

## Enrichments

Trip to the World Museum in Liverpool to take part in a range of Egyptian workshops and explore of the artefacts/exhibits.

Learn about the mummification process through hands on activity of mummifying a tomato/other food stuff

**Wonderful water: Ancient civilisations and Egypt.**

**Why build towns near water?**

## Key texts

Egyptian Cinderella

The Time Traveling Cat and the Egyptian Goddess.

## Word of the week

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<u>Spring 1</u>	<u>Week 1</u>	<u>Week 2</u>	<u>Week 3</u>	<u>Week 4</u>	<u>Week 5</u>	<u>Week 6</u>	<u>Week 7</u>	
	simmer	ballistic	resentful	ancient	delicacy	propose	refreshing	
<u>Spring 2</u>	defy	significant	tackle	astounding	rage	hassle	daunting	

	What will I know?	How will I learn it?	Vocabulary
<b>History</b>	<p>Timelines to place events in order. Understands timeline can be divided into BC and AD.</p> <p>Use evidence to describe past: (<i>Houses and settlements/ Culture and leisure activities/ Clothes, way of life and actions of people/ Buildings and their uses/ People's beliefs and attitudes/ Things of importance to people/ Differences between lives of rich and poor</i>)</p> <p>Use printed sources, the internet, pictures, photos, music, artefacts, historic buildings and visits to collect information about the past.</p> <p>Ask questions such as 'how did people ....? What did people do for ....?'</p> <p>Presents findings about past using speaking, writing, ICT and drawing skills</p>	<p><b><u>Where do the Egyptians fit on a timeline? (1 Lesson)</u></b></p> <p>Look at the timeline that we know so far. (Important events along with key events and dates that the children have learnt about and are familiar to them.). Children to look at where Egyptians fit in with this timeline.</p> <p><b><u>What would life be like if I lived in Ancient Egypt? (2-3 Lessons)</u></b></p> <p>Explore the text about life in Ancient Egypt. Children to research what life would be like.</p> <p>Use internet sources to further expand their knowledge as well as a home learning task for independent research.</p> <p>Collect ideas in a mind map. Children to think about the difference between rich and poor. Children to think about leisure, food, houses, activities, beliefs, importance of pharaohs, birth and death.</p> <p>Children to create a double page spread of what life was like in Ancient Egyptian Times.</p>	<ul style="list-style-type: none"> <li>● BC/AD</li> <li>● decade</li> <li>● ancient</li> <li>● century</li> <li>● period / era</li> <li>● settlers</li> <li>● settlement</li> <li>● civilization</li> <li>● combat</li> <li>● archaeologists</li> <li>● excavate</li> <li>● evidence</li> <li>● information</li> <li>● finding skills</li> <li>● Historian</li> <li>● Historical</li> <li>● Impact</li> <li>● Change</li> </ul>

		<p><b><u>Why was the River Nile so Important? (1 Lesson)</u></b>  Close look at the River Nile (Tied in with work done in Geography) – Why did the Egyptians chose to build close to the Nile. Why was this important? Make comparisons with now and how the Nile is still used.</p> <p><b><u>How would the Egyptians travel on the Nile?</u></b>  Pictures of artefacts found in tombs. Children to look closely at what they are and how they might have been used. Comparisons between boats that would have transported people, boats that would have transported Kings and boats that would have been used for cargo/ building materials.</p> <p><b><u>Why do we know so much about the Ancient Egyptians? (2-3 Lessons)</u></b>  Link in with computing research lesson about Howard Carter and Lord Caernarfon. Why was his discovery important? What does it tell us? Complete questions about him.  Use of documentaries, Howard Carter’s journal and other sources to gather information. Produce an information</p> <p>Children to produce a fact file about Howard Carter and his discoveries. Why it is important and link back to why we know so much about Egyptians and King Tut.</p>	<ul style="list-style-type: none"> <li>● First / second hand evidence</li> <li>● sources</li> <li>● Archaeology</li> <li>● Egyptians</li> <li>● Howard Carter</li> </ul>
	<p><b><u>Workshops at World Museum:</u></b> Workshops will look at a range of historic artefacts as well as looking further into what life was like during Egyptian times. Children will learn about how the bodies were mummified and how parts of the body would be placed into Canopic jars.</p>		
<p><b>Geography</b></p>	<p>Map skills practice – locating Egypt on a map. What continent it in? Locating the River Nile and looking at where it flows.</p> <p>Locate the 5 Oceans of the world and identify rivers/seas in the locality.</p> <p>Explain about weather conditions/patterns around the UK and parts of the Europe. understand why there are similarities and differences between places</p>	<p><b><u>I can locate Egypt on a map and identify the river Nile.</u></b>  Locate on a map of the world where Egypt is and what continent it is in. On a larger map of Egypt identify the River Nile and where it flows. Identify the name of the sea that it flows into.</p> <p><b><u>What do we mean by bodies of water?</u></b>  Explore what is meant by the term ‘bodies of water’. Use Google maps to look at bodies of water around the Wirral/North West (River Mersey/River Dee/ Irish Sea – explore further and look at Oceans. Refer back to their world map – what are the 5 oceans of the world and where are they. Add them to map. Complete the map for bodies of water. Children to think about why people may build close to rivers today.</p> <p><b><u>I know the journey a river takes(2 Lessons)</u></b>  Rivers and where they lead to (sea and look at how this allows for transportation to other countries by sea).Produce a spread about rivers and where they start their journey/ where they flow to. Explain why rivers are important.</p> <p><b><u>What is the weather like in the UK? (possibly 2 half an hour lessons. One at the start of the week and another at the end.)</u></b>  Discuss what the weather is like in the UK. What is the weather like in each season. Discuss the meaning of climate. Children to gather information about weather in the</p>	<p>River</p> <p>Sea</p> <p>Ocean</p> <p>Map</p> <p>Mapping skills</p> <p>Source, mouth, flow</p> <p>Satellites,</p> <p>country,</p> <p>change,</p> <p>locality,</p>

