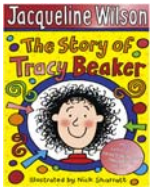
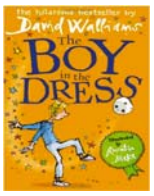
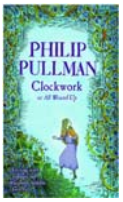
Year Five Term 1 **Ancient Egypt**

<table>
<tr><td></td><td colspan="2">Writing Map</td><td colspan="4">Reading Spine</td></tr>
<tr><td rowspan="5">English</td><td>Theme</td><td>Ancient Egyptians</td><td rowspan="2">  </td><td rowspan="2">  </td><td rowspan="2">  </td><td rowspan="2">  </td></tr>
<tr><td>Main Text</td><td>Back in Time – link to Egyptians Pie Corbett</td></tr>
<tr><td>Story plot and focus</td><td>Portal story
Focus: description (objects)</td><td rowspan="3">  </td><td rowspan="3">  </td><td rowspan="3">  </td><td rowspan="3">  </td></tr>
<tr><td>Poetry Unit</td><td>The Listeners
recite</td></tr>
<tr><td>Non Fiction Unit</td><td>Non-chronological report - space</td></tr>
<tr><td>Mathematics</td><td colspan="5">• Numbers to 1 000 000
• Whole numbers: Addition and subtraction
• Whole numbers : Multiplication and Division</td></tr>
<tr><td>Science</td><td colspan="5"><u>Working Scientifically</u>

Links to the statutory programme of study:
• Can they plan different types of scientific enquiries to answer questions?
• Can they take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate?
• Can they record data and results with increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs?
• Can they identify scientific evidence that has been used to support or refute ideas or arguments?

Non-statutory notes & guidance:
• Can they collect and present data to show the time of day at different places on the earth?
• Can they gather data and interpret it in order to create simple models of the solar system? E.g. How much space is there out in space?
• Can they investigate and make accurate shadow clocks demarcated to show different times of the school day?
• Can they research to find out about how people measured time passing in the past? E.g. conjectures re structures such as Stonehenge.

Some topics require children to ‘make observations and notice changes over time. The provision for these topics often requires an earlier start than the term which has been designated for delivery. In year 5 those topics are: Earth and space & living things and their habitats.

This topic requires planning for making observations throughout the school year.

A suggested learning journey re making observations over time is:

Set up observations early on during the school year by showing the children a couple of photos or a youtube video illustrating the effects of the passing of time in relation to the focus phenomena e.g. two pictures of the school grounds, one taken during late autumn and the other in late spring. Use these as the basis for a session raising scientific questions to be investigated. With the children’s involvement identify 2 or 3 questions to focus upon re exploring further. Designate a display board on which to capture observations over a period of time e.g. throughout the school year. Collect observations, children’s drawings & observation notes (e.g. of birds and animals seen) & photographs throughout the year and display these on the display board in sequence. Involve the children in collecting the data/observations relating to the phenomena to investigate, contrast & compare noting the significant changes and observations/learning can be pulled together in order to determine what has been found in relation to the children’s initial questions. Mini plenaries could be held towards the end of each term noting any significant changes throughout the previous half term and prompting children to wonder about/predict what will happen next.

<u>Earth and Space</u>
Pupils should be taught to:
• Identify and explain the movement of the Earth and other planets relative to the Sun in the Solar System
• Describe and explain the movement of the Moon relative to Earth
• Describe the Sun, Earth and Moon as approximately spherical bodies
• Use the idea of the earth’s rotation to explain day and night and the apparent movement of the Sun</td></tr>
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	across the sky. • Know that the Sun is a star at the centre of the Solar system and name all the 8 planets (Pluto reclassified as dwarf planet) • Know a moon is a celestial body which orbits a planet – earth has one moon, Jupiter has four moons etc. • Compare the time of day at different places on the earth • Create shadow clocks • Begin to understand how older civilisations used the sun to create astronomical clocks, e.g. Stonehenge • Explore the work of scientists such as Ptolemy, Alhazen, Copernicus
History	*Possible starting point / stimulus: Visit to the British Museum – Egyptian gallery* *Newspaper report/s describing Howard Carters discovery of Tutankhamun's tomb* **Ancient Egypt** **Knowledge and interpretation** • **Summarise the main events from a specific period, explaining the order in which key events happen.** • **Make comparisons between historical periods; explaining things that have changed and things which have stayed the same.** • **Summarise what Britain may have learnt from other countries and civilisations.** • **Can they give examples of things that are different in their life in comparison with Ancient Egypt** e.g. clothing/death rituals**?** • Describe features of historical events and people from past societies and periods they have studied. **Historical Enquiry** • **Test out a hypothesis in order to answer a question** • **Devise historically valid questions about change, cause, similarity and difference and significance** • Appreciate how historical artefacts have helped us understand more about the past **Chronological understanding** • **Draw a timeline with different time periods outlined which show different information,** such as, periods of history, when famous people lived etc. • **Can they order artefacts relating to the time period studied and/or order major events/inventions/eras of the ancient Egyptian civilisation (without being given the dates?)** • Appreciate that some ancient civilisations showed a greater advancement than people who lived centuries after them. • Use dates and historical language in their work
Geography	No Geography
e-safety	**Knowledge and Understanding** •Can they discuss the positive and negative impact of the use of ICT in their own lives and those of their peers and family? •Do they understand the potential risk of providing personal information online? •Do they recognise why people may publish content that is not accurate and understand the need to be critical evaluators of content? •Do they understand that some websites and/or pop-ups have commercial interests that may affect the way the information is presented? •Do they recognise the potential risks of using internet communication tools and understand how to minimise those risks (including scams and phishing)? •Do they understand that some material on the internet is copyrighted and may not be copied or downloaded? •Do they understand that some messages may be malicious and know how to deal with this? •Do they understand that online environments have security settings, which can be altered, to protect the user? •Do they understand the benefits of developing a 'nickname' for online use? •Do they understand that some malicious adults may use various techniques to make contact and elicit personal information? •Do they know that it is unsafe to arrange to meet unknown people online? •Do they know how to report any suspicions? •Do they understand they should not publish other people's pictures or tag them on the internet without permission? •Do they know that content put online is extremely difficult to remove? •Do they know what to do if they discover something malicious or inappropriate **Skills** •Do they follow the school's safer internet rules? •Can they make safe choices about use of technology? •Do they use technology in ways which minimises risk, e.g. responsible use of online discussions, etc? •Can they create strong passwords and manage them so that they remain strong? •Can they independently, and with regard for e-safety, select and use appropriate communication tools to solve problems by collaborating and communicating with others within and beyond school? •Can they competently use the internet as a search tool? •Can they reference information sources? •Can they use appropriate strategies for finding, critically evaluating, validating and verifying information, e.g. using different keywords, skim reading to check relevance of information, cross checking with different

