

Awesome Egyptians

How can we immerse an audience in an Egyptian experience?

Class texts:
The Egyptian Cinderella
Marcy and the Riddle of the Sphinx
Egypt Magnified

Killer Questions:

- How can artefacts explain or inform us of how Egyptians lived?
- What were the Egyptians greatest achievements?
- How did their religion and beliefs influence Ancient Egypt?
- How did the style Alaa Awad's artwork inspire our own?
- What do you think is the most significant achievement of the Ancient Egyptians?

Curriculum focus: Art and History

Hook: In school Egyptian workshop (29.09.2021)

Science	<p><u>A1: Animals including Humans (skeletons and teeth)</u> S2.1n Identify that humans and some other animals have skeletons and muscles for support, protection and movement and understand how this is beneficial. S2.1o To identify simple parts of the human skeleton and muscles and understand their purpose within the body. S2.1p Describe the simple functions of the basic parts of the digestive system in humans. S2.1q Identify the different types of teeth in humans and their simple functions.</p> <p><u>A2: Sound</u> S2.2q Identify how sounds are made, associating some of them with something vibrating. S2.2r Recognise that vibrations from sounds travel through a medium to the ear. S2.2s Find patterns between the pitch of a sound and features of the object that produced it. S2.2t Find patterns between the volume of a sound and the strength of the vibrations that produced it. S2.2u Describe that sounds get fainter the further it is from the source.</p> <p><u>Working Scientifically:</u> S2.1a Ask relevant questions and use different types of scientific enquiries to answer them S.2.1b Set up simple practical enquiries, comparative and fair tests S2.1c Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>
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Geography	G2.4a Use maps, atlases, globes to locate countries and describe features studied
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History: Egyptian focus	<p>H2.1a Use BC and AD to show different time periods studied H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline H2.1c Sequence time periods studied to create a timeline through history H2.2b Use different sources of information to build up specific pictures of the past H2.2c Identify and give reasons for historical changes and events H2.2e Understand the difference between an artefact and replica and why both exist H2.2f Chose relevant material and questions to build up a picture of an aspect of life H2.2g Find out how features of a civilization have been adapted since that time</p> <p><u>Diversity links:</u> Make links to how Egyptian people are depicted in films and music of today. Hollywood likes to pretend that ancient Egypt was full of white people - Vox 'Walk Like an Egyptian' by The Bangles</p>
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Art: print/fabric hieroglyphics	<p>A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists' work <u>A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work.</u> A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion <u>A3.3b Use their knowledge of different types of paint to choose the most suitable.</u> A3.3c Choose appropriate brushes and tools to apply paint for a desired effect. A3.3d Explore more complex pattern and techniques to create designs for painting or printing <u>A3.3e Confidently print on paper and fabric using a range of techniques for layering image</u> A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.</p>
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	<p>A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> <p>Diversity links: Make links to contemporary Egyptian artists: Artist: Alaa Awad - By utilizing Egyptian heritage, Awad places current political issues within the linear trajectory of Egyptian history. https://theculturetrip.com/africa/egypt/articles/top-10-egyptian-contemporary-artists/</p> <p>Year Group Artist – Vincent Van Gogh</p>
Computing	<p>C2.1b Take photos and edit using effects C2.4a Use technology responsibly. C2.4b Use search technologies effectively. C2.4c Identify a range of ways to report concerns about online content. C2.2a Select a variety of software to accomplish given goals. C2.2c Design and create content.</p>
Music	M2.1a, 2.2b, 2.3e, 2.4a, 2.4c, 2.4d, 2.5c,
PE	<p>A1: Dance P2.1a Consolidate and apply with greater control and coordination. P2.1b Select and use actions and ideas appropriately, applying them with greater control and coordination.</p> <p>A2: Gym P2.1b Select and use actions and ideas appropriately, applying them with greater control and coordination. P2.3a Pupils can talk about similarities and difference between their own and others work and suggest improvements. P2.3b They can use evaluation to make improvements to their improvements. P2.4a Understand why they need to warm up and cool down and understanding why physical activity is good for their health.</p>
PSHE/RHE	<p>PSHE A2.4 I can describe the importance of forgiveness and moving forward in friendships, and that sometimes friendships have ups and downs. PSHE A2.5 I recognise who are the right kind of people to trust and have friendships with PSHE A2.6 I realise that telling the truth and honesty is important in building friendships and healthy relationships PSHE A2.7 I can recognise the importance of working together and what this looks like when done well PSHE A2.8 I can describe what being respectful to others means and looks like PSHE B2.9 I can record how active I am each week and recognise if this is healthy or unhealthy PSHE B2.10 I can describe the nutrition of a healthy diet including the balanced plate PSHE B2.11 I know how to plan a healthy meal PSHE B2.12 I can identify the importance of looking after my body through healthy lifestyles PSHE C2.7 I know how to treat people the way we expect to be treated, with respect, including those in positions of authority</p> <p>Diversity links: Ensure that role models of different skin colour are represented in those positions of authority such as arts, sports, politics and business.</p>
RE	<p>A1: What do Christians learn from the Creation story?</p> <p>A2: What are the deeper meanings of the festivals?</p>
French	<p>Language Angel's unit/s - Core Vocabulary</p> <ul style="list-style-type: none"> -Listen to model role-plays and infer meaning. Numbers listening exercise. -Say colours and numbers 1-10 to develop pronunciation and intonation -Role play on saying how you are and what your name is to present ideas and information orally. -Match colours to written form. Read and match the written form of numbers to digits develop vocabulary <p>Listening 1 Speaking 4, 5, 6 Reading 9</p>

