

Literacy

Class Text: Secrets of a Sun King by Emma Carroll

Genres:

Non-fiction text

SPAG focus: families based on common words, showing how words are related in form or meaning (solve, solution, dissolve, soluble).

Journey 1:

Instructions

How to make Canopic Jars.

Immerse

- Listen, decode and apply key information from spoken instructions. Use modelling clay in conjunction with the spoken instructions to create a Canopic Jar, followed with discussion of its function, appearance, and potential uses and significance.

Analysis

- Analyse Session 1: Review the spoken instructions from the immerse session on paper. Identify and explain the importance and purpose of instructions. Begin to analyse key features of instructions; How are the instructions presented (titles and subheadings, lists, chronological order)? What are the word choices (imperative verbs and adverbs, technical vocabulary)?
- Analyse Session 2: Develop and discuss further key features of instructions focusing on the writer's tone, (formal, impersonal) the type of sentences used (what makes each instruction a command?) and review how

the information has been communicated clearly, specifically and in an engaging way? Compare two set of instructions and make a convincing argument for the better set of instructions using key features as evidence.

Skills

- Skills session 1: Investigate **presentation** of instructions- When and where are titles and subheadings used and what purpose do they serve? Where has the writer used lists to clarify use of equipment/materials, how can we tell this is a list and what purpose does this serve? What is chronological order and why is it important?
- Skills session 2: Investigate **word choices** of instructions- Recognise what imperative verbs and adverbs are and apply the suitable examples to other contexts. What technical vocabulary may be present in instructions, why is this important and how might this change with different sets of instructions.
- Skills session 3: Investigate **the writers tone** for instructions- What makes a piece of writing formal or informal, what makes writing personal and impersonal?

Plan

- Plan session 1: Refer back to the immerse session using images of the activity as a stimulus. Focus on generating ideas from each image; what imperative verbs and adverbs can we suggest. How would we present these images chronologically? What subtitles/headings and subheadings would be suitable?
- Plan session 2: Co-write the first two instructions for creating a Canopic Jar then independently write the third instruction, ensuring these instructions are specific, clear and includes the key features revised in the analysis and skills sessions.

Write

- Write a set of instructions for creating a Canopic Jar.

Edit

- Refer to modelled examples/ thesaurus/ dictionaries to revise word choices, presentation and tone of

instructions written.

- Proofread for spelling, punctuation, and grammar.
- Self and peer review instructions.
- Use instructions checklist to self-assess.

Journey 2:

SPAG focus: Expressing time, place and cause using prepositions (before, after, during, in, because of)

Instructions-

How to make a Mummy.

Immerse

- Listen, decode and apply key information from spoken instructions. Use craft materials whilst carefully following spoken instructions to create a model Mummy, followed with discussion of its function, appearance, and significance.

Analysis

- Analyse Session 1: Identify and explain the key features used in a set of instructions for the process of mummification. Looking at the presentation of the instructions (titles and subheadings, lists, chronological order) the word choices (imperative verbs and adverbs, technical vocabulary) the writer's tone, (formal, impersonal).
- Analyse Session 2: Compare the mummification instructions from Analysis session 1 to a new set, using a checklist to compare the key features used in both sets of instructions. Discuss and debate which set of instructions is better using key features as evidence.

Skills

- Skills session 1: Investigate **presentation** of instructions- When and where are titles and subheadings used and what purpose do they serve? Where has the writer used lists to clarify use of equipment/materials, how can we tell this is a list and what purpose does this serve? What is chronological order and why is it important?
- Skills session 2: Investigate **word choices** of instructions- Recognise what imperative verbs and adverbs are and apply the suitable examples to other contexts. What technical vocabulary may be present in instructions, why is this important and how might this change with different sets of instructions.
- Skills session 3: Investigate **the writers tone** for instructions- What makes a piece of writing formal or informal, what makes writing personal and impersonal?

Plan

- Plan session 1: Look at images of each stage of the mummification process. Pupils will order these chronologically and generate ideas from each image; what imperative verbs and adverbs can we suggest. What subtitles/headings and subheadings would be suitable?
- Plan session 2: Co-write the first two instructions for making a Mummy, then independently write the third instruction, ensuring these instructions are specific, clear and includes the key features revised in the analysis and skills sessions.

Write

- Write a set of instructions for making a Mummy.



Edit

- Refer to modelled examples/ thesaurus/ dictionaries to revise word choices, presentation and tone of instructions written.
- Proofread for spelling, punctuation, and grammar.
- Self and peer review instructions.
- Use instructions checklist to self-assess.

