



Wow Starter: Chn br discuss Egyptian bu items.

UNDERSTANDING THE WORLD

Working scientifically LKS2

- **sc32** asking relevant questions and using different types of scientific enquiries to answer them
- **sc33** setting up simple practical enquiries, comparative and fair tests
- **sc34** making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers
- **sc35** gathering, recording, classifying and presenting data in a variety of ways to help in answering questions
- **sc36** recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- **sc37** reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions
- **sc38** using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions
- **sc39** identifying differences, similarities or changes related to simple scientific ideas and processes
- **sc40** using straightforward scientific evidence to answer questions or to support their findings.

States of matter LKS2

- **sc67** compare and group materials together, according to whether they are solids, liquids or gases

- **sc68** 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)
- **sc69** identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Core Skills across the Key Stage LKS2

- **hi18** I can place events, people and changes into correct periods of time (British, local and world history)
- **hi19** I can describe key features and events in the periods and societies I have studied
- **hi21** I can use a range of appropriate historical vocabulary including abstract terms such as 'empire' or peasantry'
- **hi25** I can produce structured work from an appropriate range of resources relevant to the focus of enquiry
- **hi26** can use sources of information, including ICT, to find out about events, people and changes in the past
- **hi28** I can describe reasons for the different interpretations of historical events, significance of individuals or changes in the periods and societies I have studied
- **hi60** I can locate and describe the earliest civilisations whilst being aware that sources of evidence from those times can be interpreted in different ways

MATHEMATICS AND COMPUTING

Number - number and place value LKS2

- **m80** count from 0 in multiples of 4, 8, 50 and 100; find 10 or 100 more or less than a given number
- **m82** compare and order numbers up to 1000

Number - addition and subtraction LKS2

- **m90** add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction
- **m91** estimate the answer to a calculation and use inverse operations to check answers
- **m92** solve problems, including missing number problems, using number facts, place value, and more complex addition and subtraction.

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables

Number - fractions LKS2

- **m97** recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators
- **m99** recognise and show, using diagrams, equivalent fractions with small denominators

Measurement LKS2

- **m106** tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks

- **m108** know the number of seconds in a minute and the number of days in each month, year and leap year

LKS2

- **co14** I can design, write and debug simple programs to control or simulate physical systems
- **co15** I can solve problems by breaking them down into progressive steps
- **co16** I am aware that programs follow a sequence from one instruction to the next
- **co21** I can write a program to produce a variety of outputs (screen displays/ wheel movements/ lights)
- **co22** I can use logical reasoning to interpret how an algorithm works and thus rectify any errors
- **co24** I can use search technologies effectively
- **co25** I am aware that information from some sources may not be accurate
- **co26** I understand that some sources are biased
- **co29** I know the rules for keeping safe on the internet and how to be a responsible internet user
- **co30** I know what is acceptable content and behaviour on the internet and what to do if I am, or any of my friends are, a victim of any inappropriate on-line behaviour

PHYSICAL EDUCATION

LKS2

- **pe4.1** I can explain how developing my skills separately has improved my performance in team games
- **pe6.1** I can perform fluent gymnastics sequences to demonstrate my control and balance

- **pe9.1** I can show you how I have improved in different activities over time
- **pe9.2** I can tell you my personal best in a particular activity and my aspirations for the future

History

- Week 1 - Do I know who the ancient Egyptians were and place them on a timeline?
- Week 2 - Do I know what life was like for the ancient Egyptians?
- Week 3 - Do I understand mummification?
- Week 4 - Do I know who Tutankhamun is?
- Week 5 - Can I write like an Egyptians?
- Week 6- Trip - Report
- Week 7 - Do I know about Egyptian Gods?

Science

- Week 1 - No lesson - 3 day week
- Week 2 - Can I sort and describe materials?
- Week 3 - Can I investigate gases and explain their properties?
- Week 4 - Can I investigate materials as they change state?
- Week 5 - Can I explore how water changes state?
- Week 6 - Can I investigate how water evaporates?
- Week 7 -

PE - Gymnastics

- Week 1 - No lesson - 3 day week
- Week 2 - Can I travel with a change of direction?
- Week 3 - Can I perform a teddy bear roll and improve on existing rolls?
- Week 4 - Can I make links between moves?
- Week 5 - Can I develop my balancing skills?
- Week 6 - Can I link moves together to create a short sequence?
- Week 7 - Can I perform a gymnastic routine?

