



Year B Autumn 2 Ancient Egypt



	HISTORY AND GEOGRAPHY	SPAG	ENGLISH	SCIENCE	MATHS	RE	DT/Art
	The achievements of the earliest civilizations – an in depth study of Ancient Egypt	Spelling, punctuation and grammar	Stories on a theme: African Tales	Forces and Magnets	White Rose	God and the Covenant	Making Papyrus Innovate project
ENGAGE	In History, we will learn about:	Our grammar and punctuation content is:	We will be reading and talking about:	We will:	Place Value	We will:	In DT, we will learn about:
	SIMILARITIES AND DIFFERENCES compare two periods in history identifying similarities and differences between them	Expressing time, place and cause using conjunctions	African Tales, Myfaro's Beautiful Daughters, The Pot of Wisdom	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	Addition and Subtraction	understand that the Jews made a covenant with God to live by the rules.	HISTORY AND CULTURE explain the impact of a design or design story and how this has helped to shape the world
DEVELOP	RECORDING use labelled diagrams, recounts, stories and pictures to illustrate historical understanding. Choose the best way to record historical information	Nouns and noun phrases The grammatical difference between plural and possessive -s.	We will be writing: stories, fact files and a newspaper report	describe magnets as having two poles	Multiplication and Division	know that Jews celebrate the exodus at the week long Passover festival.	In Art, we will: DEVELOPING IDEAS identify interesting aspects of objects as a starting point for work and develop ideas from this
INNOVATE	VOCABULARY Use appropriate historical vocabulary to describe key features of a time period	Noun phrases expanded by the addition of modifying adjectives, nouns and prepositional phrases		predict whether two magnets will attract or repel each other, depending on which poles are facing.		be able to recall some facts about the Seder meal.	DRAWING Draw from close observation to capture find details by giving attention to line shape and form
EXPRESS	HISTORICAL QUESTIONS Answer questions through independent research	Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.		Working scientifically, we will: ask relevant questions and using different types of scientific enquiries to answer them		recognise the symbolism of the Seder plate.	LINE AND TONE Use line to add surface detail to a drawing, print or painting. Use tone to emphasise form in drawing and painting.
		Verbs Standard English forms for verb inflections, instead of local spoken forms (for example, we were instead of we was, or I did instead of I done).		set up simple practical enquiries, comparative and fair tests			PAINTING Copy and create patterns and textures with a range of paints.
		Punctuation Continue ...capital letters, full stops, question marks and exclamation marks		gather, record, classify and present data in a variety of ways to help in answering questions			COLOUR Create and use a palette of colours to paint from observation
		We follow a spelling scheme called No Nonsense Spelling		report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions			



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Physical Education	PSHE	ICT	French	Music
<p>Invasion Games - Hockey</p> <p>Swimming</p>	<p>Autumn 2 Emotional Wellbeing</p>	<p>Combining text & graphics: MS Word</p>	<p>My Home</p>	<p>Charanga Unit 2 Glockenspiel Stage 2</p> <p>Music Genre: Mixed styles Songs: Mardi Gras Groovin' Two-Way Radio Flea, Fly, Mosquito Rigadoon Mamma Mia Portsmouth Strictly D Play Your Music Drive</p>
<p>We will learn to:</p> <p>Year 3 perform ball handling skills well, with awareness of space & others. use batting & fielding techniques with control & consistency. play a game successfully, -apply some tactics to outwit opponents keep control & possession & make good decisions on what to do make up a game & apply skills in competitive & co-operative ways</p> <p>Year 4 apply dribbling & passing skills in small sided competitive games. move to stop a ball or object reaching a target in varying situations send a ball (1) by overarm bowl or throw & (2) by using a racket keep up throwing/catching game & apply tactics according to need make it difficult to return a ball directed into space of opponent(s)</p> <p>swim competently, confidently and proficiently over a distance of at least 25 metres / use a range of strokes effectively.</p>	<p>Through whole school assemblies, Key Stage assemblies, our Kidsafe programme & Debbie's Circle Time, we will discuss and understand:</p> <p>EMOTIONAL WELLBEING</p> <p>We will: identify different types of relationships (e.g. marriage or friendships) and show ways to maintain good relationships. (e.g. listening, supporting and caring.) recognise that actions affect themselves and others. respond to and challenge negative behaviours such as aggression and stereotyping</p> <p>ALSO IN ANTI BULLYING WEEK</p> <p>COLLABORATION list different types of teasing, discrimination, bullying and aggressive behaviours, explaining how it can feel and who can help with these issues</p> <p>PERSONAL SAFETY describe ways of resisting negative peer pressure inc. bullying which affect health and well being.</p>	<p>We will:</p> <p>revisit MS Word using font size, style & colour for different effects</p> <p>insert Ancient Egyptian graphics from Clip Art</p> <p>insert Ancient Egyptian graphics from the Internet</p> <p>Learnt to search accurately to find information on Howard Carter & Tutankhamun</p> <p>Create a poster advertising a trip to the Valley of the Kings</p>	<p>We will learnt to:</p> <p>recognise a familiar sound when it is heard in a song.</p> <p>identify one or two key words from the story with support.</p> <p>copy out or repeat sentences which use numbers in simple descriptions.</p> <p>repeat aloud full sentences about their homes and daily routines.</p> <p>write a word in French to respond to a spoken question.</p> <p>recognise sentences where the word order is different to English.</p>	<p>We will:</p> <p>Listen and Appraise Identifying and moving to the pulse. Talking about the musical dimensions working together in the Unit songs Talking about the music and how it makes us feel. Listening to other people's thoughts about the music using musical words.</p> <p>Sing In unison and in simple two-parts. Following a leader when singing.and enjoy exploring singing solo. with awareness of being 'in tune' Rejoining the song if lost. Listening to the group when singing.</p> <p>Play Instruments In one, or all of four, differentiated parts on a tuned instrument – a one-note, simple or medium part or the melody of the song) from memory or using notation. Rehearsing and performing our part within the context of the Unit song Listening to and follow musical instructions from a leader. Experiencing leading the playing by making sure everyone plays in the playing section of the song.</p> <p>Improvise Using instruments in the context of the song they are learning to perform.</p> <p>Compose Planning and creating a section of music that can be performed within the context of the unit song. Talking about how it was created. Listening to and reflecting upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Recording the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).</p> <p>Perform Choosing what to perform and create a programme. Presenting a musical performance designed to capture the audience. Communicating the meaning of the words and clearly articulate them. Talking about the best place to be when performing and how to stand or sit. Recording the performance and saying how we were feeling, what we were pleased with what we would change and why.</p>