:</b> Create story board of journey</p> <p><i>I can describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i></p>	<p><b>Gods of the afterlife – roles how honoured</b></p> <p><i>I can describe social, cultural, religious and ethnic diversity in Britain &amp; the wider world</i></p>	<p><b>What is archaeology? Who is Howard Carter and why was he important? Who was Tutankhamun?</b></p> <p><b>Outcome:</b> Linked with English – preparation for News article writing</p> <p><i>I can identify historically significant people and events in situations I can describe / make links between main events, situations and changes within and across different periods/societies</i></p>	<p><b>How did people feel about it (Egyptians/Rest of world)?</b></p> <p><b>Outcome:</b> Linked with English – preparation for News article writing</p> <p><i>I can understand that different versions of the past may exist, giving some reasons for this I can describe / make links between main events, situations and changes within and across different periods/societies</i></p>	<p><b>What is the Nile? Why is it important? Farming in Ancient Egypt – What else did the Nile provide?</b></p> <p><b>Outcome:</b> Annotated pictures and oral presentation</p> <p><i>I can use aerial photographs and plan perspectives to recognise landmarks and basic human and physical features; devise a simple map I can make links between main events, situations and changes within and across different periods/societies</i></p>		
English	<p><b>How to Mummify An Egyptian!</b> Outcome: Write an explanatory text on mummification</p>			<p><b>The Curse of Tutankhamun</b> Outcome: Write a news article on the discovery of a new mummy</p>			<p><b>Poetry</b> Outcome: Write an perform a poem for the class</p>	