Deep Water

How can we have a positive impact on our waterways?

Class texts:
Deep Water

Killer Questions:

Curriculum focus: Geography

Hook: Canal trip?

Science	<p><u>SP1: States of Matter:</u> S2.1z Compare and group materials together, according to whether they are solids, liquids or gases. S2.2a Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). S2.2b Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><u>Working Scientifically:</u> S2.1a Ask relevant questions and use different types of scientific enquiries to answer them S2.1d Gather, record, classify and present data in a variety of ways to help in answering questions S2.1e Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p>
Geography	<p>G2.1b Name and locate countries and cities of the UK, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns G2.2b Describe and understand key aspects of: physical geography, including: climate zones, rivers, mountains, volcanoes and earthquakes, and the water cycle G2.3a Understand geographical similarities and differences between two regions (e.g. a region of the UK, a region in a European country and a region within North or South America) G2.3b Describe and understand key aspects of: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p><u>Diversity links:</u> When looking at Global issues, think about how they are affecting people currently – oppression, discrimination against black people, particular events in recent times and where it came from historically.</p>
Art	<p>On-going skills to be taught in sketchbooks. Link to Year Group Artist – Vincent Van Gogh</p> <p>A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists' work A3.1b Know about and draw inspiration from a range of artists or cultures to influence their own work. A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control A3.2b Draw with increasing accuracy, including some knowledge of perspective and proportion A3.3b Use their knowledge of different types of paint to choose the most suitable. A3.3c Choose appropriate brushes and tools to apply paint for a desired effect. A3.3d Explore more complex pattern and techniques to create designs for painting or printing A3.3e Confidently print on paper and fabric using a range of techniques for layering image A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future. A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p> <p><u>Diversity links:</u> Japanese artist: Katsushika Hokusai https://en.wikipedia.org/wiki/The_Great_Wave_off_Kanagawa</p>
Computing	<p>C2.2b Collect data C2.2d Present data C2.2e Evaluate information C2.4b Use search technologies effectively</p>
Music	M2.1b, 2.1c, 2.2a, 2.2d, 2.3a, 2.3d, 2.3e, 2.4a, 2.4c, 2.4d, 2.4e, 2.5c, 2.5g
PE	<u>SP1: Hand and Foot Coordination</u>