		<p>UK. Children to monitor rainfall in the week and take temperature readings. Compare this to an average week in winter and summer. Compare this to weather in Egypt.</p> <p><b><u>How can we use satellite images to look at weather in different countries?</u></b>          Discuss how the differences of weather link to crops that are grown and how the Nile would be used in transportation of these goods. Use our geography vocabulary relating it to Egypt, making comparisons between locations using aerial photographs, weather conditions and why they may be different in Egypt to the UK.</p>	<p>Nile,          Dee,          Mersey,          weather,          conditions</p>
<b>Art / DT</b>	<p><b>Art</b></p> <p>Print simple pictures using different printing techniques.</p> <p>Continue to explore both mono-printing and relief printing.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Demonstrate experience in 3 colour printing.</p> <p>Demonstrate experience in combining prints taken from different objects to produce an end piece.</p> <p>Demonstrate increasing control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.</p> <p>Mix colour, shades and tones with increasing confidence.</p> <p>Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works.</p> <p>Discuss own and others work, expressing thoughts and feelings, and using knowledge and understanding of artists and techniques.</p> <p><b>DT</b></p> <p>Plan the order of their work before starting          Explore, develop and communicate design proposals by modelling ideas          Make drawings with labels when designing</p>	<p>Mood board of ancient Egyptian hieroglyphics. What they are. Mood board of images of cartouche. What they are. Children to sketch out letters. Children to aim to write out their name or a message in hieroglyphics . Using clay children to make their own cartouche and engrave the hieroglyphics onto them.</p> <p>Portrait/painting. Children to recreate the King Tut famous head mask. Children to explore mixing colours. Children to sketch out the design and then paint observing the colours that they can see. Children to use metallic paints to enhance the mask painting.</p>	<p>Print, felt, printing, painting, block printing</p> <p>Paint, mix, colours, metallic,</p> <p>Linkage, leaver, box display, cut, score, cardboard, score.</p>

	<p>Work safely and accurately with a range of simple tools</p> <p>Think about their ideas as they make progress and be willing change things if this helps them improve their work</p> <p>Use finishing techniques strengthen and improve the appearance of their product using a range of equipment</p> <p>Understand what a linkage and lever is.</p> <p>Experiment with different linkages and levers.</p> <p>Evaluate their product against original design criteria <i>e.g. how well it meets its intended purpose</i></p>		
<b>Computing</b>	<p>Enter data into a computer simulation, change data and observe changes in results.</p> <p>Develop key questions to search for specific information to answer a problem</p> <p>Identify keywords to narrow searches</p> <p>Begin to understand how a search engine locates information and that information is not always suitable</p> <p>Use a range of techniques to navigate a given site</p> <p>Use given information to answer specific questions, and evaluate how appropriate a site is</p> <p>Access suitable sites selected by the teacher by following links; share suitable sites with others in the class</p>	<p>Use google earth to explore Egypt.</p> <p>Using the internet can we research Egypt to support our history and geography learning?</p>	<p>Document</p> <p>QR codes</p> <p>Research</p> <p>Safety</p> <p>Keywords</p> <p>Google Earth</p> <p>Type</p> <p>Select</p> <p>Zoom in/Zoom out</p>
<b>Music</b>	<p><u>Charanga Spring 1 and Spring 2</u></p> <p>answer questions relating to musical elements, focusing on dynamics and timbre with musical evidence.</p> <p>Create music and/or sound effects in response to music and video stimulus.</p> <p>Use music technology, if available, to capture, change and combine sounds.</p> <p>Compose over a simple chord progression. Compose over a simple groove.</p> <p>Compose over a drone. Start to use simple structures within compositions, eg introduction, verse, chorus or AB form.</p> <p>Use simple dynamics. Compose song accompaniments on tuned and untuned percussion, using known rhythms and note values. Create a simple melody using crotchets, minims and perhaps paired quavers: C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C) C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major) F, G F, G, A F, G, A, B<math>\flat</math> F, G, A, B<math>\flat</math>, C Start and end on the note F (F major) G, A G, A, B G, A, B, D G, A, B, D, E Start and end on the note G (Pentatonic on G)</p>	<p>Composing using your imagination</p> <p>Sharing musical interests</p>	<p>Beat, pulse, timbre, instruments, woodwind, string, percussion, pitch, musical styles.</p>