	<p><b>1-</b> Introduction to text type, recognise features annotate text.</p> <p><b>2-</b> Take notes on topic and use key vocabulary</p> <p><b>3-</b> Use conjunctions of time and casue to link ideas</p> <p><i>I can read and understand texts written for different purposes</i>  <i>I can use a dictionary to check the spelling and meaning of words</i>  <i>I can use adverbs, conjunctions and prepositions to express time</i></p>	<p><b>1-</b> Use a range of sentence types with accurate use of commas</p> <p><b>2-</b> Understand paragraphing and linking ideas</p> <p><b>3-</b> Plan an explanation text</p> <p><i>I can write sentences that have more than one clause</i>  <i>I can use lots of conjunctions</i>  <i>I can use fronted adverbials</i>  <i>I can group ideas for paragraphing</i>  <i>I can discuss what I plan to write</i></p>	<p><b>1/2-</b> Draft text</p> <p><b>3-</b> Proofread, edit and improve text</p> <p><i>I can draft my work developing initial ideas</i>  <i>I can identify my audience and write with them in mind</i>  <i>I can suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing</i>  <i>I can check my work for spelling and punctuation errors</i></p>	<p><b>1-</b> Immerse in text – set up discovery of tomb – meet Carter – teacher in role – focus on asking questions – use 5 W</p> <p><b>2-</b> Role play – feelings focus in role as HC and LC features, style create diary</p> <p><b>3-</b> Summarise key points for introduction</p> <p>Outcome for week – Diary of HC with focus on descriptive language (recap) and feelings vocab</p> <p><i>I can read and understand texts written for different purposes</i>  <i>I can write a short precis of a longer passage</i>  <i>I can use questions</i>  <i>I can select appropriate vocabulary</i>  <i>I can summarise</i></p>	<p><b>1- Recognise and understand features of a newspaper including tenses</b></p> <p>2-Use direct and indirect speech</p> <p>3- Use relative clauses</p> <p>Skills focussed week</p> <p><i>I can punctuate direct and indirect speech</i>  <i>I can use modal verbs</i>  <i>I can use expanded noun phrases (starters)</i>  <i>I can use commas for parenthesis (with relative clauses)</i></p>	<p><b>1- Plan using paragraphing</b></p> <p><b>2-</b> Draft text</p> <p><b>3-</b> Proofread, edit and improve text</p> <p><i>I can group ideas for paragraphing</i>  <i>I can discuss what I plan to write</i></p> <p><i>I can draft my work developing initial ideas</i>  <i>I can identify my audience and write with them in mind</i>  <i>I can suggest changes to the vocabulary, grammar and punctuation I have used to improve the writing</i>  <i>I can check my work for spelling and punctuation errors</i></p>	<p>1- Prepare poems for reciting out loud – focus on S&amp;L skills –</p> <p>2- discuss how the poem makes us feel to convey and why the author has chosen specific vocabulary</p> <p>3 – choose appropriate vocabulary to use for own poems</p> <p><i>I can use a clear voice</i>  <i>I can speak with appropriate volume</i>  <i>I can consider the meaning of what I am reading and change my tone appropriately</i>  <i>I can look at my reader</i>  <i>I can discuss and evaluate how authors use language to impact the reader</i></p>	<p>1- draft poem</p> <p>2- edit and improve poem</p> <p>3- perform own poems</p> <p><i>I can draft my work developing initial ideas</i>  <i>I can use expanded noun phrases</i>  <i>I can check my work for spelling errors</i>  <i>I can suggest changes to my work to improve the writing</i>  <i>I can read my work aloud in front of the class</i></p>
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<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Maths</p>	<p><b>Statistics</b></p> <p>CCL: Temperature/ distances between places in Egypt or travel times etc.</p> <p>I can solve comparison sum and difference problems using information presented in bar charts and pictograms.</p> <p>I can interpret and present discrete data using appropriate graphical methods. (Data tables, pictograms and bar charts).</p> <p>I can collect my own data on a given project and present information in a graphical format. (Starters based around times tables activities, TTRS for assessment and progress opportunities).</p> <p>The children should start to consolidate and progress through their times tables.</p> <p>The outcome of this will be that they make their own bar charts and tally data they may not have seen before linked to the Egyptian topic and also have the chance to carry out their own survey e.g: a traffic survey from the front playground, where they can make a tally chart and bar chart with varying scales (1 car to represent 5 as its time dependent!).</p>	<p><b>Number: Multiplication &amp; Division</b></p> <p>Calculations (multiplication focus)</p> <p>(Starters week 1 / times tables challenges / practical use of resources to introduce lessons.... such as the use of Num icon and counters on the tables for multiples and factors).</p> <p>I can multiply numbers mentally drawing on known factors.</p> <p>I can identify multiples and factors, including finding all factor pairs or a number and common factor pairs of two numbers.</p> <p>(starters week 2).</p> <p>I can use the vocabulary of prime numbers and prime factors</p> <p>I can multiply and divide whole numbers and those involving decimals by 10,100 and 1000.</p> <p>I can multiply numbers up to 4digits by a 1-digit number using a formal written method.</p> <p>Time tables links  <a href="http://www.ttrs.co.uk">www.ttrs.co.uk</a>  <a href="https://www.topmarks.co.uk/maths-games/hit-the-button">https://www.topmarks.co.uk/maths-games/hit-the-button</a></p> <p>The children will complete factor trees, reasoning questions and formal methods in books. A further outcome at the end of the week will be for the children to make their own editable snakes and ladders style multiplication board game which can have a mixture of times tables questions, x 10, x100, x1000 and 2x 1, 3x1 and 4 x 1-digit questions on it.</p> <p>(This time around it has not been a full two weeks / it will also be multiplication heavy to imbed and secure the foundations before moving onto Division down the line.</p>	<p><b>Perimeter and Area</b></p> <p>CCL to pyramids/Valley of the Kings.</p> <p>I can measure and calculate the perimeter of composite rectilinear shapes in cm and m.</p> <p>I can calculate and compare the area of rectangles/ squares.</p> <p>I can use my knowledge of measurement to create plans of areas around school, such as classroom, field, outside play area or zoo etc. (investigation)</p> <p>The outcome will be that the chn are secure on their understanding of both area and perimeter (several different units of measure) and will be able to implement it into an investigation / problem solving session designing a swimming pool for an Egyptian Pharaoh with specific dimensions.</p>	<p><b>Geometry: properties of shape</b></p> <p>I can compare and classify geometric shapes, including quadrilaterals and triangle based on their properties and sizes.</p> <p>I can identify lines of symmetry in 2D shapes presented in different orientations.</p> <p>I can complete a simple figure with respect to a specific line of symmetry.</p> <p>I can identify acute and obtuse angles and compare and order angles up to two right angles by size (180°)</p> <p>Outcome TBD with team – shape property cards like top trumps / flag designs / playground drawings</p>	<p><b>Number: Fractions/Decimals</b></p> <p>Y4/Y5 objectives</p> <p>I can add and subtract fractions with the same denominator. (Which could lead to improper fractions)</p> <p>I can calculate equivalent fractions of a given fraction including tenths and 100ths.</p> <p>I can compare and order fractions whose denominators are multiples of the same number.</p> <p>I can calculate decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math> and <math>\frac{3}{4}</math>.</p> <p>I can order numbers with the same number of decimal places up to (1/2dp).</p>	<p><b>Position and direction</b></p> <p>(this will be subject to change in the run up to Christmas)</p> <p>I can identify, describe and represent the position of a shape following a translation using the appropriate language, and know that the shape hasn't changed.</p> <p>I can identify, describe and represent the position of a shape following a reflection using the appropriate language, and know that the shape has not changed.</p>
	<p>Egyptology Biology!</p>					

