



SEAFORD PRIMARY SCHOOL

Year 5 Term 5

<p>Topic Title- Walking with the Egyptians</p>		
<p>History History Knowledge and understanding Identify changes and links within and across the time periods studied/make comparisons between different times in the past. Identify some social, cultural, religious and ethnic diversities of societies studied in Britain Chronology Know and sequence key events of time studied Identify changes within and across historical periods Use words and phrases: vocabulary relating to the Egyptians Use appropriate times, matching dates to people and events. Historical Contexts Begin to identify primary and secondary sources; use evidence to build up a picture of a past event; select relevant sections of information; use the library and Internet for research with increasing confidence. Begin to suggest which sources are reliable and which are not. Organise, evaluate and communicate information Recall, select and organise historical information; communicate their knowledge and understanding. Record and communicate knowledge in different forms. Enquiry Compare life in early and late 'times' studied; compare an aspect of life with the same aspect in another period. Study different aspects of people – differences between men and women; Devise, ask and answer more complex questions about the past, considering key concepts in history Causes and Consequences Examine causes and results of great events and the impact on people;</p>	<p>Geography – <u>Knowledge (human)</u> Investigate the features of Egypt including identifying settlements and land use <u>Key Skills:</u> To use the eight points of a compass, four and six-figure grid references, symbols and key Map work use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Science – Living things and their habitats Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird. Describe the life process of reproduction in some plants and animals. Describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including plants, animals and micro-organisms. <u>Working Scientifically</u></p> <ul style="list-style-type: none"> planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs bar and line graphs using test results to make predictions to set up further comparative and fair tests reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations <p>identifying scientific evidence that has been used to support or refute ideas or arguments</p>
<p>English Text/Genres <i>'The Phoenix Code'</i> by Helen Moss <i>Isis and Osiris</i> Newspaper reports/recount Myth writing/Narrative Instructions Writing Opportunities The Rosetta Stone, Howard Carter Write own myth Book review, Canopic jar text, Guide to the Afterlife, comparison of the river Ouse and Nile</p>	<p>Maths (opportunities for maths links) Decimals Properties of shape</p>	<p>Computing E-Safety An e-safety lesson appropriate for your class Digital Literacy To discuss the video competition and the theme To plan a storyboard To write a script To create props To record a video To edit a video</p>

<p>What happens next in the story How to mummify a body</p>			
<p>Design Technology- Pulleys and gears Making an Egyptian shaduf <u>Investigate</u> To investigate and analyse a range of existing products. <u>Design and Make</u> To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, proto types, pattern pieces and computer aided design. To understand and use mechanical systems in their products (e.g. gears, pulleys, cams, levers and linkages) <i>To be able to use a pulley(own) to make an up and down movement</i> <i>To be able to build a framework for a pulley</i></p> <p>Evaluation To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.</p>	<p>Art and Design-Models and Statues Knowledge Research and discuss the ideas and approaches of different artists, craft makers, designers and architects, taking into account their particular cultural context and intentions.</p> <p>Drawing Continue to explore different styles of drawing; abstract, graphic, architectural, sculptural. Different representations of pyramids (artuk) 3-D Use sketchbook to adapt, explore and extend plans.</p> <p>Plan and create a sculpture through drawing and other preparatory work using card, wire, paper, found objects, clay or modelling materials, masking tape, string and glue to build, stack and assemble</p> <p>Experiment with colour and combine materials and processes to decorate the sculpture and make work individual Use clay to sculpt a Canopic jar and imitate decorations seen on Egyptian originals.</p>	<p>P.E Athletics Invasion games <u>Skilfulness</u> To move and be still with control, composure, good body shape, tension and changes in speed and effort. To combine skills and actions with some fluency and consistency. To use a greater range of specific skills / techniques using equipment with consistent control. <u>Condition, Health and Well-Being</u> To create and use tactics and compositional ideas that suit the situation with some success. To respond to changes in situations and new challenges and conditions with some rationale. To know what a healthy lifestyle is and how to live their lives more healthily. <u>Decision Making</u> To make accurate comments about quality of their own and others' performances and actions. To assess performance and actions against criteria and suggest improvements.</p>	
<p>PSHE I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. I understand that belonging to an online community can have a positive and a negative consequences. I understand there are rights and responsibilities in an online community or social network. I know there are rights and responsibilities when playing a game online. I can recognise when I am spending too much time using devices (screen time). I can explain how to stay safe when using technology to communicate with my friends.</p>	<p>R.E. Belonging Investigate the concept of the trinity, and the gift of the holy spirit (Pentecost) Compare Pentecost to Shavuot (the celebration of God giving the Torah to the Israeli people in the Jewish faith) Linking with the expressive arts curriculum, pupils create works of art or music which express their understanding of what it means to belong to a religion or worldview Pupils discuss and apply ideas from different religious codes for living (e.g. Commandments, Precepts or Rules) to compile a charter of their own moral values, applying their ideas to issues of respect for all.</p>	<p>Music Guitar skills and Samba</p>	<p>French We will be revising some more advanced "extras" useful both for sentence-writing work and conversation e.g. "me too," "me neither." We will also practise making use of the subject pronouns both in writing and speaking, and start to learn possessive pronouns with a view to talking about our favourite things.</p>
<p>Super Start: explore Ancient Egyptian artefacts and try to work out any information about them Mystic Middle: visit to Brighton Museum – mummification process Fabulous finish: Egyptian exhibition / Day (eg news reports, models, plays, poster, films on ipads) Curriculum careers links (Newspaper Reports) https://www.bbc.co.uk/academy/en/collections/youngreporter</p>			