

|                             | 1<br>4/11/24   | 2<br>11/11/24  | 3<br>18/11/24  | 4<br>25/11/24   | 5<br>2/12/24   | 6<br>9/12/24  | 7<br>15/12/24   |
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| <b>Literacy Theme</b>       | <b>Egyptian Cinderella</b><br><i>Children write their own traditional story set in Egypt using 5 part story structure (characters are described well and dialogue used for effect).</i>                            |  |  |   | <b>Persuasive Advert - Visit Egypt</b>   |   | <b>Christmas Themed Creative Writing Opportunities</b>  |
| <b>Written Outcomes</b>     | <ul style="list-style-type: none"> <li>Explore the author's choice of language</li> <li>Explore the sequence of the story</li> </ul>   | <ul style="list-style-type: none"> <li>Retell a known story using interesting details and expression - story board/map</li> <li>Recognise the 5-part story structure - boxing up grid.</li> <li>Understanding and beginning to use paragraphs</li> </ul> | <ul style="list-style-type: none"> <li>Using FANBOYS to extend my sentences - descriptive writing</li> <li>Describing a character using similes</li> <li>Start sentences using fronted adverbials.</li> <li>Plan a different version of the story</li> </ul> | <ul style="list-style-type: none"> <li>Write an opening to a fairy tale</li> <li>Write the build-up to a fairy tale</li> <li>Write the resolution/ending to a fairy tale.</li> <li>Edit and publish our writing.</li> </ul> | <ul style="list-style-type: none"> <li>Identify features of a Persuasive Advert</li> </ul>   | <ul style="list-style-type: none"> <li>Research task</li> <li>Plan a persuasive advert</li> <li>Create a persuasive advert</li> </ul> | <ul style="list-style-type: none"> <li>Letter writing</li> <li>Poetry</li> <li>Descriptive paragraph</li> </ul> |
| <b>Guided Reading focus</b> | Life in Ancient Egypt  | Important Animals  | Egyptian gods  | Cleopatra   | Mummify a tomato   | On a Mission  | Egypt Poem Comprehension  |
| <b>History</b>              | <b>What can we find out about the civilization of Ancient Egypt?</b>   |  |  |   |  |   |   |
|                             | <p><i>What can we quickly find out to add to what we already know about Ancient Egypt?</i></p> <p>WALT: locate Ancient Egypt in time and place and begin to identify features of Ancient Egyptian civilization</p> | <p><i>How can we discover what Ancient Egypt was like over 5,000 years ago?</i></p> <p>WALT: understand the significance of the Nile</p>   | <p><i>What sources of evidence have survived and how were they discovered?</i></p> <p>WALT: understand what secrets of Ancient Egypt are revealed by the pyramids</p>  | <p><i>What does the evidence tells us about everyday life for men, women and children?</i></p> <p>WALT: understand Egypt's hierarchal society</p>   | <p><i>What do the Ancient Egyptians believe about life after death and how do we know?</i></p> <p>WALT: understand the importance of the afterlife to Egyptian beliefs</p> |   |   |
| <b>Computing</b>            | <b>Journey inside a computer - What is the purpose and function of different parts of a computer?</b>  |  |  |   |  |   |   |

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|  | <p><b>How do computers follow instructions?</b><br/>WALT: understand the functions of inputs and outputs</p> <p><i>Input</i><br/><i>Output</i><br/><i>Computer</i><br/><i>Keyboard</i><br/><i>Monitor</i></p> | <p><b>What are the different components of a computer?</b><br/>WALT: understand the purpose of the parts of a computer</p> <p><i>Mouse</i><br/><i>Microphone</i><br/><i>Hard-drive</i><br/><i>RAM</i><br/><i>ROM</i><br/><i>Photocopier</i></p> | <p><b>What is a tablet?</b><br/>WALT: compare similarities and differences across different types of computer</p> <p><i>Tablet</i><br/><i>Batteries</i><br/><i>Camera</i><br/><i>Speaker</i><br/><i>Microphone</i><br/><i>Touchscreen</i><br/><i>Storage</i></p> |
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**Craft and Design - What are the characteristics of Ancient Egyptian art?**

