

| Subject               | Autumn Term   | Spring Term | Summer Term |
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| <b>Main Focus</b>     | <b>Egyptians</b><br>Learning about the ancient civilisation and important people from this time.  |             |             |
| <b>Literacy</b>       | <b>The Time Slip Scarab</b> – Historical Narrative<br><b>Egyptian Cinderella</b> – Traditional Tale<br><b>How to Mummify a Pharaoh</b> – Instructions<br><b>The Big Bad Wolf</b> - Biographies  |             |             |
| <b>Reading Skills</b> | <b>The Boy at the Back of the Class</b> – Onjali Q. Rauf – Fiction<br><b>What a Waste</b> – Jess French – Non-Fiction<br>Taught through VIPERS.   |             |             |
| <b>Maths</b>          | <b>Place Value</b><br><b>Measure</b><br><b>Multiplication and Division</b><br>Recapping 2, 3, 4, 5, 8, 10 times tables.<br>Introducing 6, 7, 9 times tables.  |             |             |
| <b>Science</b>        | <b>States of Matter</b><br><b>Teeth and the Digestive System</b><br>- compare & group materials together, according to whether they are solids, liquids or gases<br>- observe that some materials change state when they are heated or cooled, & measure or research the temperature at which this happens in degrees Celsius (°C)<br>- identify the part played by evaporation & condensation in the water cycle & |             |             |

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|   | <p>associate the rate of evaporation with temperature.</p> <ul style="list-style-type: none"> <li>- describe the simple functions of the basic parts of the digestive system in humans</li> <li>- identify the different types of teeth in humans &amp; their simple functions</li> <li>- identify the different types of teeth in humans and their simple functions.</li> </ul>  |  |  |
| Foundation Curriculum Overview – Links to National Curriculum |   |  |  |
| <b>Geography</b>  | <p><b>What countries can be found in Africa? Where is Egypt? What is the capital city of Egypt? What is the name of the river that runs through Egypt? Where do people live in Egypt and why? How does Egypt today compare to the UK? Why is the River Nile so important to Egypt? How do Egyptians use the River Nile?</b></p> <p>Ge33 Ask and respond to geographical questions and offer their own ideas.</p> <p>Ge34 Explore places with different climate zones and compare and describe how climate affects living things</p> <p>Ge35 Identify where significant places are located in the UK, Europe and the wider world</p> <p>Ge36 Observe and appreciate the relationship between the physical, built and economic and social environments</p> <p>Ge37 Identify how different ways in which people live around the world sometimes have consequences for the environment and the lives of others from</p> |  |  |

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|                       | <p>local to global scales</p> <p>Ge38 Use appropriate geographical vocabulary in communicating findings</p> <p>Ge40 Describe, compare and offer reasons for their views</p> <p>Ge41 Interpret information from different types of atlases, globes, maps and plans at a range of scales</p> <p>Ge42 Use secondary sources of information and ICT as part of investigations</p>  |  |  |
| <p><b>History</b></p> | <p><b>Who were the Ancient Egyptians? What role did Pharaohs play in Egyptian Society? Understand the mummification process and belief in the afterlife. What did the Ancient Egyptians do for us? What technology did the Egyptians use? Famous structures. Famous people.</b></p> <p>Hi23 – Ask and answer a variety of perceptive historical questions.</p> <p>Hi24 Investigate the characteristic features of, and changes within, periods of history that were significant to the locality and the UK.</p> <p>Hi27 Identify different ways in which the past is represented and interpreted and recognise how history is preserved.</p> <p>Hi28 Place events, people and changes into correct periods of time on a timeline</p> <p>Hi29 Use dates and vocabulary relating to the passing of time, including AD/BC</p> <p>Hi30 Use and evaluate sources of</p> |  |  |

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|                         | <p>information, recognising that evidence varies in the extent to which it can be trusted.</p> <p>Hi31 Communicate knowledge and understanding in a variety of ways.</p>   |  |  |
| <b>RE</b>               | <p><b>Sikhism</b> – Understanding of Sikh beliefs, the role and importance of the ten gurus, importance of Guru Granth Sahib, the five K's, symbolism in the Gurdwara.</p> <p><b>Hinduism</b> – understanding of what it means to be a Hindu, the cycle of birth, death and rebirth, understanding of Diwali, how Hindu's celebrate throughout the year and making connections between Hindu's, the community and our own beliefs.</p> |  |  |
| <b>PSHE</b>             | <p><b>Safer Relationships</b><br/> <b>Families and Friendships</b><br/> <b>Respecting Ourselves and Others</b></p>   |  |  |
| <b>Music</b>            | <p><b>Mamma Mia</b> – Ensemble performance/developing vocal skills</p> <p><b>Glockenspiel Stage 2</b> – Composition, performance and improvisation.</p>  |  |  |
| <b>Art &amp; Design</b> | <p><b>Egyptian Wall Art.</b></p> <p>Ar53 Textiles/Collage Experiment with paste resist</p> <p>Ar63 Painting Plan and create different effects and textures with paint</p> <p>Ar66 Modelling and Sculpting Show an understanding of shape, space and form</p> <p>Ar67 Modelling and Sculpting Plan, design, make and adapt models using a variety of materials</p>  |  |  |

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|                              | Ar68 Modelling and Sculpting Talk about their work, understanding that it has been sculpted, modelled or constructed   |  |  |
| <b>Design and Technology</b> | <p><b>Egyptian materials</b><br/> <b>Designing, creating and evaluating Jewellery</b><br/> <b>Baking and evaluating bread.</b></p> <p>Dt28 Use research to inform their design<br/> Dt29 Explore ways of meeting design challenges with a textile focus<br/> Dt30 Evaluate work, adapting and improving through the views of others to improve their work<br/> Dt31 Communicate design ideas in different ways e.g.discussion, annotated sketches, cross-sectional diagrams and prototypes<br/> Dt32 Select from and use a range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities<br/> Dt33 Join and combine materials and components accurately in temporary and permanent ways<br/> Dt34 Measure, mark, cut out and shape a range of materials and assemble, join and combine components and materials with increasing accuracy</p> |  |  |
| <b>Spanish</b>               | <p><b>Colours, classroom objects, weather and clothes.</b><br/> Simple sentences structure<br/> Determiner 'the' in Spanish matching</p>   |  |  |

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|                  | with the noun's gender and number (singular and Plural)  |  |  |
| <b>Computing</b> | <p>C4 Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems</p> <p>C5 Solve problems by decomposing them into smaller parts</p> <p>C6 Use sequence, selection, and repetition in programs</p> <p>C7 Work with variables and various forms of input and output</p> <p>C8 Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs</p> <p>C9 Understand computer networks including the internet, recognising how they can provide multiple services, such as the world-wide web</p> <ul style="list-style-type: none"> <li>• I explain how digitally altered images in the media make me feel</li> <li>• I use appropriate strategies to deal with comments online</li> <li>• I choose apps, games and websites that are appropriate for my age and explain my reasons to friends</li> <li>• I tell my friends about the sensible choices I make about when and why I use devices</li> <li>• I ignore or close adverts that appear on my device and explain my reasons</li> </ul> |  |  |