	<p><b>Canopic Jars..</b> Where do you think the main organs in the body go – practical activity – repair the body skeleton and organs? CCL canopic jars and their symbolism – take organs from body and place into correct Canopic jars. I can set up a test to compare two things. I can make a prediction with a reason. I can draw conclusions and suggest improvements. I can set up a simple enquiry to explore a scientific question. Set up Mummification investigation – fruit desiccation which substance is best</p>	<p><b>Cardiovascular System The Heart</b> CCL to ‘Scales of Justice’ beliefs and afterlife.</p> <p>I can identify and name the main parts of the human circulatory system. I can describe the function of the heart, blood vessels and blood. I can describe the functions of the organs in the human digestive system. I can make careful and accurate observations.</p> <p>2x lessons – practical heart jar experiment to represent the veins and arteries and how the blood moves Paper experiment with different features on top of each other folded to represent the different parts / diagrams.</p>	<p><b>Blood of a Pharaoh</b></p> <p>What is blood? Ext: Is there such a thing as ‘royal blood – blue blood’? Explore. Investigate in animals CCI to amphibians/cold blooded animals etc. Predictions game for warm and cold blooded animals.</p> <p>Use BBC bitesize clips to introduce how different animals control their body temp and blood. <a href="https://www.youtube.com/watch?v=22FSQArFFWs">https://www.youtube.com/watch?v=22FSQArFFWs</a> <a href="https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/z4ptbdm">https://www.bbc.co.uk/bitesize/topics/zv9qhyc/articles/z4ptbdm</a> - follow up with Quiz and repeat for humans link on same page.</p> <p>Use the games on twinkl to help explain how the blood flows around human body when oxygenated and deoxygenated.</p> <p>Produce a poster. Explore the how blood/s transported around the body. Investigate blood vessels.</p> <p>Small table in book and poster for display and books</p>	<p><b>Circulatory system</b></p> <p>Lungs &amp; pulse rate investigation.</p> <p>I can discuss the impact of diet, exercise, drugs and lifestyle on health.</p> <p>I can make a prediction with a reason. I can draw conclusions and suggest improvements. I can set up a simple enquiry to explore a scientific question. I can plan in advance which scientific equipment I will need and use it appropriately.</p> <p>Practical exercise-based investigation and heart rate monitor plus the prediction and write up elements...</p>	<p><b>Digestive System</b> Describe the ways in which nutrients and water are transported within animals, including humans.</p> <p>I can identify and name the parts of the human digestive system. I can describe the ways in which nutrients and water are transported in animals, including humans.</p>
Art/D&T	<p><b>Secrets of Scarab Beetle</b> Pencil skills: Sketching, Form, line, tone, texture, shading. Explore with different media. Outcome: Create an observational drawing of scarab beetle using pencil techniques</p> <p><i>I can experiment with different pencil grades</i> <i>I can explain the difference in pencil grades from observations</i></p> <p><i>I can explore tone using pencil</i> <i>I can explore shade using pencil</i> <i>I can show where the light and dark hits an object.</i></p> <p><i>I can use different techniques to add texture.</i> <i>I can explore suitable textures</i></p>		<p><b>Sgraffito</b> Outcome: sgraffito art piece based on Egyptian symbol/icon e.g. Eagle/falcon</p> <p><i>I can use a range of paint (acrylic, oil paints, water colours) to create visually interesting pieces</i></p>	<p><b>Egyptian Printing &amp; Patterns</b> Children produce lino tile frieze, e.g. symbols or hieroglyphs etc.</p> <p><i>I can design and create printing blocks/tiles;</i> <i>I can develop techniques in mono, block and relief printing;</i> <i>I can create and arrange accurate patterns;</i></p>	<p style="text-align: center;">Art Exhibition</p>

