



SEAFORD PRIMARY SCHOOL

Year 5 Term 6

<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 – Knowledge (human) investigate the features of Egypt including identifying settlements and land use Key Skills: 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 Enquiry:</p>	<p>Science 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. Working Scientifically</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 Myth writing Recount Play script Narrative Instructions Writing Opportunities The Rosetta Stone, Howard Carter</p>	<p>Maths (opportunities for maths links) Measuring angles in degrees Measuring with a protractor (1) Measuring with a protractor (2) Calculating lengths and angles in shapes Regular and irregular polygons</p>	<p>Computing E-Safety Lesson linked to the needs of the class. Coding-Scratch Project. To plan an interactive game or animation To create an interactive game or animation</p>

<p>Write own myth Book review, Canopic jar text, Guide to the Afterlife, comparison of the river Ouse and Nile What happens next in the story Write in the style of the author How to mummify a body</p>	<p>Reasoning about 3-D shapes</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 construction kits to build pulleys</i> <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><u>Art and Design-Models and Statues</u> 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, gumstrip 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</p> <p>Assemble materials to make a new form, carefully covering with ModRoc or papier mache.</p>		<p>P.E Athletics Gymnastics <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><u>R.E. Worship, Pilgrimage and Sacred Places</u> <u>The Christian Church</u> Pupils investigate aspects of community life such as weekly worship, charitable giving or beliefs about prayer. Linking to history and design technology, pupils consider how the architecture of churches, mosques, mandirs or gurdwaras expresses a communities way of life, values and beliefs Linking to English, pupils find out about different forms of prayer and meditation in different religions and worldviews, and write some prayers or meditations suited to particular occasions and traditions. Pupils apply their own ideas about justice and fairness to the work of three development charities such as Christian Aid, Islamic Relief and Oxfam Pupils write persuasively about the reasons why people who have a particular religious background or non-religious worldview try to help people who are vulnerable (e.g. victims of natural disasters or prejudice, people who live with disabilities and people who are affected by war)</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 Natural History Museum 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>				