



Wow Starter: Children travel back in time to Ancient Egypt and use a range of clues to discover our Topic.

Final Event: Egyptian Day! Invite parents and carers to show case all of the learning that has taken place.

## UNDERSTANDING THE WORLD

### Working scientifically LKS2

- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

### Plants LKS2

- **sc41** identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- **sc42** explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- **sc43** investigate the way in which water is transported within plants
- **sc44** explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

### Light LKS2

- **sc50** recognise that they need light in order to see things and that dark is the absence of light
- **sc51** notice that light is reflected from surfaces
- **sc52** recognise that light from the sun can be dangerous and that there are ways to protect their eyes

- **sc53** recognise that shadows are formed when the light from a light source is blocked by a solid object
- **sc54** find patterns in the way that the size of shadows change.

### Geographical skills and fieldwork LKS2

- **ge46** I can use a variety of paper-based and digital resources to locate and identify places and features around the world

### Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi22** I can ask and answer questions about change and cause and effect
- **hi23** can ask and answer questions about similarities and differences and their significance
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi27** I understand that the same event in the past can be interpreted or represented differently by different people
- **hi60** I can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways
- **hi61** I know about the way of life and beliefs of a particular ancient civilisation and can compare and contrast its main features with societies or other periods I have studied, including my own

## MATHEMATICS AND COMPUTING

### Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- **m81** recognise the place value of each digit in a three-digit number (hundreds, tens, ones)
- **m82** compare and order numbers up to 1000
- **m85** solve number problems and practical problems involving these ideas.

### Number - addition and subtraction LKS2

- **m86** add and subtract numbers mentally, including:
  - **m87** a three-digit number and ones
  - **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

### Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

### Geometry - properties of shapes LKS2

- **m110** draw 2-D shapes and make 3-D shapes using modelling materials; recognise 3-D shapes in different orientations and describe them

### Statistics LKS2

- **m114** interpret and present data using bar charts, pictograms and tables

### LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co17** I can make a program select a particular set of instructions (using IF-ELSE-END)
- **co18** I can make a program repeat a set of instructions ( using FOR-NEXT)
- **co19** I know that a variable is a piece of stored information (numbers or a 'string' i.e. a sequence of characters)
- **co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- **co23** I understand internal computer networks (intranet) and external networks (internet) and the opportunities they provide
- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **co28** I can use a variety of software to present data and information ( including combining images and text, multi-media presentations and data-bases)
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

## PHYSICAL EDUCATION

### LKS2

- **pe5** I can play competitive net, striking, fielding and invasion games
- **pe5.1** I can describe both attacking and defending tactics and strategies and begin to apply them

- **pe7** I can respond to music to create and perform dances, on my own or with a group, that incorporate a range of more complex, controlled and precise movements



## LITERACY

### Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read by:
- **e138** listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- **e142** identifying themes and conventions in a wide range of books
- **e143** preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action
- **e145** recognising some different forms of poetry [for example, free verse, narrative poetry]
- **e149** drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- **e150** predicting what might happen from details stated and implied

### Writing - handwriting LKS2

- **e161** use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined

### Writing - composition LKS2

- **e163** plan their writing by:
- **e164** discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- **e165** discussing and recording ideas
- **e166** draft and write by:
- **e167** composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- **e169** in narratives, creating settings, characters and plot
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e174** proof-read for spelling and punctuation errors

## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** I can understand what is being said to me and respond correctly
- **fl2** I can sing songs and say poems in another language and know what the words mean
- **fl3** I can have a conversation including asking and answering questions
- **fl4** I can speak in grammatically correct sentences
- **fl5** I can pronounce words correctly so that I am understood
- **sl13** listen and respond appropriately to adults and their peers

- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
- **sl19** use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas
- **sl20** speak audibly and fluently with an increasing command of Standard English
- **sl21** participate in discussions, presentations, performances, role play, improvisations and debates

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad13** I can show examples of painting with different kinds of paint
- **ad14** I can show examples of my work in clay
- **ad15** I can talk about some famous artists, architects and designers from the past

### Design LKS2

- **dt25** I can talk about my product and explain my design ideas and where they came from
- **dt27** I can communicate my ideas through annotated sketches
- **dt30** I can make pattern pieces for my design

### Make LKS2

- **dt33** I can measure, mark, cut and shape a range of materials accurately
- **dt37** I can discuss the aesthetic qualities of my product in relation to the properties of the materials etc I am intending to use

### Evaluate LKS2

- **dt39** I can compare my design to those of existing products and can suggest improvements I could make in the light of those comparisons

