

Term	Topic:	Ancient Egypt							
		Week 1 3/1	Week 2 7/1	Week 3 14/1	Week 4 21/1	Week 5 28/1	Week 6 4/1	Week 7 11/1 RE Week	
Spring 1	History/ Geography	<p>Ancient Egypt</p> <ul style="list-style-type: none"> -To point out where Egypt is on a map and point out its key topographical features. -To find out about the Ancient Egyptian life by looking at artefacts. -To understand what was important to people during Ancient Egyptians Times. -To understand and explain the Ancient Egyptian ritual of Mummification. -To understand how evidence can give us different answers about the past. -To compare and contrast the Egyptian writing with my own. -To compare and contrast the powers of different Egyptian Gods. 							<p>Hinduism: Daily lives of Hindus. What do Hindus believe? How does it affect their daily lives?</p> <p>To understand why a shrine is a special place in a Hindu home.</p> <p>To understand why Puja is important to Hindus and how it is practised at home.</p> <p>To explore Hindu worship in a mandhir</p>
	English Focus	<p>Stories from other cultures The Egyptian Cinderella</p> <ul style="list-style-type: none"> -To compare different cultural versions of a traditional story. -To predict what might happen in a story. 	<p>Stories from other cultures: The Egyptian Cinderella</p> <ul style="list-style-type: none"> -To use comparative conjunctions. -To use a thesaurus to improve writing. -To infer how a character feels. -To use feeling words. -To identify how verbs can create an action section of a story. -To take part in a class debate. 	<p>Stories from other cultures: The Egyptian Cinderella</p> <ul style="list-style-type: none"> -To develop ideas for my own story. -To make a visual story plan. <p>Big Write</p> <ul style="list-style-type: none"> -To write my own narrative. -To edit my writing -To decide how to present my story. 	<p>Stories from a familiar author: The Time Travelling Cat and the Egyptian Goddess.</p> <ul style="list-style-type: none"> -To make predictions. -To identify/ summarise main ideas -To identify how structure can contribute to meaning. -To infer and justify feelings, motives and thoughts from actions inferences with evidence. -To understand what is implied/ what is written. <p>Instructions</p> <ul style="list-style-type: none"> -To write instructions on how to mummify a body. To research info for my story. <p>Big Write</p> <ul style="list-style-type: none"> -To write the problem and ending to my time travel story. 	<p>Stories from a familiar author: The Time Travelling Cat and the Egyptian Goddess.</p> <ul style="list-style-type: none"> -To make inferences from the text. To identify words or phrases that captures the readers interest. -To describe a mystical cat. -To use powerful verbs to describe a time travel sequence. -To plan a time travel story. <p>Big Write</p> <ul style="list-style-type: none"> -To write the introduction and build up to my story. 	<p>Stories from a familiar author: The Time Travelling Cat and the Egyptian Goddess.</p> <ul style="list-style-type: none"> -I can uplevel a setting description. -I can use effective adjectives. -I can choose good vocabulary for a description of the river Nile. <p>Big Write</p> <ul style="list-style-type: none"> I can write a setting description of the river Nile 	<p>Non-Chronological Report</p> <ul style="list-style-type: none"> -To discuss features in a range of non-chronological texts -To draw together information and ideas from across a whole text, using simple signposts -To use planning to establish clear sections for writing. -To use appropriate language to link sections together. <p>Fri -Big Write</p> <ul style="list-style-type: none"> -To write a non-chronological report on the Ancient Egyptians. 	