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| <p align="center"><b>ART</b></p> | <p><b>What are the characteristics of Ancient Egyptian art?</b></p> <p>WALT: investigate the style, pattern and characteristics of Ancient Egyptian art</p> <p><i>Ancient Egyptian</i><br/><i>Imagery</i><br/><i>Pattern</i><br/><i>Shape</i><br/><i>Composition</i></p> | <p><b>How can I apply my understanding of key features of Ancient Egyptian artwork to my own design?</b></p> <p>WALT: apply design skills inspired by the style of an ancient civilisation</p> <p><i>Ancient Egyptian scrolls</i><br/><i>Scale</i><br/><i>Colour</i><br/><i>Design</i></p> | <p><b>How can I use knowledge of an ancient process to make a modern alternative?</b></p> <p>WALT: apply understanding of ancient techniques to construct a new material</p> <p><i>Papyrus</i><br/><i>Process</i><br/><i>Material</i><br/><i>Paper</i><br/><i>Technique</i></p> | <p><b>How can I apply what I know to make an ancient Egyptian scroll?</b></p> <p>WALT: apply drawing and painting skills in the style of an ancient civilisation</p> <p><i>Composition</i><br/><i>Style</i><br/><i>Translate</i><br/><i>Layout</i></p> | <p><b>How has Egyptian art influenced a modern artist?</b></p> <p>WALT: evaluate how a modern artist has been influenced by an Egyptian artist</p> | <p><b>How can I share my understanding of Egyptian art?</b></p> <p>WALT: apply an understanding of Egyptian art to develop a contemporary response</p> <p><i>Zine - pronounced 'zeen'</i><br/><i>Images</i><br/><i>Subject</i><br/><i>Information</i><br/><i>Audience</i></p> |
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**Music- How can we develop our singing technique?**

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| <p align="center"><b>MUSIC</b></p> | <p><b>How can we sing in time with others?</b></p> <p>WALT: sing in time with others</p> <p><i>Composition</i><br/><i>Melody</i><br/><i>Notation</i><br/><i>tempo</i></p> | <p><b>What is the effect of singing in time with others?</b></p> <p>WALT: understand the effect of singing in time with others</p> <p><i>Composition</i><br/><i>Melody</i><br/><i>Notation</i><br/><i>tempo</i></p> | <p><b>What is rhythmic notation?</b></p> <p>WALT: understand rhythmic notation</p> <p><i>Crochet</i><br/><i>Minim</i><br/><i>quaver</i></p> | <p><b>How can I apply my understanding of rhythmic notation?</b></p> <p>WALT: apply my understanding of rhythmic notation</p> <p><i>Rhythms</i><br/><i>Layers</i><br/><i>notation</i></p> | <p><b>What makes an effective performance?</b></p> <p>WALT: understand what makes an effective performance</p> <p><i>Coordinated</i><br/><i>Disciplined</i><br/><i>In- tune</i></p> |
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**Creation/Fall - What do Christians learn from the creation story?**

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| <b>RE</b> | <b>Creation/Fall - What do Christians learn from the creation story?</b>   |  |  |  |  |
|           | <p><i>What is the creation story?</i></p> <p>WALT: understand where creation sits on a timeline of the Bible's 'Big Story'</p> <p><i>Creation</i><br/><i>Creator</i></p> | <p><i>How does God care for his own creation, including humans?</i></p> <p>WALT: make clear links between Genesis 1 and what Christians believe about God and Creation</p> | <p><i>What instructions does God give to humans for treating the Earth as God's good creation?</i></p> <p>WALT: interpret God's instructions</p> | <p><i>How do Christians look after God's world?</i></p> <p>WALT: describe what Christians do because they believe God is Creator</p> | <p><i>How can we make connections to our life and make sure we make the world 'very good', as God hopes for?</i></p> <p>WALT: understand why and how we should look after the world and each other</p> |

