

Topic Map Class 1 Term 3/4 2023/24 - Egyptians (Please note that the objectives within the learning sequence are summary of learning within our mixed classes, for more detailed year group specific objectives please refer to our Skills and Knowledge Progression documents)				
<p>Geography Sequence of Learning ELG - UTW - People, culture and Communities. 1)Recap the seven continents and five oceans of the world. 2) Use atlases & world maps to locate Egypt. Which continent is it in? Which ocean is it near to. 3)Find out facts about about Egypt e.g capital city, main river, flag 4) Look at a Google maps image of Egypt, discuss the features they can see e.g. names of the seas, river, canal, desert, major cities. 5) Zoom into Cairo on Google maps and discuss features. List features we saw. 6) Recap features of Cairo. Look at Google maps image of Luckington. List the features they can see. 7) Compare similarities and difference between Luckington and cairo.</p> <p>Assessment Activity Complete a comparison of Luckington and Cairo.</p> <p>Music Sequence of Learning ELG - FAaD - Being Imaginative and Expressive Exploring Sounds 1) Keep a steady beat. 2)Explore long and short sounds. 3)Explore high and low sounds. 4)Learn the song. 5)Perform the song. 6)Improvise the song. Learning to listen 1)Listen to the song and identify rhythmic and melodic patterns. 2)Learn to sing the song. 3)Play instruments to accompany the song.</p> <p>Assessment Activity To Improvise and play a tuned instrument to a song</p> <p>Art Sequence of Learning ELG - PD - Fine Motor Skills ELG - FAaD - Creating with materials 1)Look at hieroglyphics and symbols from the ancient Egyptian era. 2)Practise drawing different ones in sketchbooks. 3) Choose an image to print and draw it onto a foam block. 4) Print image. 5) Y1 & Y2 create layering effects with colour. 6)Evaluate prints Assessment Activity To create a foam print picture</p>	<p>Computing Sequence of Learning</p> <p>Information Technology - Animated Story Books To understand the differences between traditional books and ebooks. • To explore the tools of 2Create a Story's My Simple Story level. • To save the page they have created. To add animation to a picture. • To play the pages created so far. • To save the additional changes and overwrite the file. To add a sound effect to a picture. • To add a voice recording to the picture. • To add created music to the picture To add a background to the story. • To demonstrate a good understanding of all the tools they have used in 2Create a Story and use these successfully to create their own story. To use the copy and paste feature to create additional pages. • To continue and complete an animated story. • To create a class display board of the story books created by the class.</p> <p>Information Technology - Making Music To be introduced to making music digitally using 2Sequence. • To explore, edit and combine sounds using 2Sequence. To add sounds to a tune to improve it. • To think about how music can be used to express feelings and create tunes which depict feelings. To upload a sound from a bank of sounds into the Sounds section. • To record their own sound and upload it into the Sounds section. • To create their own tune using the sounds which they have added to the Sounds section.</p> <p>Assessment Pieces of work for each module saved in children's individual folders on Purple mash.</p>	<p>P.E. Sequence of Learning ELG - PD - Gross Motor Skills Balance - Static balance - stance 1)I can stand on a line with my feet shoulder width apart with the weight on the balls of my feet and hold my balance. 2)I can stand on a low beam with my feet shoulder width apart with the weight on the balls of my feet and hold my balance. Balance - Dynamic balance - On a line 1. Walk forwards with fluidity and minimum wobble. 2. Walk backwards with fluidity and minimum wobble. 3. Walk fluidly, lifting knees to 90°. 4. Walk fluidly, lifting heels to bottom.</p> <p>Coordination - sending and receiving 1. Sit and roll a ball along the floor around body using 2 hands. 2. Sit and roll a ball along the floor around body using 1 hand (right and left). 3. Sit and roll a ball down legs and around upper body using 2 hands. 4. Stand and roll a ball up and down legs and round upper body using 2 hands. 5. Sit and roll a ball up and down legs and round upper body using 1 hand. 6. Stand and roll a ball up and down legs and round upper body using 1 hand. Balance - Counter Balance with a partner 1. Sit holding hands with toes touching, lean in together then apart. 