



MEDIUM TERM

TOPIC: **ANCIENT EGYPT**

CLASS: **SAPLINGS**

TERM: **AUTUMN**

PLAN

<p><u>Visit/Visitors:</u> Norwich Castle Museum – Ancient Egypt Day</p>	<p><u>Class Novel:</u> <i>Flat Stanley: The Great Egyptian Grave Robbery – Jeff Brown</i> <i>The Time Travelling Cat and the Egyptian Goddess – Julia Jarman</i></p>	<p><u>Learning Environment:</u> Display in classroom of Ancient Egyptian artefacts. Wall display of children’s work and information about Ancient Egypt. Vocabulary displays.</p>	<p><u>Local/Topical Element:</u> Children will have the opportunity to visit Norwich to explore the Ancient Egyptian relics at the Castle Museum there.</p>
<p><u>Drama:</u> Role playing aspects of Ancient Egyptian life <i>Exploring shadow and light through drama</i> <i>Drama activities linked to parts of the class novels.</i> <i>Debate – taking on the role of archaeologist vs Ancient Egyptian</i></p>	<p><u>Philosophy:</u> Exploring life and death, the triumph of good over evil, should archaeologists be allowed to explore ancient tombs? – linked to the themes in our class novels and history topic.</p>	<p><u>Outdoor Opportunities:</u> Exploring shadows outdoors. Lessons will be taught outside in a range of subjects when this fits.</p>	<p><u>SMSC Provision:</u> Spiritual - exploring symbols in RE, exploring life and death through class novels, links to philosophy. Moral – explored through the PSHE topics Social – working with others in the classroom in a variety of teams. Working with children from other schools through the Day with the Egyptians day at Norwich Castle Museum. Cultural –</p>
<p><u>Science: Light & Shadows</u></p> <ul style="list-style-type: none"> ○ recognise that they need light in order to see things and that dark is the absence of light ○ notice that light is reflected from surfaces ○ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ○ recognise that shadows are formed when the light from a light source is blocked by a solid object ○ find patterns in the way that the size of shadows change. <p><u>Science: Animals including humans</u></p> <ul style="list-style-type: none"> ○ identify that humans and some other animals have skeletons and muscles for support, protection and movement. 	<p><u>Geography: Locational Knowledge – Focus on Egypt</u></p> <ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 	<p><u>History: Ancient Egypt</u></p> <ul style="list-style-type: none"> ○ The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt. 	

<p>Art and Design: Ancient Egypt themed art e.g. painting pyramids, hieroglyphics, creating sculptured canopic jars.</p> <ul style="list-style-type: none"> ○ to create sketch books to record their observations and use them to review and revisit ideas ○ to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>Design Technology: Baking Bread</p> <ul style="list-style-type: none"> ○ prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques (baking in the style of Ancient Egyptian food) 	<p>Music: Recorders</p> <ul style="list-style-type: none"> ○ <i>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</i> ○ <i>use and understand staff and other musical notations</i>
<p>Languages: German</p> <ul style="list-style-type: none"> ○ <i>listen attentively to spoken language and show understanding by joining in and responding</i> ○ <i>explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words</i> ○ <i>engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help</i> ○ <i>speak in sentences, using familiar vocabulary, phrases and basic language structures</i> ○ <i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i> ○ <i>present ideas and information orally to a range of audiences</i> ○ <i>read carefully and show understanding of words, phrases and simple writing</i> ○ <i>appreciate stories, songs, poems and rhymes in the language</i> ○ <i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i> ○ <i>write phrases from memory, and adapt these to create new sentences, to express ideas clearly</i> ○ <i>describe people, places, things and actions orally and in writing</i> 	<p>RE: <i>How does a Muslim show their submission and obedience to Allah?</i></p>	<p>PE: Swimming Skills, Tag Rugby, Outdoor and Adventurous Activities</p> <ul style="list-style-type: none"> ○ <i>swim competently, confidently and proficiently over a distance of at least 25 metres</i> ○ <i>use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</i> ○ <i>perform safe self-rescue in different water-based situations.</i> ○ <i>play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</i> ○ <i>compare their performances with previous ones and demonstrate improvement to achieve their personal best.</i>

PSHE: Health and Well Being

- *to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals*
- *to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them*
- *to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others*
- *about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement*
- *to differentiate between the terms, 'risk', 'danger' and 'hazard'*
- *to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience*
- *to recognise their increasing independence brings increased responsibility to keep themselves and others safe*

Mathematical Links:

Links to the topic of Ancient Egypt will be delivered through maths wherever it is possible to create a link e.g. through Ancient Egypt themed word problems, etc.

Computers: Introduction to Scratch Programming

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Introduction to PowerPoint

- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information

Using the Internet

- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Objectives linked to termly topic / Objectives to be taught as a non-topic based, standalone lesson