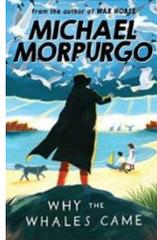


Curriculum Information

Term: Spring 1 Class/Year Group: Swans



Inspiration/Theme: Ancient Egyptians		Curriculum Driver: History		Outcome of learning: Book/poster in style of Dorling Kindersley. for reading area	
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
<p>Extracts from non fiction texts on the Egyptians</p>   <p>Use the spine book for class reader – Why the whales came</p>		<p><u>Hook/Super Starter</u> Explore artefacts and objects (book from WRSS) and create things for learning space</p> <p><u>Trips/Visitors/Marvellous Middle</u> Egyptian display</p> <p><u>Celebration/Fabulous Finish</u> Horrible history sketches- filmed and shared</p>		<p>Create books and posters in the style Dorling Kindersley.</p> <p>Display the art we create, in the classrooms and share with our grown-ups.</p>	
Topic specific speaking frames					
<p><u>The language of explanation</u> How.....Why.....Where..... When.....What.....After..... Then / As a result of Later Meanwhile / Furthermore Eventually In contrast to / Because</p>					
Topic Table		Reading Area		Maths Challenge table	
<p><u>Key questions</u> How do we know about ancient Egypt today? Why did the Egyptians mummify their dead? Why were some people buried in pyramids? What happens to a Pharaoh when they died? What questions do you have about the Egyptians?</p> <p><u>Key images/artefacts</u> From WRSS – statues etc.</p> <p><u>Key vocabulary</u> Amulet, sarcophagus, mummy, pyramid, Canopic jars, pharaoh, Tutankhamun, embalming, scarab beetle, desert, coffin, sickle, tomb, mummification, papyrus, hieroglyphics</p>		<p>Tomb style reading den, showing a variety of artefacts.</p> <p>Key vocabulary and questions for the children to investigate 'inside' the tomb.</p> <p>What can you learn from the ancient Egyptian texts?</p>		<p><u>Key questions</u> What is a fraction? If we are naming the parts, what names do we give them? How many do you know? Which times table can help us with time? What time would it be if we watched a film for 2 hours, starting at 3.45? What information can we gather from this graph? Could you represent this data in your own graph?</p> <p><u>Key images/artefacts</u> Range of items representing data for children to put into a graph. Fraction wall and fraction cubes</p> <p><u>Key vocabulary</u> Fraction, whole, quarter past, quarter to, 5 past etc. line graph, bar chart, pictogram, data, interpret, coordinate, axis</p>	
				Home Learning	
				<p>Weekly Home Learning: Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>P.E Kit: Please keep your child's PE kit in school all week. It is essential that they have outdoor shoes to take part in outdoor PE learning activities. They may also wish to have jogging bottoms. PE is on Wednesdays.</p> <p>We will be swimming on Tuesday afternoons during term 3 and 4</p>	

English	Reading	RE	Music
<p>Outcome of learning: Create an information text on an area of Ancient Egypt – child led research Write a play script for a sketch based on horrible Histories</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • identify key features of information text • Retrieve relevant information • Compose sentences that link within a paragraph • Evaluate effectiveness of writing and suggest improvements • identify features of scripts • compose and record sentences for performance 	<p>Through our whole class guided reading sessions we will be developing positive attitudes to reading and understanding of what we are reading.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Asking questions to improve their understanding of a text • Drawing inferences such as inferring characters’ feelings, thoughts and motives from their actions, and justifying inferences with evidence • Predicting what might happen from details stated and implied • Identifying main ideas drawn from more than one paragraph and summarising these 	<p>Outcome of learning: To give and receive feedback from each other and play competitively through FUNs</p> <p>Key Skills:</p> <p>Competing Players compete in their own playing area (no contact between players).</p> <p>Whole Child Children can accept praise and critical feedback from others Let’s Do It – Building song Music Listening linked to Pulse and Rhythm.</p>	<p>Outcome of learning: In Music we will be exploring the difference between pulse and rhythm using the percussion instruments to help us. We will start to respond to changes in tempo and use dynamics to vary the musical effect. We will enjoy singing songs about the wintertime and building.</p> <p>Key Skills: Musical Focus: Exploring Pulse and Rhythm It’s Wintertime - Songs</p>
Art	Maths	Science	Geography/History
<p>Outcome of learning: A section of art found in a Pharaoh’s pyramid or palace</p> <p>Key Skills: Visual Elements: - Pattern with recap on line and colour Art Processes: - drawing, 2D/3D mixed media picture Artistic Inspiration: Ancient Egyptian art and hieroglyphics</p>	<p>Outcome of learning: Graphs, Fractions and time</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Interpreting data • Finding fractions of amounts • Adding and subtracting fractions • Equivalent fractions • Telling time on 24hour clock 	<p>Outcome of learning: Learn about teeth, food chains and digestion</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Describe and explain the digestive system <p>Understand and represent food chains with arrows and specific vocabulary</p>	<p>Outcome of learning: Discover who the Ancient Egyptians were and what they were like including: gods, daily life rulers etc. As part of history, we will be learning about Egyptian Gods and religious teachings.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify key information • Pose questions and research answers using primary and secondary sources
Computing	PSHEE	DT	MFL
<p>Outcome of learning: Children will create a FlowGo project to control a zebra crossing and bridge lights</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Create algorithms to operate physical systems 	<p>Outcome of learning: Learning how to deal with difficult and unexpected changes</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • How to support others with changes e.g loss, changing school etc. • How to deal with change personally and emotionally 	<p>Outcome of learning: Investigate Egyptian engineering and ingenuity, asking the question; ‘Are they still relevant today?’</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Note connections, contrasts and trends over time • Devise historically valid questions 	<p>Outcome of learning: Children will learn to count to 40, to say and recognise the months, to ask and answer “How old are you?”_Children will learn about French New Year and the “Three Kings’ day” traditions</p> <p>Key Skills: Speaking –repetition, exploring patterns and sounds, listen and respond through roleplay. Listening – through video clips of authentic French. Reading – Reading months and days. Writing - following and using modelled writing in French</p>

