

ENGLISH:

- Newspaper reports –
- Play scripts
- Non Chronological report
- Fact File (Topic)
- Instructions (Topic)
- Diary Entry (Topic)
- Informal letter (Topic)
- Acrostic Poem (science)

TEXTS TO BE READ: Flat Stanley: The Great Egyptian Grave Robbery

SPAG: Use and understand grammatical terminology when discussing writing and reading: word family, conjunction, adverb, preposition, direct speech, inverted commas (or 'speech marks'), prefix, consonant, vowel, clause, subordinate clause.

- Choosing nouns or pronouns appropriately to avoid repetition.
- Use adverbs to express time, place and cause e.g. then, next, soon, therefore.
- Use speech marks/inverted commas for direct speech.
- Recognise paragraphs as a way of grouping related material and start to use in own writing including headings and subheadings as a way to organise writing and use within own writing.
- Use taught prefixes and suffixes and understand how to add them
- Use a and an accurately according to whether the next word begins with a consonant or a vowel.
- Recognise word families based on common words e.g. solve, solution, dissolve and find related meanings.
- Spell further homophones. Place the possessive apostrophe accurately in words with regular plurals.

ART, DESIGN & TECHNOLOGY: NC: pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design (drawing, painting, sculpture with a range of materials) (learn about great artists, architects and designers in history)

- Canopic jars (paper mache/clay)
- Papyrus paper art
- Jackie Gale – a contemporary British artist who used textiles to create landscapes. We will design and create our own artwork
- Tutankhamun mask portrait

PE/SPORT:

Morning PE: fitness
Afternoon PE: boxercise, football, dodgeball

ENRICHMENT:

Baking, Science, Art, Netball, Dance etc.

MUSIC: NC– pupils should be taught to sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.

- Songs from Joseph and the Amazing Technicolour Dreamcoat – maybe perform at showcase (if date decided early)

Tomb Raiders

SHOWCASE: week 7

MATHS:

Number - Place Value

- count in multiples of four from zero;
- count in multiples of eight from zero;
- count in multiples of 50 from zero;
- count in multiples of 100 from zero;
- find 10 more or less than a given number up to 100;
- find 100 more or less than a given number up to 500;
- continue number sequences;
- recognise numbers in a variety of ways;
- partition numbers into hundreds, tens and ones;
- compare numbers using inequality and equality signs;
- order numbers up to 1000;
- read numbers up to 500 in numerals and words;
- solve problems involving multiples;
- solve problems involving place value;
- solve problems involving partitioning;
- solve problems involving comparing and ordering numbers;
- solve problems involving numbers in different representations;
- Solve place value problems involving measures.

R.E./PSHE: – COMPASSION 1. Sharing and being generous. 2. Caring for others, animals and the environment

Death – different religions, feelings, coping with loss
 Egyptian Gods and beliefs – comparisons to other religions
 Bible story (Genesis) – Joseph and coat of many colours
 Ancient Egyptian creation story and compare with other faiths/religions

HISTORY: NC– the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.

Tutankhamun - who he was, what happened to him etc.

Place the ancient Egyptians on a chronological timeline

Create a family tree of Egyptian gods. Explain why the Pharaoh's were so important

Replicate the mummification process

Explain how the ancient pyramids were built

SCIENCE: Forces and magnets NC: compare how things move on different surfaces / notice that some forces need contact between two objects, but magnetic forces can act at a distance / observe how magnets attract or repel each other and attract some materials and not others / 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 / describe magnets as having two poles / predict whether two magnets will attract or repel each other, depending on which poles are facing.

- I can compare how objects move on different surfaces.
- I know that some forces need contact to work but magnetism works at a distance.
- I can predict whether two magnets will attract or repel each other.
- I can name the two poles of a magnet
- I can compare and group together everyday materials based on whether they are attracted to a magnet

GEOGRAPHY: NC: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied/ human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Location of Egypt - surrounding geographical points such as oceans, rivers, bordering countries, major cities

Geographical features – including land use and how it may have changed over time.

Create a geographic fact file of modern Egypt

Case study on Cairo (compare with London)

COMPUTING: NC: use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content

Research about Ancient Egypt