

## Topic: Ancient Egyptians

	w/b 03/09/18	w/b 10/09/18	w/b 17/09/18	w/b 24/09/18	w/b 01/10/18	w/b 08/10/18	w/b 15/10/18	w/b 22/10/18
Special Events	Getting to know you.	Getting to know you Swimming	Swimming			Purple book work	Black history week	Half Term
Literacy (Revisit of y3 grammar etc.)	<p><b>CORE TEXT-</b> Terry Deary's Egyptian Tales- the magic and the mummy <b>GENRE-</b> Narrative <b>ACTIVITIES/OUTCOMES-</b> <b>Oral-</b> Partner talk about what Egyptian life was like and circle time</p> <p><b>Written-</b> Changing text into present progressive with pictures</p> <p>Diary entry- Neria beginning her new job. (related to new beginnings)</p> <p><b>SPELLING-</b> accidentally, actually, address Words with Suffixes- ed, er, ing, ation</p> <p><b>SENTENCE-</b> writing in first person <b>PUNCTUATION-</b> full stop, exclamations</p> <p><b>Technical words for children to experience-</b> Progressive tense</p>	<p><b>CORE TEXT-</b> Terry Deary's Egyptian Tales- the magic and the mummy <b>GENRE-</b> Narrative <b>ACTIVITIES/OUTCOMES-</b> <b>Oral-</b> Hot seating Neria <b>Written-</b> Similarities and differences in Neria's life- table</p> <p>Collecting information about making a mummy. Introduce KWLW sheets</p> <p>Instruction writing- 'The house of death'. Science report writing – How we made a mummy, desiccation investigation <b>SPELLING-</b>woman, weight, various and use of adverbs. Y words <b>SENTENCE-</b> Subject verb agreement (was/were)</p> <p><b>PUNCTUATION-</b>. Full stops and exclamations</p> <p><b>Technical words for children to experience-</b> Adverbs Exclamation marks</p>	<p><b>CORE TEXT-</b> Non-fiction class text about ancient Egypt <b>GENRE-</b> <b>ACTIVITIES/OUTCOMES-</b> <b>Oral-</b> Magpieing information about 4 Egyptian Gods <b>Written-</b> Questions collection</p> <p>KWLW from reading texts</p> <p>Non-Chronological report writing about the Egyptian Gods Science writing- report writing on investigation about teeth types <b>SPELLING-</b> answer, appear. arrive Y words</p> <p><b>SENTENCE-</b> Phrases and sentences. What makes a sentence? present progressive tense (she is eating)</p> <p><b>PUNCTUATION-</b> question marks bullet points, sub headings,</p> <p><b>Technical words for children to experience-</b> Bullet points Sub-headings</p>	<p><b>CORE TEXT-</b> Non Fiction texts about ancient Egypt <b>GENRE-</b> <b>ACTIVITIES/OUTCOMES-</b> <b>Oral-</b> Vocabulary collection in groups <b>Written-</b> Writing questions to answer. Collection of bullet pointed information Non Chronological report on aspect of ancient Egyptian life as a 'Rosetta stone' Farming, the river Nile, homes and family. <b>SPELLING-</b> through, though, thought Words with ou</p> <p><b>SENTENCE-</b> past tense The Egyptians farmed... so Including use of so as a conjunction Expanded noun phrases (3 details) <b>PUNCTUATION-</b> comma after fronted adverbial commas in lists</p> <p><b>Technical words for children to experience-</b> fronted adverbial</p>	<p><b>CORE TEXT-</b> The scarab's secret <b>GENRE-</b> <b>ACTIVITIES/OUTCOME S-</b> <b>Oral-</b> Boxing up story and retell <b>Written-</b> Story mapping-on papyrus or own made paper</p> <p>Recount including speech In third person Recipe writing –see DT</p> <p><b>SPELLING-</b> believe, bicycle, breath Words with prefix dis</p> <p><b>SENTENCE-</b> paragraphing. Exclamations, conjunctions for time (before, when, while and reasoning so) present perfect tense (he has gone out.-within speech) <b>PUNCTUATION-</b> Speech marks and exclamations Bullet points</p> <p><b>Technical words for children to experience-</b> conjunctions</p>	<p><b>CORE TEXT-</b> The scarab's secret <b>GENRE-</b> <b>ACTIVITIES/OUTCOMES-</b> <b>Oral-</b> Vocabulary collection activities Retelling story changing Khepri into different animal (cat, jackal) <b>Written-</b> Collection of phrases to show historical setting. Egyptian cartoon plan for historical narrative to include historical feature in each image. Historical setting narrative-in purple books</p> <p><b>SPELLING-</b> therefore, surprise, suppose Words with prefix