

Title of Theme – The Egyptians

OVERVIEW: Short summary of intended aims, outcomes and expectations of unit of work

Curriculum Overview: The Egyptians

The aim of this sequence of work is to help the children develop an understanding of the impact of Ancient Egyptian Civilisation and how they influenced the world today. Children will have an opportunity to explore and extend their learning in a variety of contexts, including:

- Explore artefacts and create their own.
- Create a piece of music for Egyptian ceremonies.
- Create Egyptian masks
- Research on the internet

Additionally, children will be encouraged to develop their basic skills by listening to a selection of Historical fiction.

Maths links

Literacy links

British Values (Mutual Respect, Individual liberty- freedom of choice/ opinion, Rules and laws, democracy, understanding different faiths and beliefs)

ICT link

Daily maths:

- Soft start - number facts e.g. odd/even numbers, partitioning, times tables, place value etc.
- Bar charts - attendance comparing between classes
- Dates/time/months etc - what will the date be in three days time? End of the month?

Enrichment

	English	Maths	Science	History	Art / DT	Music	ICT	RE and PSHE
Displays <i>Location?</i>	Transition Day	Transition Day	n/a	Ancient Egypt	Egyptian masks	n/a	e-safety	Birth in different religions MutualRespect
Trips / visitors				Egyptian show British Museum				
Safety	On-going E-safety							
Whole school focus	Black History Month Mutual Respect							
Opening minds	Research							

Core subjects

Handwriting Expectations- promoted across the curriculum

3.1.d.1 Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

3.1.d.2 Increase the legibility, consistency and quality of their handwriting: e.g. by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch

	<u>Writing</u>	<u>Grammar</u>	<u>Spelling</u>	<u>Science</u>	<u>Computing</u> eSafety / Researching
Week 1	<p><u>Historical fiction (3 weeks)</u> Context: 'Cleopatra' - by the end of week 3 children will complete a big write about Cleopatra.</p> <p>Editing: 3.2.c.3 Proof-read for spelling and punctuation errors</p> <p>Planning and drafting: 3.2.b.1 Plan their writing by: discussing and recording ideas.</p>	<p>LO: I can use apostrophes (2 weeks) Pupil can usually place the possessive apostrophe accurately in words with regular plurals: e.g. <i>girls', boys' animals'</i> and in words with irregular plurals: e.g. <i>women's, men's, sheep's</i>.</p>	<p>LO: I can use prefixes (2 weeks) Pupil can usually correctly spell words with prefixes without any associated changes in spelling: e.g. <i>disappoint, misbehave, incorrect, refresh, subheading, anticlockwise, intercity</i>.</p>	n/a	Walk to School Posters. What would be the best program to create your poster on?
Week 2				n/a	I can create an e-safety poster. What would be the best program to create your poster on?
Week 3		<p>LO: I can use the correct form of 'a' or 'an' (2 weeks) Pupil can decide whether</p>	<p>LO: I can use suffixes (2 weeks) Pupil can usually correctly spell words where suffixes beginning with vowel</p>	n/a	I can complete a quiz on eSafety using all my knowledge.

Week 4	<p><u>Newspaper reports</u></p> <p><u>Context:</u> 'British History museum stolen artefact' - by the end of week 3 children will complete a big write newspaper entry about a stolen artefact from the British Museum.</p> <p>Contexts for writing: 3.2.a.1 Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary, and grammar</p>	<p>a noun needs 'a' or 'an' in front of it and usually makes the right choice in independent writing: e.g. <i>an apple, an orange and a banana.</i></p>	<p>letters are added to words of more than one syllable, understanding when to double the final consonant in the root word: e.g. <i>opened, buttered, gardener, frightening, limited, scattering, referred, deterred, gripped</i></p>	n/a	<p>I can use the Internet to research information about the Egyptians.</p> <p>What other sources could you used to collect information?</p>
Week 5	<p>Planning and drafting: 3.2.b.3 Draft and write by: organising paragraphs around a theme</p>	<p>LO: I can use the present perfect form of verbs in contrast to the past tense (2 weeks)</p> <p>Pupil can select the appropriate tense for the task and apply the new learning across a range of independent writing: e.g. <i>I hoped my team would win last week and they did, and I am hoping they will win again tomorrow.</i></p>	<p>LO: I can recognise and use homophones (2 weeks)</p> <p>Pupil can usually distinguish between and correctly spell further homophones and near-homophones: e.g. <i>pair/pear/pare, loose/lose, wait/weight, rain/reign, are/our, brake/break.</i></p>	n/a	<p>I can begin creating a PowerPoint presentation using the research I collected.</p> <p>What could you add to your presentation to make it stand out?</p>