	<p>P2.1a Consolidate and apply with greater control and coordination. P2.1b Select and use actions and ideas appropriately, applying them with greater control and coordination.</p> <p><u>SP2: Strike and Field</u> P2.1c Develop tactics for attacking and defending P2.2a Select ideas and actions and apply them across a wide range of tactics and compositional ideas in play. P2.2b Show understanding of tactics and composition by starting to vary how they respond. P2.2e Set out rules for safety.</p>
PSHE/RHE	<p>PSHE A2.1 I appreciate that families take many forms and provide love, security and stability PSHE A2.2 I appreciate and respect that other families may look different from my own PSHE A2.3 I can identify the characteristics of what makes a good friend PSHE A2.9 I can recognise that different people have different beliefs, choices or preferences and that this makes us all individual PSHE A2.11 I can recognise the dangers of speaking to people online when we don't know who they definitely are PSHE A2.12 I know to keep my personal information private from people online and in person PSHE A2.13 I can discuss who to access support from if I have concerns about my body or my safety PSHE B2.2 I can identify choices that I might make when there is change in my life PSHE B2.3 I can plan things that I can do to help me feel better if I am finding life hard PSHE B2.4 I can describe the importance of expressing emotions PSHE B2.5 I can explain that my mental wellbeing is as important as my physical health</p>
RE	<p>SP1: What is it like to be a Sikh in Sandwell? Sikh beliefs and ways of living. SP2: What kind of world did Jesus want?</p>
French	<p>Language Angel's unit/s - Animals and Instruments -Be able to Say "I play..." plus an instrument in French -Be able to say "I am..." plus an animal in French -Listen attentively to match sound to animal/instrument picture / word / phrase. -Read carefully to match word to animal/instrument picture / word / phrase in English. – broaden vocabulary and show comprehension in French. -Introduction of gender via the indefinite article and first person singular of the verb 'to be'. Definite article / quantitative article. First person singular of verb 'to play' (an instrument).</p> <p>Listening 1 Speaking 3 Reading 9 Grammar 12</p>

Rock On!

How can we.....?

Class texts:

Killer Questions:

Curriculum focus: DT and History

Hook:

Science

Summer 1: Rocks

- S2.1w Compare and sort different kinds of rocks on the basis of their appearance against simple criterion.
- S2.1x Describe with scientific vocabulary how fossils are formed when things that have lived are trapped within rock.
- S2.1y Recognise that soils are made from rocks and organic matter.

Summer 2: Plants

- S2.1j Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers.
- S2.1k 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.
- S2.1l Investigate the way in which water is transported within plants.
- S2.1m Explore and understand the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal

Working Scientifically:

- S2.1f Report on findings from enquiries, through oral and written explanations, displays or presentations of results and conclusions
- S2.1g Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- S2.1h Identify differences, similarities or changes related to simple scientific ideas and processes
- S2.1i Use straightforward scientific evidence to answer questions or to support their findings

DT: create a replica of a stone age tool

- D2.1a Describe how my design ideas fulfils a purpose
- D2.1b Explain how my ideas meet set design criteria
- D2.1c Create a design for a product that is appealing, with clear steps to produce it so that it is fit for purpose
- D2.1d Produce a labelled plan, explaining my process of production
- D2.2a Use technical understanding of making something move (axles, levels, pulleys) to complete a task
- D2.2b Use technical understanding of electrical components to complete a task
- D2.3a Select the most appropriate tools for a given task
- D2.3b Measure, mark out, cut, score, join and assemble materials
- D2.4a Evaluate my product against its original design purpose and if it is appealing
- D2.4b Describe how existing products with a similar design brief have been effective at their purpose
- D2.4c Evaluate my work both during and at the end of the making process

Diversity links:

-When the children are designing their product, expose them to designers such as 'Fazlur, Rahman Khan' --> Fazlur Rahman Khan invented a new system in 1963 which meant tall buildings could be supported on their outer edges. This system is still used for building skyscrapers today.

<https://www.aiga.org/diversity-and-inclusion-in-design-why-do-they-matter>

<https://uxdesign.cc/design-is-diversity-its-time-to-talk-about-our-role-as-designers-323781b10b6f>

-Makes links to different products that have helped those around the world.

<https://www.youtube.com/watch?v=crjU5hu2fag>

Art

On-going skills to be taught in sketchbooks.