	websites or other non ICT resources? •Can they use knowledge of the meaning of different domain names and common website extensions (e.g. .co.uk; .com; .ac; .sch; .org; .gov; .net) to support validation of information
Computing	**<u>Computer Science /Information Technology:</u>** Controlling devices Lego Wedo
Religious Education	**What do religions and world views believe about God?** • Where is God? What do I think about God? • What do Muslims believe about God? • What do Christians believe about God? • What do Hindus believe about God? • What do Sikhs believe about God? • How might people represent God?
Physical Education	**<u>Games (striking and fielding) – Rounders Use Matalan and QCA</u>** • Can they pass in different ways? • Can they field? • Can they use a number of techniques to pass? **Acquiring and developing skills** • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? **Evaluating and Improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and Fitness** • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important? **<u>Sports Coach – Basket ball</u>** • Can they gain possession by working as part of a team? • Can they pass in different ways? • Can they choose the best tactics for attacking and defending? • Can they use a number of techniques to pass, dribble and shoot? **Acquiring and developing skills** • Can they link skills, techniques and ideas and apply them accurately and appropriately? • Do they show good control in their movement? **Evaluating and Improving** • Can they compare and comment on skills, techniques and ideas that they and others have used? • Can they use their observations to improve their work? **Health and Fitness** • Can they explain some important principles when preparing for exercise? • Can they explain what effect exercise has on their body? • Can they explain why exercise is important?
Art and Design	No art and design
Design and technology	**<u>Mouldable materials – containers clay (link to Egyptians)</u>** **Developing and planning** • Can they come up with a range of ideas after they have collected information? • Do they take a user's view into account when designing? • Can they suggest some alternative plans and say what the good points and drawback are about each? **Working with tools, equipment, materials and components to make quality products.** • Can they explain why their finished product is going to be of good quality? • Can they explain how their product will appeal to the audience? • Can they use a range of tools and equipment expertly? • Do they persevere through different stages of the making process? • Do they experiment with and combine materials and processes to design and make 3D form? • Can they sculpt clay and other mouldable materials? • Do they know about great artists in history? **Evaluating processes and products** • Do they keep checking that their design is the best it can be? • Do they check whether anything could be improved? • Can they evaluate appearance and function against the original criteria?
Music	**Performing** • Do they breathe in the correct place when singing? • •Can they sing and use their understanding of meaning to add expression? • •Can they maintain their part whilst others are performing their part? • •Can they perform 'by ear' and from simple notations? • •Can they improvise within a group using melodic and rhythmic phrases? • •Can they recognise and use basic structural forms e.g. rounds, variations, rondo form? ***Challenging***

	• *Can they use pitches simultaneously to produce harmony by building up simple chords?* • *•Can they devise and play a repeated sequence of pitches on a tuned instrument to accompany a song?*
French	**Listening and responding** •Do they listen and show understanding of more complex familiar phrases and sentences. •Do they follow the text of familiar rhymes and songs identifying the meaning of words? **Speaking** •Do they ask and answer more complex familiar questions with a scaffold of responses? •Do they ask for clarification and help? •Do they use familiar vocabulary to say more complex sentences using a language scaffold? •Do they use a language scaffold to present information /descriptions in simple sentences using familiar /rehearsed language? **Reading and responding** •Do they follow the simple text of a familiar song or story and sing or read aloud? •Do they read and pronounce familiar words accurately using knowledge of letter string sounds and observing silent letter rules? •Do they read and show understanding of a complex sentence using familiar language? •Do they use context/prior knowledge to determine the meaning? •Do they use a bi-lingual dictionary to identify the word class? **Writing** •Do they write and say a simple phrase to describe people, places, things and actions using a language scaffold? •Do they write familiar complex sentences from memory with understandable accuracy? **Grammar** •Do they demonstrate understanding of adjectival agreement ; 3rd person sing/pl. of regular/ high frequency verbs; definite article; elision.
PSHE	**e-safety** **Jigsaw-Being Me in My World** **My year ahead** Can we help others to feel welcome? **Being me in Britain** Can we try to make our school community a better place? **Year 5 responsibilities** Can we think about everyone's right to learn? **Rewards and consequences** Do we care about other people's feelings? **Our learning charted** Can we work well with others? **Owning our learning charter** Do we choose to follow the learning charter?
Enrichment	• Astrodome planetarium Tel: 01634 832222 www.bookings@astrodome.tv • The British Museum – Ancient Egypt • History Off the Page • Parent workshops • Black History week • Cross country run