mis-</p> <p><b>SENTENCE-</b> Conjunctions –causal-because, in order to) Fronted adverbials <b>PUNCTUATION-</b> apostrophe for omission and possession- singular</p> <p><b>Technical words for children to experience-</b> Apostrophe, omission Conjunctions causal</p>	<p><b>CORE TEXT-</b> Queen Nefertiti and black history month <b>GENRE-</b> <b>ACTIVITIES/OUTCOMES-</b> <b>Oral-</b> Reading and learning poems- Queen Nefertiti</p> <p><b>Written-</b> Poetry in style of Queen Nefertiti free verse and narrative. Poetry for black history week</p> <p><b>SPELLING-</b> breathe, build, busy</p> <p><b>SENTENCE-</b> Conjunctions for place – (where, wherever) <b>PUNCTUATION-</b> apostrophe for omission and possession- plural</p> <p><b>Technical words for children to experience-</b> Conjunctions for place</p>	

<b>Maths</b> (separate session for tables and 99club)	<b>Counting/understanding number</b> <b>Mental-</b> Greater than /less than 10 more 10 less 100 more 100 less Place value of 4 digit numbers  <b>Written-</b> 4 digit numbers Ordering beyond 1000 1000 more or less	<b>Counting/understanding number</b> <b>Mental-</b> Adding 9 using adding 10 Subtracting 9 using subtracting 10 Adding 11 using adding 10 Subtracting 11 using subtracting 10 Adding to make 100 <b>Written-</b> Mental addition to support written 1 step and 2 step problems	<b>Calculating</b> <b>Mental-</b> using doubles to 20 to solve additions Mental addition chains Revisit mental strategies from weeks 1&2  <b>Written-</b> subtraction –adding chains Written subtraction	<b>Knowing and /Using Number Facts</b> <b>Mental-</b> Mental multiplication activities Multiplication patterns etc. Multiplying by 4 using doubling  <b>Written-</b> Knowing the 9x table Using 10 x table to learn 6times table Using other tables to learn the 6x table  N-rich activity	<b>Fractions</b> <b>Mental-</b> Halving numbers to 100 Quarters of numbers by halving and halving again  <b>Written-</b> Equivalent fractions Non unit fractions	<b>Shape</b> <b>Mental-</b> 1. Names of shapes 2. Features of 2 d shapes 3. Features of 3 d shapes 4. Identifying nets <b>Written-</b> 1. Symmetry in 2 d shapes 2. Reflecting 2d shapes 3. Completing symmetrical patterns 4. Making repeating patterns  N-rich activity	<b>Shape</b> <b>Mental-</b> 5. Reading scales on number lines with different values 6. Reading scales on number lines with different values 7. Quick addition facts <b>Written-</b> 5. Translating 2D shapes 6. Coordinate maps & Plotting points 7. Translations on a grid	
<b>Science</b> Teeth and digestion		L.O. I understand how to carry out a fair investigation.  Investigate the effect of desiccation using Natron relate to topic work- weighing the mummy to see loss of water. .	L.O.I can identify the different types of teeth in humans and their simple functions.  Making model/cast of teeth  Investigate which teeth they use for biting before recording labelling their findings	L.O. I can explain how to ensure good dental hygiene.  Investigating the effects of sugar, fizzy drinks, and orange juice on materials- to show what the effects are on teeth.  Investigate levers – relate to making a shaduf in DT- irrigation of fields	L.O.I can describe the simple functions of the basic part of the digestive system in humans. (The mouth).  Investigate how chewing begins the digestive process by chewing on bread to notice the chemical change.	L.O. To be able to describe the simple functions of the basic part of the digestive system in humans (stomach)  Making a pop up model and research what happens in the stomach to food then act out what happens to it as it passes through the digestive system before drawing and labelling the digestive system.	L.O. I can identify and classify producers, predators and prey What do animals eat? Look at dentition of different  What is a food chain? Ordering activity of a food chain	