	<p style="text-align: center;"><b>Yoga</b></p> <p>To develop flexibility, strength, technique, control and balance.</p> <p><i>An Introduction to yoga demonstrates yoga sequence which comprises of a full range of movements and incorporates forward bends, backbends, inversions, twists and balances. Each week, children will develop the sequence and refine their movements. The context of a yoga story is used to help encourage children to move creatively. As the unit progresses, children will expand their range of yoga poses and how they transition between them. Children will then, with support, work with a partner to create their own sequence and lead yoga poses. Outcomes: for each child to be able to stretch their body up, follow a sequence of movements, move between pose, follow instructions to keep safe, arch their back up and dip their back down, adapt yoga poses, with guidance, flow from one yoga pose to another, balance, using support, use and link yoga poses together, demonstrate the correct form for a yoga pose and breathe smoothly while standing still.</i></p> <p>1 Cross curriculum: Science: The benefits of exercise and the effect on the heart when exercising.  <a href="#">Physical, Mental, And Overall Health Benefits Of Regular Exercise - How Exercise Improves Health - Bing video</a>  Benefits of yoga.  <a href="#">Benefits of Yoga for Kids #Yoga - Bing video</a>  Introduction to yoga breathing using bubbles.  Introduction to simple yoga poses (demonstrate poses and each child given visual guide work sheet).</p> <ul style="list-style-type: none"> <li><b>I can perform simple yoga poses using the correct breathing technique</b></li> </ul> <p>2 Autumn Yoga story - Teacher reading script and demonstrating the Autumn yoga poses with autumn music</p> <ul style="list-style-type: none"> <li><b>I can perform a yoga story</b></li> </ul> <p>3 Performing the yoga story and assessment</p>	<p style="text-align: center;"><b>Dance: Dance Like an Egyptian</b></p> <p>To perform dances using a range of movement patterns.  To compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Week 1  <i>I can recognise and describe the use of low, medium and high levels. To respond to pictures of Egyptians with angular body shapes.</i></p> <p>Create still shapes based upon the pictures of Egyptians. Concentrate on angles and twisting the upper body. Can the children show and describe the 3 different levels? Can they show shapes reflecting Egyptian images? Can they work in small groups?</p> <p>Week 2  To take inspiration of the theme from ‘The Bangles’ music video. Look at the Egyptian themed music video to create a dance  <a href="https://www.youtube.com/watch?v=Cv6tuzHUuuk">https://www.youtube.com/watch?v=Cv6tuzHUuuk</a>  <i>I can create dance movements on my own and with a partner.</i></p> <p>Week 3  Practice dance routine  <i>I can translate ideas from a variety of stimuli into movement.</i>  <i>I can compare, develop and adapt movement and motifs to create longer dance pieces.</i></p> <p>Week 4  Perform dance – assessment</p>	<p>Whole School Performance</p>
	<p style="text-align: center;"><b>Outdoor Ed (Ongoing)</b></p> <p>To take part in outdoor and adventurous activity challenges both individually and within a team.</p>		
	<p><b>E-safety</b>  Staying safe online - passwords</p>	<p><b>Outcome – create a podcast CCL – Ancient Egyptians – how to Mummify</b></p>	