Journey 3: Recount

Discovering the Tomb of Tutankhamun.

SPAG focus: Use paragraphs as a way to group related material headings and subheadings to aid presentation.

Immerse

- Watch the documentary based on Howard Carter and the discovery, looking at what was found inside the tomb.

Analysis

- Analysis session 1: Identify and explain what a recount is and the key features of this. Look at examples of recounts in personal and impersonal contexts. Pupil will use a recount checklist to identify what key features have been implemented.
- Analysis session 2: Look at a recount based on Howard Carters discovery of the Tomb of Tutankhamun. Pupils will identify what key features have been used and explain the importance/purpose of these features used.

Skills

- Skills session 1: Identify personal and impersonal writing.
- Skills session 2: Identify and apply time conjunctions.
- Skills session 3: Identify and apply the correct perspective in writing (first, second and third person).

Plan

- Plan session 1: Pupils will order images of each stage of the discovery in chronological order and use the images as a stimulus to engage with the hot seat technique; performing a dramatic retelling of the discovery considering thoughts and feelings that should be communicated throughout the recount.
- Plan session 2: Use images and the writing checklist to generate ideas for the recount, followed by co-writing the introduction from the first person perspective of Howard Carter.

Write

- Write a recount of the discovery of Tutankhamun's tomb.

Edit

- Refer to modelled examples/ thesaurus/ dictionaries to revise word choices, presentation and tone of instructions written.
- Proofread for spelling, punctuation, and grammar.
- Self and peer review instructions.
- Use recount checklist to self-assess.

Length and perimeter

- Measure, compare, add, and subtract: lengths (m/cm/mm).
- Measure the perimeter of simple 2-D shapes.

Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Count from zero in multiples of 4.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Calculating with multiplication and division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two digit numbers times one-digit numbers, using mental and progressing to formal written methods.
- Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.

Light and Shadows

Lessons will cover:

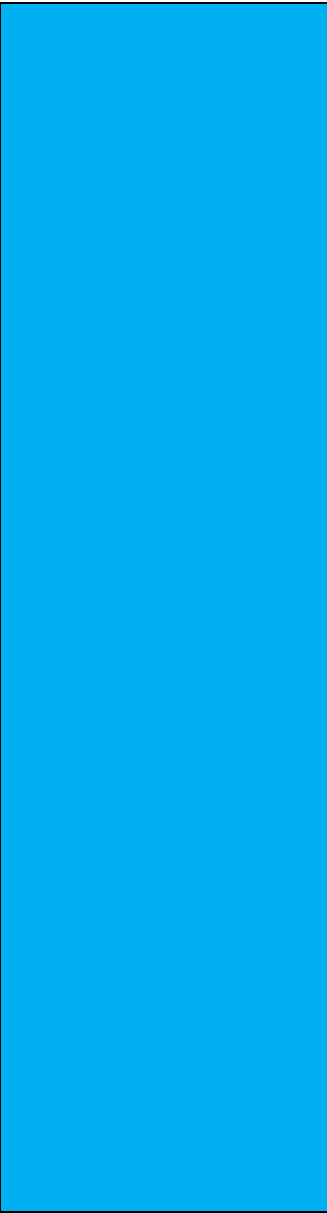
- What is a light source?
- How can we protect ourselves from the Sun?
- How does light travel?
- Does light travel through all materials?
- How are shadows formed?

Pupils who are secure will be able to:

- Recall that objects that give off light are called light sources.
- Recall that ultraviolet (UV) light can result in sunburn, skin ageing, and illness.
- Recall that light travels in straight lines.
- Describe how transparent materials allow all light to pass through them whereas opaque materials allow no light to pass through them.
- Recall that shadows are formed when light is blocked by an object.

Children will work scientifically in this unit by:

- Making careful observations.

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- Record findings using simple scientific language, drawings, and labelled diagrams.
 - Ask relevant questions and use different types of scientific enquiries to answer them.
 - Use a range of equipment.
 - Use results to draw conclusions and make predictions.
 - Use models to represent a scientific concept or process.

History

Ancient Egypt

Lessons will cover:

- When and where was Ancient Egypt?
- Why was the River Nile important?
- Who ruled Ancient Egypt?
- Why did Ancient Egyptians build pyramids?
- How was Ancient Egyptian society structured?