<b>ICT</b>		Using Word for a web-quest about Ancient Egypt. Learn how to save, copy and paste.	Scratch: I can make a quiz Explore how to create algorithms and different type of questions (open/closed). Relate to Egyptian gods information  (literacy link fact sheet on Egyptian gods learn to insert pictures)	Scratch: I can make a quiz Children are given quiz algorithm and work in pairs to identify and fix the bugs.  (literacy link fact sheet on Egyptian gods learn to insert pictures)	Scratch: I can make a quiz Children will practise changing the sprite- Egyptian sprite. They will work with variables by changing the colour, shape, size and adding extra features to the sprites used in the quiz  (recipe writing in form of a table-learn to insert tables etc.)	Scratch: I can make a quiz Children will use sequence and repetition in programs by sequencing commands that run and using repetition to create effects		
<b>History / Geogra phy</b>	Introduction to Ancient Egypt What do they know?  Time line activity (see File)	Where in the world? On a globe/ world map Map of Egypt – focus on Nile  How do we know about the ancient Egyptians? Archaeological dig.(mention writings- see art) and Tutankhamun discovery	Gods (see R.E.) Poster of the different Ancient Egyptian gods- literacy link	The river Nile and how flooding and climate supported life in Egypt- use sand tray etc. Farming Houses of the ancient Egyptians- using mud from Nile	What did the ancient Egyptians eat?  Who were the ancient Egyptian leaders?	Pyramids Making a pyramid (nets and maths)  Relate to scarabs secret- pharaoh Khufu building pyramid in the story	Research – Egyptian slaves, relate to black history week.	

RE		<p>What makes a good leader? To recognise the qualities that are important to be a good leader To know why Jews and Christians believe Moses was chosen by God as a good leader Story of Moses from Bible</p>	<p>Difference in beliefs- gods- research into the different gods of the ancient Egyptians  Who influences you? To identify who or what influences and inspires them To understand the concepts of influence and inspiration and apply the ideas for themselves.</p>		<p>What impact does a Rabbi have on Jewish family life? To recognise some ways in which Judaism is practiced today, and how the community is led.</p>	<p>Beliefs about death- ancient Egypt / modern beliefs in Christianity and Judaism</p>	<p>What are the similarities and differences between how Christians and Jews follow their leaders?</p>	
PSHE	<p>SEAL: New Beginnings I can contribute towards making a class charter. I understand my rights and responsibilities in the school. I understand why we need to have different rules in different places and know what the rules are in school</p>	<p>SEAL: New Beginnings I know how to make someone feel welcomed and valued at school. I know what it feels like to be unwelcome</p>		<p>SEAL: New Beginnings I know that I belong to a community. I know what I have to do myself to make the classroom and school a safe and fair place for everyone, and that it is not OK for other people to make it unsafe or unfair.</p>	<p>SEAL: New Beginnings I know how to join a group. I can predict how I am going to feel in a new situation or meeting new people.</p>	<p>SEAL: New Beginnings <i>I can manage my feelings, and can usually find a way to calm myself down when necessary.</i></p>		
Art/DT		<p>Making a mummy  Paintings of Egyptian gods</p>	<p>Paintings of Egyptian gods- continue  Making papyrus paper- (weaving thin tissue with PVA) to be used next week in literacy)</p>	<p>Egyptian hieroglyphics- own name,  Continue making papyrus paper- (weaving thin tissue with PVA) to be used this week in literacy)</p>	<p>Making Egyptian food-Dulcis Coccora recipe writing in literacy Look at food they grew - dates, grapes, pomegranates, peaches, watermelon- still life art work Begin making a Tutankhamun death mask</p>	<p>Making a Tutankhamun death mask</p>	<p>Making an Ankh- Good luck charm using clay modelling</p>	
PE Tuesday Gymnastics and swimming		<p>swimming</p>	<p>swimming</p>	<p>Balances</p>	<p>Jumps</p>	<p>Jumps</p>	<p>Jumps and turns</p>	
Music		<p>Recorders</p>	<p>Look at instruments played by ancient Egyptians and make a sistrum (metal rattle played at the temple)</p>		<p>Listen to examples of ancient Egyptian music,</p>			