

Mathematics

Multiplication tables 3 times a week.
Assertive Maths groups focusing on fundamental maths skills for appropriate stages.
Number: Place value
Number: Addition and Subtraction
Measurement: Money
Number: Multiplication and Division

Science

What do we know about the human body? Where are the key parts that need to be removed? What do the key parts do for us? Why do they remove these parts? What are organs? What protects our organs?

What happens to water in the desert? How could the Egyptians grow food in the desert? How can you grow cress in the sand? What do plants need to grow? How can you create an investigation into plants? Can you label the parts of a plant? Why are flowers important in the life cycle of a flowering plants? Which rocks are best for building a pyramid?

Art and DT

Beginning by looking at the structure of papyrus paper. How it is made and make our own.

Using clay and Modroc children will make their own person and then mummify them. Using observational skills to ensure their person is in proportion and is carefully wrapped and then painted. Children will be using dry powder paint mixed with oil and some egg whites both used in the production of paint in Egyptian times, it will produce a paint that will need a couple of layers so care will be required .

Moving forward, we will look at the purpose and design of the death mask. They will use pencils to draw the horizontal, vertical and curved lines to create the decoration of the head. Next paint will be added to replicate the blue lapis and gold work with ruby and gold finishing touches (Acrylic paint as using plastic masks).

The beautifully adorned Egyptians were famous for their jewelled body wear, so the children will make some of their own!

Finally they will design, create and fill their own canopic jars.

JIGSAW PHSE and British Values Education

Our tomb has been raided! *What was the motivation of the plotters? How might they have been feeling? What were they thinking? Do people plot today?*

Is it right to steal?

Exploring Growth Mindset work.

PE

Our focus for Physical Education will be learning through a Teaching Games for Understanding structure. Whereby we learn the skills of each game, within the context of game play, therefore learning the rules, tactics and team cohesion at the same time.

Our dance focus will be theme based and linked to the building of the pyramids.

Focus – Netball, Hockey, Dance, Gymnastics.

Music

Can we use percussion instrument to create and add music to our reconstruction for suspense?

Focus of Christmas songs and performance at the end of term.

Computing

We will be using a range of programmes to support learning in the classroom. Our work will include creating, organising and retrieving data and media using QR codes, website links and photographs/videos/other content.

Use applications to alter images to accompany creative writing.

Gather information using safe to search websites.

Practise safe use of technology and the internet and understand how to keep ourselves safe online.

Use code.org to explore algorithms and to create and debug programs to solve problems.

Make, edit and present using video recording.

Terra Class 'Walk Like An Egyptian'

English

To begin our Egyptian adventure, we need to reply to Howard Carter's advert. We will do this in the form of a letter, looking at the layout and structure of a letter, as well as the persuasive language needed to ensure we are chosen to help him.

From this we will focus on a text 'This is the Oasis' by Miriam Moss. We will study her style and discuss how she creates her vision of the desert using repetition and descriptive language. We will complete our own poem using the same repetitive style and facts about Egypt (Things we can smell, do, see, find, feel).

Further along our journey we will have been given an Egyptian Tomb. We will document our discovery of the tomb using key features like what we see, smell, touch, feel and think about our the tombs arrival. Making our way through the tomb and it's contents, the children will use bullet points to make notes and record each others thoughts using ipads. We will use the gathered information to write a descriptive recount of what happened when we discovered the tomb.

Focus moves onto the significance of the Scarab Beetle, using the text The Scarab's Secret by Nick Would and Christina Balit. The children will story map/mountain the journey and use their editing skills to improve and write their own version of the story.

When we delve into 'Life After Death' we will write a set of instructions for the mummification process.

Finally we have become experts in Egyptology and the children will choose their favourite area to create a presentation board about. They will use a range of labels, short notes, instructions and other forms of written recording to present their information.

Guided Reading

Using a range of texts, the children will practise a range of reading and comprehension skills within Guided Reading. They will be learning to recognise simple recurring literary language in stories and poetry, discuss and clarify the meanings of words, linking new meanings to known vocabulary and discuss their favourite words and phrases. They will structure answers using supportive resources, which will stretch their understanding.

History and Geography

Our beginning focus surrounds Howard Carter? He has sent us an advert to become his assistant, but who is he? When was he around? What is he famous for? Where is Egypt? Where does Ancient Egypt come on our timeline? How would you travel to Egypt in Howard Carter's day? What countries would you travel through? What is an oasis? Why is the ground drier in Egypt than it is in Cosgrove? Where is the Valley of the Kings? Label the Nile Map. Valley of the Kings - Who is the Pharaoh? What was his role? Why are Pharaoh's buried in the Valley of the Kings? How were they buried? Why were the masks made? How and why did Egyptians mummify the bodies of important people? What body parts were removed? What was the mummification process? What was the role of the Gods? Who were mummified? What is the 'Mummy's Curse'?

Who built the pyramids? How were the pyramids built? What was it like to be a builder of the pyramids? What jobs did different people have? What would your life be like as a ...? What are the pyramids for? How do you travel on a river? How did the Egyptians travel on the Nile? How did the Egyptians use the Nile? Why are key landmarks developed along the river?

RE

The children will be learning about why Jesus as an inspirational leader for some people. We will look at stories from the Bible to reflect on what made/makes Jesus an inspirational person to many people around the world.

The focus will be the concept of inspiration and pupils will be encouraged to think for themselves about questions to do with the impact this has on the life of people inspired by Jesus.

The children will be encouraged to consider what can be learned from these Bible stories by referring to their own experiences.