2. Sit holding 1 hand with toes touching, lean in together then apart. 3. Sit holding hands with toes touching and rock forwards, backwards and side-to-side.</p> <p>Gymnastics 1) To perform 2 foot to 2 foot and 1 foot to 1 foot jumps on the floor and land safely. 2) To perform 2 foot to 1 foot jumps on the floor and land safely . 3) To perform the above jumps on low apparatus and land safely.</p> <p>Dance 1)To explore body shapes. 2)To explore how music can be used to impact dance. 3)To build shapes with partners. 4)To move like an inanimate object. 5)To evaluate their dance and make changes.</p> <p>Assessment Activity Term 3 To be able to perform a jump on/from low apparatus and land safely. Term 4 To create a dance sequence using shapes and circles.</p>	<p>PSHE Sequence of Learning Keeping Myself Safe 1)To know how to keep our bodies safe and healthy at home, in the classroom and outside, including online. 2)Name adults who keep them safe. 3)Recognise the range of feelings that are associated with loss. 4)Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. 5)Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; 6)Identify the types of touch they like and do not like; 7)Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.</p> <p>Rights and Respect 1)Recognise coins and other items relating to money and identify the uses of money. 2) Explain where people get money from; 3)List some of the things that money may be spent on in a family home. 4)Explain the importance of keeping money safe; and Identify safe places to keep money; 5)Understand the concept of 'saving money' (i.e. by keeping it in a safe place and adding to it). 6)Explain, and be able to use, strategies for dealing with impulsive behaviour. 7)Identify what they like about the school environment; Identify any problems with the school environment (e.g. things needing repair); Make suggestions for improving the school environment; Recognise that they all have a responsibility for helping to look after the school environment.</p> <p>Assessment Activity</p> <p>DT Sequence of Learning ELG - FAaD - Being Imaginative and Expressive 1)Look at examples of moving books and pictures which have moving wheels. 2)Discuss how they work. 3)Use the little red riding hood story to make a wheeled moving picture. 4)Design an Egyptian themed picture that could have a moving wheel. 5) Create moving picture. 6)Evaluate it.</p> <p>Assessment Activity Creat a moving picture with a wheel structure.</p>	<p>Science Sequence of Learning ELG - UTW - The natural world Use of Everyday Materials 1)Go on a materials walk around the school grounds and identify the different types of materials we can see. and discuss the suitability of each material for its purpose. 2)Perform an investigation to find out which paper towel is the most absorbent. 3) Investigate whether hard materials are absorbent. 4)Investigate whether fabrics are waterproof and how we can make them waterproof. 5) Investigate whether classroom objects can have their shape changed by squashing, stretching or bending. (include a crayon). 6) Investigate how wax crayons can change shape.</p> <p>Produce a double page spread on materials, their properties and their suitability for purpose. History ELG - UTW - Past and present 1)Look at pictures of the valley of the Kings in Egypt. 2)Watch BBC Bitesize video - Who was Tutankhamun? and discuss how we knew he lived. 3)Discuss how we know he lived. Watch the BBC Teach video about Howard Carter's mission to find an untouched tomb of a pharaoh. 4)Watch the video about the pyramids and discuss artefacts used to build them. 5)Look at Ancient Egyptian artefacts and discuss what they were used for compared to what we use today.</p> <p>Assessment Activity To sort artefacts from ancient Egyptian times and modern times.</p> <p>R.E. Sequence of Learning - Term 3 ELG - UTW - People, culture and Communities. Christmas 1) Looking at special gifts for baby Jesus. 2) The Christmas Story. 3) Retelling the Christmas Story. 4) Creating gift tags for a new baby. Assessment Activity Ordering and retelling the Christmas Story.</p> <p>R.E. Sequence of Learning - Term 4</p> <p>Creation Story 1) Creating something special. 2)Scavenger hunt linked to Creation. 3) Ordering the Creation story. 4) Creation story artwork. Assessment Activity Retelling the story of Creation by making a story wheel.</p>
<p>English Writing to entertain writing fairy tales Cat poems Writing to inform Writing instructions for how to make a Mummy. Fact File about Howard Carter</p>	<p>Maths Addition and Subtraction Money Multiplication and Division</p>			