[Link to Year Group Artist – Vincent Van Gogh](#)

- A3.1a Make thoughtful observations, compare ideas methods and approaches in their own and selected artists' work
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- A3.2a Know about and use a range of tools and media to create drawings utilising line and shade with increasing control
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- A3.3b Use their knowledge of different types of paint to choose the most suitable.
- A3.3c Choose appropriate brushes and tools to apply paint for a desired effect.
- A3.3d Explore more complex pattern and techniques to create designs for painting or printing

	<p>A3.3e Confidently print on paper and fabric using a range of techniques for layering image</p> <p>A3.5a Adapt work in response to personal and group critique, describing how they will develop it in future.</p> <p>A3.5b Describe techniques used, evaluating how they could be performed more effectively.</p>
Computing	<p>Coding:</p> <p>C2.3a Write programs that accomplish specific goals.</p> <p>C2.3c Understand the notion of input and output</p> <p>C2.3f Use logical reasoning to detect and debug simple algorithms.</p> <p>C2.3d Use logical reasoning to explain how simple algorithms work.</p>
Music	M2.1c, 2.2c, 2.2f, 2.3a, 2.3b, 2.4c, 2.4d, 2.4f, 2.5a
History: Stone Age	<p>H2.1a Use BC and AD to show different time periods studied</p> <p>H2.1b Attach the terms AD and BC correctly when placing different periods on a timeline</p> <p>H2.1c Sequence time periods studied to create a timeline through history</p> <p>H2.2b Use different sources of information to build up specific pictures of the past</p> <p>H2.2e Understand the difference between an artefact and replica and why both exist</p> <p>H2.2f Chose relevant material and questions to build up a picture of an aspect of life</p> <p>Diversity links:</p> <p>-Discuss the historical evidence that humans were using and developing tools in regions of Africa that predate Stone Age time significantly, and date back 2.4 million years (Stone age times were around 900,000 years ago).</p> <p>https://edition.cnn.com/2018/11/30/world/human-tools-north-africa-humanity-scli-intl/index.html</p>
PE	<p>S1: Net and Wall:</p> <p>P2.2c Devise and use rules during a game.</p> <p>P2.2d Follow a route on a map.</p> <p>P2.2e Set out rules for safety.</p> <p>S1 Athletics:</p> <p>P2.4a Understand why they need to warm up and cool down and understanding why physical activity is good for their health.</p> <p>P2.3a Pupils can talk about similarities and difference between their own and others work and suggest improvements.</p> <p>P2.3b They can use evaluation to make improvements to their improvements.</p>
PSHE/RHE	<p>PSHE C2.1 I can consider the different pathways that people might take in life</p> <p>PSHE C2.4 I can identify my personal community</p> <p>PSHE C2.5 I can discuss the importance of being connected to others and how this can support them</p> <p>PSHE C2.6 I can explore cultural connectedness and identify</p> <p>PSHE C2.10 I have aspirations for how I will work in the future and how this will affect my economic wellbeing</p> <p>PSHE C2.11 I can identify what makes me unique</p> <p>PSHE C2.12 I can recognise that all people are equal, countless of gender, race and life choices</p> <p>PSHE B2.13 I practice daily good hygiene (dental and body) and understand how germs can be spread</p> <p>PSHE B2.14 I can recognise when someone might not be as healthy by some of the changes that may take place to their body</p> <p>Diversity links:</p> <p>Look at the film 'Pass it on,' created by the Equality and Human Rights Commission. It promotes pupils not limiting their possibilities, and also connects to stereotypes in careers.</p> <p>https://youtu.be/G7l6criMOrw</p>
RE	<p>S1: What is the 'Trinity' and why is it important for Christians?</p> <p>S2: What is it like to be Jewish? Family, Synagogue and Torah.</p>
French	<p>Language Angel's unit/s - Little Red Riding Hood and I can...</p> <p>-Listen attentively to a story in and understand meaning match what they hear to pictures.</p> <p>-Listen to match sound to picture / word / phrase.</p> <p>-Say words / parts of the story or retell and appreciate a story in French</p> <p>-Say with correct pronunciation and intonation "I am able to.." / "I can..."</p> <p>-Read carefully and show broader vocabulary to match key verb to picture / word / phrase in English.</p> <p>-Read the story and understand meaning to match picture, word and phrase cards.</p> <p>-Modal verb followed by infinitive. "I am able to..." / "I can..." plus verb infinitive. First person singular only</p> <p>-Definite articles with parts of the body</p> <p>Listening 1,2 Speaking 3, 4, 5, 6 Reading 7, 8, 9 Grammar 12</p>