



Topic overview – Year 4/5/6 (3rd year of cycle)

Spring 1 and 2	
Topic name	Egyptians
Big question	What were the Egyptians' greatest achievements?
Memorable experience	Visitor to school for an Egyptian themed day Virtual British Museum Visit Artefact box from New Walk Museum – handling artefacts
Outdoor learning	To apply knowledge of levers to replicate a shaduf as inspired by the Ancient Egyptians
Linked books	The Scarab's Secret The Egyptian Cinderella Marcy and the riddle of the Sphynx.
Reading aims	Identify themes and conventions in books Develop positive attitudes to reading Read and understand non-fiction Make predictions from details stated and implied Ask questions to improve understanding
Writing aims	Narrative – stories with historical settings <ul style="list-style-type: none"> - Use dialogue to move the story on - Use a range of cohesive devices - Use figurative writing techniques e.g. personification, simile, metaphor Explanation / Instruction Texts – Mummification Process <ul style="list-style-type: none"> - modal verbs - Adverbs for sequencing / cause and effect Journalistic writing – Newspaper report on the discovery of Tutankhamun's tomb. <ul style="list-style-type: none"> - Relative clauses - Passive voice - Colons and semi-colons to separate independent clauses - Formal and spoken language
Speaking & listening aims	Ask relevant questions to further their understanding Ask relevant questions to enhance further research and interest in the topic Listen to and respond to others Use appropriate historical vocabulary / chronology
Maths aims	Fractions and Decimals 6 weeks Measurement 3 weeks Geometry 3 weeks
Science aims	Forces: Children will learn to: <ul style="list-style-type: none"> - compare how things move on different surfaces - notice that some forces need contact between 2 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 based on whether they are attracted to a magnet, and identify some magnetic materials - describe magnets as having 2 poles - predict whether 2 magnets will attract or repel each other, depending on which poles are facing - explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect Some objectives are being revisited / recapped due to being taught through lockdown.
History aims	Children will learn to: <ul style="list-style-type: none"> - Use dates and terms to describe events in chronology. comparing to other historical events they have learnt about Vikings /Mayans/Greeks/Romans/ WW2/ - To describe social ethnic cultural or religious diversity of past society - To describe the characteristic features of the past and experiences of men, women and children - Why were the pyramids built? What did we learn from those buried – how do we know? - To use more than one source of evidence for a more accurate understanding of history – eg findings of Howard Carter
Geography aims	Children will: <ul style="list-style-type: none"> - Look at different maps of Egypt to understand where the Egyptians lived and what the physical environment is - Use maps, atlases and globes to locate countries and describe features - Know the importance of the River Nile to Egyptian society (link to rivers topic)
DT aims	Design and make a catapult / shaduf Children will learn to: <ul style="list-style-type: none"> - generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams - select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - apply their understanding of how to strengthen, stiffen and reinforce more complex structures □ understand and use mechanical systems in their products - understand how key events and individuals in design and technology have helped shape the world



Spring 1&2

Art and design aims	<p>Egyptian masks / canopic jars Children will learn to:</p> <ul style="list-style-type: none"> - sculpt mouldable materials (clay / papier Mache / Modroc) - model in response to a drawing - improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials
Music aims	<p>'How does music connect us with our past?' (Charanga)</p> <p>In this unit children will learn and explore how music can take us back to another time and place and that when new music is created it builds on everything that has come before.</p>
Computing aims	<p>Children will:</p> <ul style="list-style-type: none"> - Create a tomb escape game – coding using Scratch to achieve an aim, exploring algorithms and debugging programmes - Understand how to keep safe online – Safer Internet Day 7th February
PSHE aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> - Describe the social ethnic cultural or religious diversity of past society - Compare the social structures of Egypt – pharaoh – advisors – priests – farmers – slaves with the modern world - Discuss what makes a good leader - Cleopatra as a strong female leader; the boy king Tutankhamun – how to cope with the responsibility at a young age
PE aims	<p>Gymnastics (6 weeks) Children will be able to:</p> <ul style="list-style-type: none"> - develop the range of actions, body shapes and balances they include in a performance; perform skills and actions more accurately and consistently - perform actions, shapes and balances consistently and fluently in specific activities. - combine and perform gymnastic actions, shape and balances more fluently and effectively across the activity areas. <p>Cricket (5 weeks) Children will be able to:</p> <ul style="list-style-type: none"> - change pace, length and direction to outwit their opponent. - choose and use a range of ball skills with a good degree of accuracy. - use a small range of sending, receiving and travelling techniques in games, with varied control. - develop a broad range of techniques and skills for attacking and defending, using them with consistent accuracy, confidence and control. - perform skills with greater speed, fluency and accuracy in invasion, striking and net games.
RE aims	<p>'Why do Hindus try to be good?' (First half term) Children will:</p> <ul style="list-style-type: none"> - Explore Hindu ideas of life, death and rebirth, building on their previous knowledge - Identify and explain Hindu beliefs, e.g. dharma, karma, samsara, moksha, using technical terms accurately - Make clear connections between Hindu beliefs about dharma, karma, samsara and moksha and ways in which Hindus live - Reflect on and articulate what impact belief in karma and dharma might have on individuals and the world, recognising different points of view <p>'What does it mean to be a Muslim in Britain today?' (Second half term) Children will:</p> <ul style="list-style-type: none"> - Identify and explain Muslim beliefs about God, the Prophet and the Holy Qur'an - Make connections and give examples of how Muslims put their beliefs into practice - Reflect on what it is like to be a Muslim in Britain today
Foreign language aims	<p>Children will learn to:</p> <ul style="list-style-type: none"> - Name days and months. - Learn numbers up to 31. - Learn numbers up to 100. - Say when their birthday is. - Use ordinal numbers. - Ask when someone's birthday is. - Name family members. - Recognise plurals. - Say how many brothers and sisters you have. - Ask someone if they have brothers or sisters. - Use plurals.