

Topic Map Class 2 Term 3/4 2023/24 - The 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><u>History/Geography Sequence of Learning</u></p> <p><u>History:</u> Howard Carter & the discovery of Tutankhamen Use historical evidence to find out about the Egyptians. Make comparisons with today. Evaluate reliability of different sources and justify reasons. Develop a broad understanding of ancient civilisations. Place events on a timeline.</p> <p><u>Geography:</u> <u>Locational Knowledge (6)</u> To (on a world map) locate the main countries in Africa, Asia and Australasia/Oceania. Identify their main environmental regions, key physical and human characteristics, and major cities.</p> <p><u>Assessment Activity</u></p>	<p><u>Computing Sequence of Learning</u></p> <p><u>Purple Mash</u> <u>Years 3 & 4</u> Spreadsheets (4.3) Writing for different audiences (4.4.)</p> <p><u>Purple Mash</u> <u>Years 5 & 6</u> Spreadsheets (6.3) Blogging (6.4.)</p> <p><u>Areas taught discretely:</u> Understand online safety. Cyberbullying and trolling. Social media and the dangers.</p> <p><u>Assessment Activity</u> Creating a spreadsheet that tracks population in different areas of Egypt over the last 100 years.</p>	<p><u>Art Sequence of Learning</u></p> <p><u>3D Art</u> Research Ancient Egyptian masks. Design your own mask, drawing on inspiration from your research. Make your own mask using modroc. Paint your own mask,</p> <p><u>Assessment Activity</u> Children to make and paint their own Egyptian mask, using their research as inspiration.</p>	<p><u>R.E. Sequence of Learning</u></p> <p><u>Sikhism</u> <u>Are Sikh stories important today?</u> Looking at special stories. Learning about Sikh Gurus. Writing a piece of persuasive writing. Acrostic poems linked to Sikh values.</p> <p><u>Christianity</u> <u>Easter - Did God intend for Jesus to be crucified?</u> What is destiny? A timeline of Jesus' life. Looking at the events of Holy Week. Examining evidence from the bible. Researching people with a strong sense of destiny e.g. Florence Nightingale, Queen Elizabeth.</p> <p><u>Assessment Activity</u> Children are to choose a concept cards and write an acrostic poem to express what that means to them e.g. love, peace, equality, belonging, community, religion, friends, family.</p> <p>Completing questions linked to Holy Week.</p>	<p><u>Science Sequence of Learning</u></p> <p><u>Forces and Magnets</u> To compare how things move on different surfaces. To notice that some forces need contact between 2 objects, but magnetic forces can act at a distance. To observe how magnets attract or repel each other and attract some materials and not others. To compare and group together a variety of everyday materials based on whether they are attracted to a magnet and identify some magnetic materials. To describe magnets as having 2 poles. To predict whether 2 magnets will attract or repel each other, depending on which poles are facing.</p> <p><u>Assessment Activity</u> To plan, conduct and evaluate a Science experiment observing how magnets attract/repel each other and how they attract/repel some materials.</p>
<p><u>French Sequence of Learning</u> Bon appetit Naming french food Expressing opinions Read and say amounts of money Identify and use familiar phrases in a French conversation Explore celebrations in other cultures</p> <p><u>Assessment Activity</u> French conversation linked as part of food tasting and expression options about food.</p>	<p><u>Music Sequence of Learning</u> Recorders - Learn to play a simple piece of music as a class that they can perform as a group. Reading music score, pitch, timbre, dynamics, volume, tempo.</p> <p><u>Performing as a group</u> Sing together and create a class choir.</p> <p><u>Listening and appraising a variety of music genres</u> Can listen to different genres and talk about their likes and dislikes. Evaluate a piece of music.</p> <p><u>Assessment Activity</u> Record the children playing their recorder in different groups to backing track.</p>	<p><u>P.E. Sequence of Learning</u></p> <p><u>REAL PE</u> <u>Balance:</u> Static balance seated - station 2 Static balance Floor work - station 3 Dynamic balance Station 5.</p> <p><u>Coordination:</u> Footwork station 10</p> <p><u>REAL Dance</u></p> <p><u>REAL GYM</u> Shape Flight</p> <p><u>Assessment Activity</u> Record an Egyptian dance.</p>	<p><u>PSHE Sequence of Learning</u></p> <p><u>Keeping myself safe:</u> Safe or unsafe? Decision dilemmas What sort of drug is...? Drugs: It's the law?</p> <p><u>Rights and Responsibilities:</u> Our helpful volunteers Helping each other to stay safe It's your right Spending wisely</p> <p><u>Visits</u> Police and Air ambulance</p> <p><u>Assessment Activity</u> Role play a radio interview: Present their own opinions based on factual information and present these in a respectful manner.</p>	<p><u>D.T. Sequence of Learning</u></p> <p><u>DT: Triangular structures.</u> Research triangular structures - links to Ancient Egypt. Design your own triangular structure, drawing on inspiration from your research. Make your own triangular structure.</p> <p><u>Assessment Activity</u> Children to make and paint their own Egyptian triangular structure.</p>

Maths Topics: Multiplication & Division, Times Tables, Fractions, Decimals, Percentages. Area, Perimeter. Algebra, Ratio

English Topics: Diary, Non- Chronological Report, Persuasive Adverts, Poetry, Historical Narrative, Egyptian Tale