Week 6				n/a	I can begin creating a PowerPoint presentation using the research I collected (NETWORK ISSUES)
Week 7	Grammar Week	Revision	Revision	n/a	I can continue and complete my PowerPoint presentation

Foundation subjects

	<u>History</u> Ancient Egypt Civilisation	<u>DT</u> Egyptian death masks	<u>Music</u>	<u>RE</u> Birth in different religions Mutual Respect	<u>PE</u>	<u>PSHE</u> Going for goals Mutual Respect Understanding different faiths and beliefs
Week 1	LO- I can locate Ancient Egypt (Geographical background)	LO- I can generate ideas Context: To use the topic books to generate ideas for Egyptian death mask designs. ICT - laptops to research	LO- I can explore my voice ICT - recording our song	LO: I can explain how Christians celebrate birth	LO: I can learn a routine ICT - online videos, recording equipment	LO: I can identify positive things about myself and set personal goals for the year.

Week 2	LO- I can describe the characteristic features of Ancient Egypt	LO- I can sketch and label my design.	LO- I can sing in tune expressively.	LO: I can explain how Sikh children are named.	LO: I can expand a known routine ICT - online videos, recording equipment	LO: I can understand the feelings of others
Week 3	LO- I can demonstrate factual knowledge about Pharaohs. Children to use laptops to research information about Pharaohs	Part 1) LO: I can plan how to make my mask	LO: I can sing confidently	LO: I can tell you about the birth of Guru Nanak and how it is celebrated	LO: I can learn a routine ICT - online videos, recording equipment	LO: I can identify different types of relationships
Week 4	LO- I can understand Ancient Egyptian customs	Part 2) LO- I can select the appropriate tools and equipment.	LO: I can compare scales	LO: I can retell the story of Jesus' birth.	I can adapt a routine ICT - online videos, recording equipment	PSHE I can find out about my classmates interests
Week 5	LO- I can show knowledge of mummification Chn to watch video clips and create their own mummification video using cameras.	LO- I can select appropriate materials and equipment. (double lesson) CONTEXT: to make my mask. Pictures to be taken of the children during the process.	LO: I can compose a song. ICT - use tripod and flip cameras to record.	LO: I can explain how Hindu's celebrate the birth of a child.	LO: I can use what I have learnt to create my own Egyptian routine ICT - online videos, recording equipment	LO: I can make someone feel welcome and valued at school
Week 6	LO- I can compare modern and ancient Egypt	LO- I can select appropriate materials and equipment. (double lesson) CONTEXT: to make my mask. Video cameras to film the	LO: I can improve my song. Watch/ listen to video recording from previous lessons to analyse	LO: I can explain why and how Buddhists celebrate the birth of the Buddha (Wesak).	LO: I can perform a routine ICT - online videos, recording equipment	LO: I can contribute to making the school a better place

		children				
Week 7	LO- I can describe the impact ancient Egypt civilisation had on the world Chn to use notebook to create slides/publisher for presentation in museum	LO- I can identify what went well, and what can be improved. Watch video recording from previous lessons to evaluate	LO: I can evaluate my performance Watch video recording from previous lessons to analyse	<u>Assessment</u> LO: I can tell you about different birth ceremonies.	LO: I can evaluate my performance Watch video recording from previous lessons to analyse	