

Topic Name: Why did a civilisation settle in Egypt?

Class Reader: The Egyptian Princess

Trip: Bolton Museum/Liverpool Museum

Significant person: Cleopatra/ Tutankhamen

MATHS

Children will continue in their learning to become fluent in the 3, 4 and 8 multiplication tables. They will use TT Rockstars weekly to practice.

Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know.

Multiplying two-digit numbers by one-digit numbers, using mental and progressing to formal written methods

Add and subtract amounts of money to give change, using both £ and p in practical contexts

Interpret and present data using bar charts, pictograms and tables

Measure, compare, add and subtract lengths

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

ENGLISH

Children will write a newspaper report on the discovery of Tutankhamen's tomb. Linked to Howard Carter and his death.

Reports on ancient Egyptian artefacts.

Children will look at an extract from an Egyptian slave diary. They will then write their own diary entry.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

HISTORY –

World timeline/ Egyptian timeline

Timeline of Cleopatra's reign and impact she had on Egypt.

Artefacts/ drawings and paintings- What do they tell us about Egyptian life?

Find out about ancient Egyptian life by looking at books and artifacts. Using sources of evidence.

Understand and explain the ancient Egyptian ritual of mummification. Pupils will produce a verbal narrative of the process T4W.

Understand how evidence can give us different answers about the past.

Compare Egyptian writing to how people

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise



Shevington Vale
Primary School

RE

What do different people believe God is like?

To recognise that people have different views about God.

What do you think God is?

Why do you think that God is like that?

Egyptian Gods- What were they like?

What did people think they looked like?

Understand that culture and religion influence the diverse views and beliefs about God worldwide.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

PSCHE

SEAL Going for Goals

I know I am responsible for my own learning and behaviour.

- Paired work to investigate learning styles. What are wants and needs?
- What do we need to maintain a happy and healthy life?

Looking Forward – Global issues/poverty

Looking Forward – Fair trade.

- Writing a Fair Trade letter.

Charity.

Enterprise activity

- To contribute to activities that involve raising money.

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

GEOGRAPHY

Use and interpret maps, globes, atlases and digital mapping to find countries and key features.

How was the River Nile used and why was it so important?

Identify the continent and country using atlases.

Identify the River Nile and the countries it flows through.

What would be the consequence if the Nile was to dry up?

Economically how does Egypt rely upon the Nile?

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

	SCIENCE – Forces and magnets
Creative	
Multiple perspectives	What happens to an object when pushed or pulled? (How were the pyramids built?)
Justify	What happens to objects on different surfaces?
Debate	(How did the Egyptians move the bricks?)
Cause + Consequence	Understand how magnets can make objects move from a distance.
Share a Story	(Could magnets have made things easier for the Egyptians?)
Make Conne	
Wider World	Investigate balance. What were shadufs used for? (Balance linked to water (River Nile))
Economise	Children will investigate which materials are magnetic. Whether some magnets are

	PE
	Invasion Games
Creative	-Accurately pass to someone else and kick the ball, whilst stationary and when moving with the ball (whilst being under pressure).
Multiple perspectives	-Begin to maintain possession of the ball in different situations.
Justify	-Can accurately use space to support team mates.
Debate	
Cause + Conse	Dance
Share a Story	Improvise freely on their own and with a partner, translating ideas from a stimulus into movement
Make Conne	Create and link dances using a simple dance structure or motif.
Wider World	Perform dances with an awareness of rhythmic, dynamic and expressive qualities, on their own, with a partner and in small groups,
Economise	

	MUSIC/MFL
Creative	Spanish
Multiple perspectives	Recognise words and phrases heard by responding appropriately
Justify	Repeat sentences heard and make simple adaptations to them
Debate	Recognise some familiar words and phrases in written form
Cause + Conse	Write some single words from memory
Share a Story	Music
Make Conne	Play and perform in solo or emsemble contexts with confidence
Wider World	Begin to listen to and recall sounds with increasing aural memory
Economise	Find the pulse within the context of different songs/music with ease.



	ART –
Creative	
Multiple perspectives	Experimenting with different materials, using different techniques.
Justify	Become proficient in art and craft techniques, line, tone and shading
Debate	To evaluate and analyse works using the language of art craft and design
Cause + Consequence	
Share a Story	Egyptian necklace, cartouche and pharaoh photo (self portrait with pharaoh headdress)
Make Conne	
Wider World	
Economise	

	DT – Healthy Savoury Snack
Creative	
Multiple perspectives	What is a sandwich?
Justify	Evaluate a range of bought sandwiches
Debate	Investigate a range of breads and their uses
Cause + Consequence	Understand that sandwiches can form part of a healthy diet
Share a Story	Design a sandwich for a specific purpose
Make Connectio	Make a sandwich for a specific purpose
Wider World	Evaluate the process/end product
Economise	

	COMPUTING -
Creative	Net Searching
Multiple perspectives	Question the validity of what the children see on the internet
Justify	
Debate	Discuss the reliability of information on the Internet, e.g. the difference between fact and opinion
Cause + Conse	
Share a Story	Use strategies to check the reliability of information (check in a book/ ask an adult)
Make Conne	
Wider World	
Economise	