		<p><b>Digital recording</b> To identify that sound can be digitally recorded: <i>I can identify digital devices that can record sound and play it back</i> <i>I can identify the inputs and outputs required to play audio or record sound</i> <i>I can recognise the range of sounds that can be recorded</i></p>	<p><b>Recording Sound</b> To use a digital device to record sound: <i>I can use a device to record audio and play back sound</i> <i>I can suggest how to improve my recording</i> <i>I can discuss what other people include when recording sound for a podcast</i></p>	<p><b>Creating a Podcast</b> To explain that a digital recording is stored as a file: <i>I can plan and write the content for a podcast</i> <i>I can discuss why it is useful to be able to save digital recordings</i> <i>I can save a digital recording as a file</i></p>	<p><b>Edit Digital recordings</b> To explain that audio can be changed through editing: <i>I can open a digital recording from a file</i> <i>I can discuss ways in which audio recordings can be altered</i> <i>I can edit sections of an audio recording</i></p>	<p><b>Combining Audio</b> To show that different types of audio can be combined and played together: <i>I can discuss sounds that other people combine</i> <i>I can choose suitable sounds to include in a podcast</i> <i>I can use editing tools to arrange sections of audio</i></p>	<p><b>Evaluating Podcasts</b> To evaluate editing choices made: <i>I can explain that digital recordings need to be exported to share them</i> <i>I can discuss the features of a digital recording I like</i> <i>I can suggest improvements to a digital recording</i></p>
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**Respecting ourselves and others**  
**Responding respectfully to a wide range of people; recognising prejudice and discrimination**  
**PoS Refs: R20, R21, R31, R33**

I can recognise that everyone should be treated equally.

Discussion Points:  
 why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own  
 what discrimination means and different types of discrimination e.g. racism, sexism, homophobia

Discussions,  
 Sorting Activity,  
 Videos,  
 Quizzes  
 Wordsearches to promote vocabulary

**Safe relationships**

Physical contact and feeling safe  
 PoS Refs: R9, R25, R26, R27, R29

I can identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations.

- how to ask for, give and not give permission for physical contact.
- how it feels in a person’s mind and body when they are uncomfortable.
- that it is never someone’s fault if they have experienced unacceptable contact.
- how to respond to unwanted or unacceptable physical contact.
- that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about.
- whom to tell if they are concerned about unwanted physical contact

**Families and friendships**

Managing friendships and peer influence  
 PoS Refs: R14, R15, R16, R17, R18, R26

I can identify what makes a healthy friendship and how they make people feel included

- strategies to help someone feel included
- about peer influence and how it can make people feel or behave
- the impact of the need for peer approval in different situations, including online
- strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication
- that it is common for friendships to experience challenges
- strategies to positively resolve disputes and reconcile differences in friendships
- that friendships can change over time and the benefits of having new and different types of friends
- how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable
- when and how to seek support in relation to friendships

**E-safety**

to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise  
 basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased

- that some media and online content promote stereotypes
- to recognise unsafe or suspicious content online
- how devices store and share information

**Respecting Ourselves and Others**

I can identify online bullying and discrimination of groups or individuals e.g. trolling and harassment  
 • the impact of discrimination on individuals, groups and wider society  
**ways to safely challenge discrimination**  
**• how to report discrimination online**