Amazing Egypt LKS2 S 2016 Blue

OUTDOOR

Trip to the Ho

LAW
6 School Rules
Class charters
RRSA
Fire Service
Police Talks
Behaviour
rewards,
celebrated
in Thursday and
Friday assemblies
Reading awards

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6 School Rules
Class charters
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Reading awards

Working in precious object -
Material with own precious

Final Event: Trip to Hancock Museum
Class book of Egyptian God Fact Files



Week 1, 2 and 3
Alternative versions of fairy tales - Egyptian Cinderella
Prediction
past tense
Identify descriptive language/similes/adverbs
Sentence structure/range of punctuation/inverted commas
Plan and retell story. Compare similarities and differences
Week 3,4,5
Reports - Features of reports/ layout - headings and subheadings/
Technical vocabulary Diagrams, pictures, labels and captions / Rhetorical questions/
present tense/third person.
Note taking. Using ICT for research.
Week 6
Author focus - The Cat Mummy by Jacqueline Wilson.
Compare differences/similarities to cliffhanger.
Character descriptions/comprehension.
GGR - The Cat mummy by Jacqueline Wilson - inference and deduction/retrieving information
Ongoing GAP - a and an. Apostrophes for possession. Adverbs/sentence structure

RE

Week 1 - No lesson - 3 day week
Week 2 - Do I know the Bible is the Christian holy book?
Week 3 - Do I know that certain Bible passages are special to Christians?
Week 4 - Do I know how religious beliefs are expressed in the Bible?
Week 5 - Do I know how the Bible is composed?
Week 6 - Can I identify different types of writing in the Bible?
Week 7 - Can I use Bible references?

Maths

Quick Calc- To develop fluency in all four operations on a daily basis.
Three aims lessons to develop fluency, reasoning and problem solving.

Week 1 and 2- addition and subtraction methods
Add and subtract numbers with up to 3 digits, using formal written methods of columnar addition and subtraction.

Estimate answers to calcs and use inverse operations to check.
Solve more complex problems including missing number problems using number facts and place value in a range of contexts.

Week 3 and 4 - Fractions
Recognises and finds unit fractions with small denominators of a discrete set of objects E.g. find 1/3, 1/5's of a set of objects.

Continue to recognise fractions as parts of a whole, measurement, shapes and as a division of a quantity.
Starts to compare unit fractions E.g. Compares 1/3 and 1/5 and explains which is larger / smaller.

Introduce equivalence of fractions with 2/4 and 1/2, and starts to extend to other fractions.
Week 5- Money
Recognise value of coins and notes when using both £ and p in practical situations, showing different ways to create sums of money

including using the fewest coins.
Record £ and p separately. Solve simple problems relating to money.
Week 6 - Properties of numbers and number sequences
Recap counting forwards and back in multiples of 2, 3, 5, 10 and 100

Week 7 - Division and multiplication
Understand that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.

Relates multiplication to repeated addition and division to repeated subtraction.
Recognise and use the inverse relationship to derive related facts, check calculations and to solve missing number problems in the appropriate range of numbers e.g. given 5 x 3=15, complete

3 x 5=15, 15 ÷ 3=5, 15 ÷ 5=3
Continues to practice and shows rapid recall of 2, 3, 5 and 10 multiplication tables.
Develops recall and use of multiplication and division facts for the 4 and 8 multiplication tables.

Ongoing through second part of lesson -Time
Begin to tell and write the time from an analogue clock to the nearest minute.
Record and compare time in terms of minutes and hours; use vocabulary such as o'clock, morning, afternoon, noon and midnight.

Starts to know the number of seconds in a minute and the number of days in each month.

Computing

Week 1 - Can I design a game using Kodu?
Week 2 - Can I design a game using Kodu?
Week 3 - Can I design a game using Kodu?
Week 4 - Can I test the programming of a game?
Week 5 - Can I evaluate my game?
Week 6 - Can I design an eBook using the ipads?
Week 7 - Can I design an eBook using the ipads?

Egyptians!
Spring 1
2016/17
Bluebells

LEARNING

Hancock Museum

INDIVIDUAL
LIBERTY
Responses to pupil
questionnaire
Lunchtime book club
Class Council
Sports Council
Mentorship and
'Revision Rally'
Programme
Extra Curricular
clubs

MUTUAL RESPECT
AND
TOLERANCE
RE Curriculum
RRSA - focus of
Monday and
Tuesday assemblies.
ISA - links
with a school in
Kenya.
Show Racism
the Red Card
Sign Squad
Guide Dogs
French

LITERACY

Reading - word reading LKS2

- e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet

Reading - comprehension LKS2

- e137 develop positive attitudes to reading and understanding of what they read by:
- e138 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- e139 reading books that are structured in different ways and reading for a range of purposes

Writing - handwriting LKS2

- e161 use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined
- e162 increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].

Writing - composition LKS2

- e167 composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2)
- e168 organising paragraphs around a theme
- e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- e172 assessing the effectiveness of their own and others' writing and suggesting improvements
- e174 proof-read for spelling and punctuation errors
- e175 read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.