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|                | <b>Addition and Subtraction</b>   |  |   |  | <b>Multiplication and Division</b>   |   |  |
| <b>Maths</b>   | <ul style="list-style-type: none"> <li>• Add two numbers (with no exchange).</li> <li>• Subtract two numbers (with no exchange).</li> </ul>   | <ul style="list-style-type: none"> <li>• Add two numbers (across a 10)</li> <li>• Add two numbers (across a 100)</li> <li>• Subtract two numbers (across a 10)</li> <li>• Subtract two numbers (across a 100)</li> </ul> | <ul style="list-style-type: none"> <li>• Add 2-digit and 3-digit numbers</li> <li>• Subtract a 2-digit number from a 3-digit number</li> <li>• Complements to 100</li> <li>• Estimate answers</li> </ul>  | <ul style="list-style-type: none"> <li>• Inverse operations</li> <li>• Make decisions</li> <li>• End of unit assessment</li> </ul>                 | <ul style="list-style-type: none"> <li>• Multiplication - equal groups</li> <li>• Use arrays</li> <li>• Assessments</li> </ul>                                 | <ul style="list-style-type: none"> <li>• Multiples of 2</li> <li>• Multiples of 5 and 10</li> </ul> | Problem Solving - Christmas activities |
|                | <b>How are rocks and fossils formed?</b>  |  |   |  |  |   |  |
| <b>Science</b> | <p style="color: red;">How can rocks be identified and grouped based on their properties?</p> <p>WALT: group identify rocks based on their physical properties</p> <p>Natural Materials<br/>Properties<br/>Observe<br/>Similarities<br/>differences</p> | <p style="color: red;">Can we group rocks based on their simple physical appearance?</p> <p>WALT: Group rocks based on their physical appearance</p> <p>Crystal<br/>Grains<br/>Texture<br/>Layers</p>                    | <p style="color: red;">Can we perform simple tests on rocks to learn more about their different properties?</p> <p>WALT: perform simple tests on rocks to learn more about their properties</p> <p>Resistance<br/>Float<br/>Sink<br/>Brittle<br/>reaction</p> | <p style="color: red;">What are fossils?</p> <p>WALT: to discuss what a fossil is</p> <p>Remains</p> <p>Fossil<br/>Rock<br/>Skeleton<br/>shell</p> | <p style="color: red;">How are fossils formed?</p> <p>WALT: understand how fossils are formed</p> <p>Fossilisation<br/>Process<br/>Conditions<br/>sediment</p> |   |  |
|                | <b>INVASION (BASKETBALL &amp; FOOTBALL) Can I combine running, jumping, throwing and catching in team games?</b>  |  |   |  |  |   |  |

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| <p><b>PE</b></p>  | <p>Can I pass a ball towards a stationary and moving target?</p> <p>WALT: be able to pass a ball accurately and with speed</p> <p>WALT: be able to pass with control and technique</p> | <p>Can I receive objects with accuracy in team games?</p> <p>WALT: be able to catch a ball consistently</p> <p>WALT: increase our understanding of space</p> | <p>Can I combine my passing skills and accuracy in team games?</p> <p>WALT: be able to pass a ball accurately and with speed</p> <p>WALT: work collaboratively within a small group</p>                               | <p>How can I use my feet to send and receive a ball?</p> <p>WALT: be able to pass a ball accurately and with speed.</p> <p>WALT: work collaboratively within a small group</p> | <p>Can I improve my passing technique?</p> <p>WALT: be able to pass with control and technique</p> <p>WALT: be able to pass a ball accurately and with speed</p>  | <p>How can I use my passing and possession skills in invasion games?</p> <p>WALT: be able to pass a ball accurately and with speed</p> <p>WALT: be able to pass through throwing and kicking</p> <p>WALT: further increase our understanding of space</p> | <p>How can I use my passing and possession skills in invasion games?</p> <p>WALT: be able to pass a ball accurately and with speed</p> <p>WALT: be able to catch a ball consistently</p> <p>WALT: be able to pass through throwing and kicking</p> <p>WALT: work collaboratively within a small group</p> |
| <p><b>J'Apprends Le Français (I'm Learning French) - Language Angels</b></p> <p>Where are French speaking countries on a map? How do I say how I feel, count and say colours in French?</p> |  |  |   |  |   |   |   |
| <p><b>French</b></p>  | <p>How do I ask and answer the question, 'What is your name?'</p> <p><i>PART 2</i></p> <p>WALT: ask and answer the question 'Comment tu-t'appelles ?' in French.</p>                   | <p>How can I count in French?</p> <p>WALT: use numbers 1-10 in French.</p>   | <p>How do I talk about colours in French?</p> <p>WALT: use colours in French.</p> <p>WALT: express what my favourite colour is in French.</p>   | <p>What have I learnt so far? How would I evaluate my learning and progress?</p> <p>WALT: consolidate our skills in listening, speaking, reading and writing (assessment).</p> | <p>What is Christmas like in France? What traditions are the same and which are different?</p> <p>WALT: understand the cultural tradition of La Galette in France.</p> <p>WALT: understand and use vocabulary and phrases linked to Noël.</p> |   |   |
| <p><b>How do we keep ourselves happy, safe and healthy when we are growing and changing?</b></p>  |  |  |   |  |   |   |   |
| <p><b>PSHE</b></p>  | <p>What is a positive healthy relationship?</p> <p>WALT: identify different types of relationships and who we have healthy relationships with</p>                                      | <p>What is personal/body space?</p> <p>WALT: understand what is appropriate or inappropriate body/personal space</p>   | <p>What is appropriate behaviour online as well as offline?</p> <p>WALT: recognise and describe appropriate behaviour online as well as offline, and understand how to get help when something is not appropriate</p> | <p>What is an unsafe secret?</p> <p>WALT: understand the difference between a safe and unsafe secret</p>   | <p>What is basic first aid?</p> <p>WALT: discuss the concepts of first aid and helping others</p>   |   |   |