<p><b>Science</b></p>	<p><b>Forces and Magnets</b></p> <p>Notice that some forces need contact between 2 objects</p> <p>Observe how magnets attract or repel each other and attract some materials and not others.</p> <p>Describe magnets as having 2 poles and predict whether 2 magnets will attract or repel each other, depending on which poles are facing. Notice magnetic forces can act at a distance</p> <p>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</p> <p>Compare how things move on different surfaces.</p>	<p>Children to explore a range of actions and classify them into whether they are a push or a pull. Children to think about objects that can be both and how this effects the action.</p> <p>Children to investigate a range of materials and test them to decide whether they are magnetic of non-magnetic. Children to conclude what makes something attract. Children to explore magnets and how they can act at a distance. Children to investigate how far away the magnet can go until it no longer attracts. Children to explore friction and the effect it has on an object. Children to use friction ramps to conduct a fair test on the friction a range of materials have.</p>	<p>Magnetic/ non magnetic Force Push and pull Attract Repel Poles (north pole and south pole) Friction Surface Glide Classify, test, question, research, observe, record, investigate, working scientifically.</p>
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	What will I know?		How will I learn it?
Maths sequences	<u>Arithmetic</u>	<p>Graphs- recording data and how it is presented in a range of different ways such as bar graphs. Children to understand how to make tally's.</p> <p>Time – to continue work on time looking at 0'clock, half past, quarter past and quarter to. Children to understand that time can be written in a range of ways. E.g. analogue and digital.</p> <p>Fractions- counting in hundredths, recognising fractions as part of a whole. Finding fractions of an amount.</p> <p>Addition, subtraction, multiplication and division. Understanding the formal methods to work out these questions.</p>	<p>Follow MNP</p> <p>Daily MNP lessons. Journaling and completion of workbook.</p> <p>Regular arithmetic starters and Ready to Learn activities to continue to practice formal written methods of the 4 operations.</p>
	<u>Mental / Fluency</u>	Times tables practise, daily maths fluency and practice though Ready to Learn.	<p>2's, 5's, 10's, 3's, 4's, 8's.</p> <p>Test at the start of the week, practise throughout the week, test to end the week.</p>
English sequences	<u>Reading</u>	<u>The Time Traveling Cat and the Egyptian Goddess.</u>	4 x 30 minute sessions using VIPERS.
	<u>Writing</u>	<p><u>Egyptian Cinderella</u></p> <p>Character descriptions</p> <p>Play scripts</p>	<p>Narrative writing – Following on from the reading of the book. Children to explore characters. Focussing on Cinderella children to mind map adjectives and create a character portfolio. Children to use this to write a character description for the main character in the story (adjectives, similes, prepositions)</p> <p>Children to use knowledge of the story to mind map story. Lessons on the structure of a play script. Focussing on one section of the story children to re-write the story into play script format.</p> <p>Children to work in groups and explore other fairy tales. (4 other stories Hansel and Gretel,</p>

		<p>Twisted fairy tales – children to write their own twisted fairy-tale based in Egyptian times.</p> <p>Newspaper Reports a newspaper report based on Howard Carter’s experience of discovering Tutankhamun’s tomb. (100 years ago in late 2022).</p> <p>Brochure – Liverpool World Museum: Ancient Egyptians</p>	<p>Little Red Riding Hood, Goldilocks and the Three Bears and The Princess and the Pea). Children to retell the stories to the other children. Speaking &amp; Listening- drama. Children to use one of the 4 stories to tell their own twisted fairy tale. (Link to PSHE and the twisted story of the 3 Little Pigs). Speech and the use of inverted commas.</p> <p>Look at the features of a newspaper report. Using History lessons of research into Howard Carter children to explore his thoughts, feelings and how it affected the people of Egypt at the time (BBC Doc). Children to write a newspaper report linked to Howard Carter’s discovery of the tomb. How long he had waited (he had been digging for years). Reflection Egyptian people who had discovered the steps of the tomb first and how he then discovered the entrance. Explore feelings of how he had to wait 3 weeks for Lord Caernarfon to travel by boat to open it with him.</p> <p>Persuasive writing. Following trip to Liverpool World Museum, children to write brochures to advertise the Ancient Egyptian trip to the museum. Looking at the features of persuasive writing and advertisement.</p>
	Vocab/Spelling	SCODE	Follow SCODE sequence.