Maths Focus	Number-Multiplication and Division - To recall multiplication and division facts for multiplication tables up to 12x12. - To multiply 3 numbers. - To recognise and use factor pairs. - Solve problems with x and +, including distributive law to x 2 digit numbers by 1 or 2 digit - To use factor pairs, partitioning, + and - to efficiently multiply 2-digit numbers. - To multiply 2-digit and 3 -digit numbers by a 1- digit number using formal written layout. - To divide 2-digit numbers by 1-digit numbers. - To divide 3-digit numbers by 1 digit-numbers. - To solve problems identifying the correspondence between n objects and m objects.			Measurement and Area -To find the area of rectilinear shapes by counting squares.	Fractions To define a fraction and experience fractions in different representations. -To recognise and show families of common equivalent fractions.		
Science	States of matter Solid or liquid? -To understand that materials can be classified into different states and begin to use simple practical enquiries and scientific evidence to support their findings.	States of matter Solid or liquid? -To answer questions using evidence from scientific enquiry about gas and to record findings using drawings.	States of matter Solid or liquid? -To understand through practical tasks, that materials change state when they are heated or cooled and to describe this process using scientific language.	States of matter Solid or liquid? -To ask questions about evaporation and set up a practical enquiry that will provide the scientific evidence to answer it.	States of matter Solid or liquid? -To know water moves in a cycle due to changes in temperature causing the water to change state.	States of matter Solid or liquid? Assessment. -To replicate some simple practical enquiries and use them to provide evidence to support their learning about States of Matter.	
Computing	We built this city. -To understand the world of simulations.	We built this city -To introduce algorithms.	We built this city. -To plan an Egyptian city using Minecraft	We built this city. -To plan your own Egyptian city.	We built this city. -To build your own Egyptian city. -To finish building the city.		
French	Listen to spoken language and join in. Explore patterns and sounds of language through songs and rhymes. L'argent de poche: Pocket money -Listen for specific words and phrases. -Read familiar words and phrases aloud and pronounce them correctly. -Ask and answer questions on several topics. -Listen for sounds rhyme and rhythm. -Read and memorise words. -Apply knowledge and skills and understanding in this unit.						
Art/DT	DT-To design and create an Egyptian Death Mask.	DT -To paper mache your death mask.	DT-To paint your death mask. To evaluate your death mask.	DT-To sculpt a statue of an Egyptian cat out of clay.	DT-To paint your Egyptian clay cat.	Art-To draw instructions for mummification in the style of Egyptian paintings.	Art-To recreate a papyrus backing and paint an Egyptian scroll.
PE	Dance -planned by Mrs Utting.						
Music	Music for the Ancient Egyptians To play tuned/ untuned percussion instruments with control and rhythmic accuracy.						
	-To develop rhythmic material.	-To organise musical ideas with musical structures.	-To organise musical ideas with musical structures.	-To practise and rehearse.	-To prepare to present performance.	-To present performance to each other.	

PSHE/ SEAL

Living in the wider world

- To understand that there are basic human rights shared by all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Right of a child.
 - That these universal rights are there to protect everyone and have primary both over national law and family and community practices.
 - To critically examine what is presented to them in social media and why it is important to do so;
- Understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others. To explore and critique how the media present information.

R.E.

Hinduism

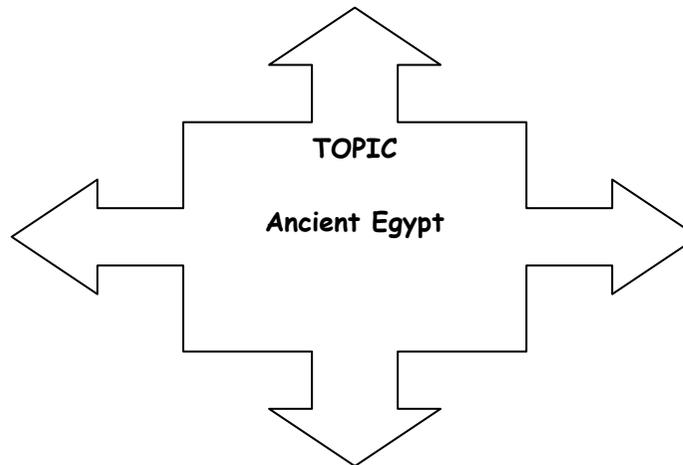
- To understand why a shrine is a special place in a Hindu home.
- To understand why Puja is important to Hindus and how it is practised at home.
- To explore Hindu worship in the mandhir.

Books/ texts that can support learning

- The Egyptian Cinderella.
- The Time Travelling cat and the Egyptian Goddess.-Julia Jarman.
- Ancient Egyptian Gods and Goddesses by Christopher Forest
- Ancient Egyptian Myths by Kristine Carlson Asselin
- The Story of Tutankhamun.
- The secrets of the Nile by Stewart Ross and Vanina Starkoff.

Any possible Community Links, visits or visitors

Trip to Norwich castle for an Egyptian day with Year 3.



Social understanding

(Internet/ Social Media/ Citizenship)

- To use search technologies effectively.
- To be discerning in evaluating digital content.
- To use technology safely, respectfully and responsibly, recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content.

Big Bang Day

Introduce topic Ancient Egypt: Where is Egypt? Who were the Egyptians and why did they settle near the Nile? Tut's tomb and make death masks for display.

Ideas for home
Using the words Ancient Egypt create and acrostic poem.
List ten things that we would not see in Ancient Egypt and ten things we would see.

Class story

The Egyptian Cinderella

The Time Travelling Cat and Goddess