Pupils who are secure will be able to:

- Recall that Ancient Egypt was a civilisation that began around 3100BCE and ended in 30BCE.
- Recall that Ancient Egyptians developed irrigation methods to increase the amount of land they could use to grow food to support a growing population.
- Recall that pharaohs ruled Egypt and were believed to be gods. The pharaoh created all of Egypt's laws.
- Explain that pharaohs built massive pyramids as tombs filled with all the things they would need to guide and sustain them in the afterlife.
- Describe how Ancient Egyptian society was structured in a hierarchy like a pyramid. Life was different for people at different levels in the system.

Geography

N/A This half term.

Art

N/A This half term.

Textiles: Egyptian Collars

Lessons will cover:

- how to sew cross-stitch and appliqué.
- How to develop and use a template.
- How to assemble fabric parts into a fabric product.
- How to decorate fabric using appliqué and cross-stitch.

Pupils who are secure will be able to:

- Demonstrate their ability to use cross-stitch as a decorative feature or to join two pieces of fabric together.
- Develop appliqué designs based on design criteria.
- Design, cut and shape their template for an usekh or wesekh collar with increasing accuracy.
- Decorate their Egyptian collar using a variety of techniques, such as appliqué, cross-stitch, beads, buttons and pinking.
- Measure and attach a ribbon with a running stitch.
- Recognise different types and qualities of fabrics.
- Explain the aesthetic and functional properties of some of their material choices.

Computing

INetwork

National Curriculum links

- 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.

Pupil who are secure will be able to:

- Explain that a network is things that are connected.
- Identify key parts of a network.
- Explain how information can be passed between devices.
- Describe how networks connect to the internet using routers.
- Discuss how networks connect to each other.
- Model data transfer.
- Identify the IP address of their favorite website.

PE

Dance

Pupils who are secure will be able to:

- Know key words associated with dance.
- Know how to repeat an action.
- Know how to use counts in dance.
- Know how to create a short dance.
- Know how to work with a partner, in a small group and can share ideas.
- Know how to be respectful.
- Can provide feedback using key words.
- Can repeat, remember and perform a dance phrase.
- Can use counts to keep in time with a partner and group.
- Use dynamic and expressive qualities in relation to an idea.
- Create short dance phrases that communicate the idea.

RE

Galilee to Jerusalem

Prior learning: Prophecy and Promise.

Understand

- Retell, in any form, the visit of the Magi and explain what the visit of the Magi and the gifts they bring show us about Jesus.
- Show a simple understanding of what the kingdom of God is and is not.
- Show a simple understanding of a miracle of Jesus (either Matt 8:5-13 or Matt 9:1-8) showing that it is a sign of the kingdom and the compassion of Jesus.
- Show knowledge of two parables of Jesus, making links between them, to show some understanding of what the kingdom of God is like.
- Retell one of Jesus' parables, making simple links between the chosen parable and Jesus' message about the kingdom of God.
- Recall the 'Our Father' prayer and make simple links between the prayer and building the kingdom.

Discern

- Asking and answering questions about the feelings of the characters in one of the stories studied.
- Reflecting on how Jesus teaches what the kingdom of God is like, including thinking about the 'Our Father' prayer.
- Reflecting on how people need to change their behaviour to show their commitment to building the kingdom, comparing responses and asking questions about other people's responses.

Respond

- Considering how people could build the kingdom with reference to the life of a saint. Showing understanding of how people would behave in the kingdom of God and reflect on what that might mean for them.

Spanish

Animals (Los animales)

By the end of the unit, pupils will remember and recall from memory 10 common animals in Spanish with the correct article/determiner.

Pupils who are secure will be able to:

- Name and recognise up to 10 animals in Spanish.
- Attempt to spell some of these nouns with their correct indefinite article.
- Pretend that we are a particular animal using the 1st person singular of the verb ser (soy = I am).

Music

Pentatonic melodies and composition (Theme: Chinese New Year)

Lessons will cover:

- **Dragon dance-** Learn about the music used to celebrate the Chinese New Year festival.
- **Pentatonic scale-** To play a pentatonic melody on a tuned percussion instrument.
- **Letter notation-** To write and perform a pentatonic melody.
- **Enter the dragon-** To perform a group composition.
- **Final Performance-** To perform a piece of music as a group.

Pupils who are secure will:

- Match their movements to the music, explaining why they chose these movements.
- Accurately notate and play a pentatonic melody.
- Play their part in a composition confidently.
- Work as a group to perform a piece of music.

RSE	<p><u>Emotional Wellbeing</u></p> <ul style="list-style-type: none">• What am I feeling?• What am I looking at?• I am thankful!
Immersive Events/Visits/Vistors etc.	