Writing - vocabulary, grammar and punctuation LKS2

- e179 choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition
- e180 using conjunctions, adverbs and prepositions to express time and cause
- e181 using fronted adverbials

PSED & RELIGIOUS EDUCATION

PSED Preparing to play an active role as citizens LKS2

- pa21 Begin to develop negotiating strategies.

RE - Learning From Religion LKS2

- rf22 Respond to the challenges of commitment in their own lives.
- rf23 Identify how commitment to a religion is shown.

Learning About Religion LKS2

- ra19 Begin to describe the key aspects of religions, especially the people, stories and traditions that influence the beliefs and values of others.
- ra21 Identify and begin to describe the similarities in religions.

- ra24 Begin to learn specialist vocabulary to communicate their knowledge and understanding.

RE - Learning From Religion LKS2

- rf25 Response to the challenges of commitment in their own views and in religious traditions.

Learning About Religion LKS2

- ra26 Describe aspects of religion, especially the people, stories and traditions that influence the beliefs and values of others.
- ra27 Describe the variety of practices and ways of life in religions.
- ra32 Develop a greater vocabulary to communicate their knowledge and understanding.

Amazing Egyptians! LKS2 Spring 1 2016/17 Bluebells - Stage Coverage

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LKS2

- **hi18** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history
- **hi19** Pupils should continue to establish clear narratives within and across the periods they study.
- **hi21** They should develop the appropriate use of historical terms.
- **hi25** They should construct informed responses that involve organisation of relevant historical information.
- **hi26** They should understand how our knowledge of the past is constructed from a range of sources
- **hi28** They should understand that different versions of past events may exist, giving some reasons for this.
- **hi60** the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared

MATHEMATICS AND COMPUTING

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LKS2

- **co14** design, write and debug programs, controlling or simulating physical systems
- **co15** solve problems by decomposing them into smaller parts
- **co16** use sequence in programs
- **co21** use various forms of output
- **co22** use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- **co24** use search technologies effectively
- **co25** be discerning in evaluating digital content
- **co26** appreciate how results are selected and ranked
- **co29** use technology safely, respectfully and responsibly
- **co30** recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

PHYSICAL EDUCATION

LKS2

- **pe4.1** use running, jumping, throwing and catching in combination
- **pe6.1** develop flexibility, strength, technique, control and balance, for example gymnastics
- **pe9.1** demonstrate improvement
- **pe9.2** demonstrate their personal best.

LITERACY

Reading - word reading LKS2

- **e135** apply their growing knowledge of prefixes and suffixes (etymology) to words listed in English Appendix 1
- **e136** use their knowledge of punctuation to understand the meaning of words and sentences

Reading - comprehension LKS2

- **e137** develop positive attitudes to reading and understanding of what they read
- **e138** listening to and discussing a range of texts, including fiction, poetry, plays, non-fiction, or textbooks
- **e139** reading books that are appropriate to their age and reading for a range of purposes

Writing - handwriting LKS2

- **e161** use the diagonal and horizontal lines that are needed to join letters and words
- **e162** increase the legibility of their handwriting [for example, by ensuring that downstrokes of letters are placed in the correct space so that lines of writing are spaced evenly]
- **e163** use ascenders and descenders

Writing - composition LKS2

- **e167** composing and rehearsing spoken and written texts (including dialogue), progressing to using a range of rich vocabulary and an understanding of sentence structures (English Appendix 1)
- **e168** organising paragraphs
- **e170** in non-narrative material, using appropriate organisational devices [for example, bullet points, headings, sub-headings]
- **e172** assessing the effectiveness of their own and others' writing and suggesting improvements
- **e174** proof-read for spelling and punctuation
- **e175** read aloud their own and others' writing to the whole class, using appropriate intonation, controlling the tone and volume so that the message is clear.

Writing - vocabulary, grammar and punctuation LKS2

- **e179** choosing nouns or pronouns to ensure clarity and cohesion and to refer back to what has been said
- **e180** using conjunctions, adverbs and prepositions to express time and cause
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LKS2
 knowledge of root words, (etymology and morphology) as well as context, both to read aloud and to understand the meaning of new words they meet

LKS2
 includes to reading and to read by: including a wide range of fiction and reference books

are structured in different ways for different purposes

LKS2
 of horizontal strokes that they can understand which direction they are best left

consistency and quality of handwriting, by ensuring that the lines are parallel and equidistant; spaced sufficiently so that the letters do not touch].

LKS2
 parsing sentences orally and progressively building a varied range of writing (see Appendix 2) around a theme using simple material, using simple examples, headings and

fluency of their own and making improvements in spelling and punctuation errors in writing, to a group or the class; to state intonation and rhythm so that the meaning

Grammar and punctuation

pronouns appropriately for context to avoid repetition using adverbs and prepositions

ials

PSED Preparing to play an active role as citizens

LKS2

- **pa21** Begin to develop negotiating strategies.

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