### Cooking and nutrition LKS2

- **dt50** I can prepare a variety of savoury meals
- **dt53** I can talk about the way crops and animals are grown and produce is obtained from the sea

### LKS2

- **mu11** I can sing in a group, or on my own, with expression, awareness of others and in tune
- **mu13** I can play instruments with fluency and expression to reflect the intentions of the music
- **mu14** I can compose pieces of music for a specific purpose, choosing and combining sounds to achieve the effect I desire
- **mu19** I can describe, compare and evaluate different kinds of music

## OUTDOOR LEARNING

Pedestrian Training  
6 week course  
Road Safety

Visit to The Great  
North Museum  
to find out more  
about mummification  
and the afterlife.

Observe plants in the Environmental Area.  
Plant winter plants.

Christmas Poetry  
and  
Christmas Songs.

## PSED & RELIGIOUS EDUCATION

### PSED Preparing to play an active role as citizens LKS2

- **pa23** Participate in making and changing rules.

### PSED Developing a healthy, safer lifestyle LKS2

- **ph14** Follow simple, safe routines to reduce the spread of bacteria/viruses.

### PSED Developing good relationships and respecting the differences between people LKS2

- **pr26** Able to empathise with another viewpoint.

### Learning About Religion LKS2

- **ra19** Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- **ra20** Begin to describe the variety of practices and ways of life in religions.
- **ra24** Begin to learn specialist vocabulary to communicate their knowledge and understanding.

# Awesome Egyptians! - Stage Coverage

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### Working scientifically **LKS2**

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- **sc53** recognise that shadows are formed when the light from a light source is blocked by a solid object
- **sc54** find patterns in the way that the size of shadows change.

### Geographical skills and fieldwork **LKS2**

- **ge46** use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
- ### LKS2
- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
  - **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
  - **hi22** They should regularly address and sometimes devise historically valid questions about change and cause,
  - **hi23** They should regularly address and sometimes devise historically valid questions about similarity and difference and significance
  - **hi25** They should construct informed responses that involve organisation of relevant historical information.
  - **hi26** They should understand how our knowledge of the past is constructed from a range of sources
  - **hi27** They should understand that different versions of past events may exist
  - **hi60** the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared
  - **hi61** a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China

## MATHEMATICS AND COMPUTING

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- **m114** interpret and present data using bar charts, pictograms and tables

### LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co17** use selection in programs
- **co18** use repetition in programs
- **co19** use programs with variables
- **co22** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **co23** understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration
- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co28** select, use and combine a variety of software (including internet services) on a range of digital devices presenting data and information.
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

## PHYSICAL EDUCATION

### LKS2

- **pe5** play competitive games, modified where appropriate
- **pe5.1** play competitive games and apply basic principles suitable for attacking and defending
- **pe7** perform dances using a range of movement patterns

## EXPRESSIVE ARTS AND DESIGN

### LKS2

- **ad13** to improve their mastery of art and design techniques, including painting with a range of materials
- **ad14** to improve their mastery of art and design techniques, including sculpture with a range of materials including clay.
- **ad15** about great artists, architects and designers in history.

### Design **LKS2**

- **dt25** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose
- **dt27** generate, develop, model and communicate their ideas through discussion and annotated sketches
- **dt30** generate, develop, model and communicate their ideas through pattern pieces

### Make **LKS2**

- **dt33** use a wider range of tools and equipment to perform practical tasks accurately
- **dt37** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their aesthetic qualities

### Evaluate **LKS2**

- **dt39** analyse a range of existing products

### Cooking and nutrition **LKS2**

- **dt50** prepare and cook a variety of predominantly savoury dishes
- **dt53** know where and how a variety of ingredients are grown and/or caught

### LKS2

- **mu11** perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression
- **mu13** play and perform in solo and ensemble contexts, using their voices and playing musical instruments with fluency and expression
- **mu14** improvise and compose music for a range of purposes
- **mu19** appreciate a wide range of high-quality live and recorded music

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## COMMUNICATION AND LANGUAGE

### LKS2

- **fl1** listen attentively to spoken language and show understanding by joining in and responding
- **fl2** explore the patterns and sounds of language through songs and rhymes
- **fl3** engage in conversations; ask and answer questions
- **fl4** peak in sentences, using familiar vocabulary, phrases and basic language structures
- **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
- **sl13** listen and respond appropriately to adults and their peers
- **sl14** ask relevant questions to extend their understanding and knowledge
- **sl16** articulate and justify answers, arguments and opinions
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