Topic Name: Why did a civilisation settle in Egypt?

Class Reader: The Egyptian Princess Trip: Bolton Museum/Liverpool Museum Significant person: Cleopatra/ Tutankhamen

Creative

Multiple perspectives

Justify

Debate

Cause + Consequence

Share a Story

Make Connections

Wider World

Economise

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

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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.



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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.

Multiple perspectives

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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.

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

GEOGRAPHY

Creative

Creative

Multiple

Justify

Debate

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perspectives

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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.

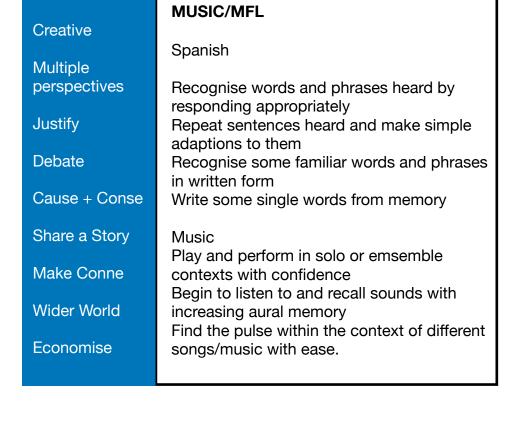
What would be the consequence if the Nile was to dry up?

Economically how does Egypt rely upon the Nile?

Economise

	SCIENCE - Forces and magnets
	SOILNOL - Forces and magnets
Creative	
Multiple	What happens to an object when pushed or pulled?
perspectives	(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 meterials are
	Children will investigate which materials are magnetic. Whether some magnets are

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



COMPUTING -

Net Searching

and opinion

see on the internet

Question the validity of what the children

Discuss the reliability of information on the

Internet, e.g. the difference between fact

Use strategies to check the reliability of

information (check in a book/ ask an adult)

Creative

Multiple

Justify

Debate

perspectives

Cause + Conse

Share a Story

Make Conne

Wider World

Economise

