



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 ($^{\circ}\text{C}$)
- **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

- **m82** compare and order numbers up to 1000
- **m83** identify, represent and estimate numbers using different representations

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** 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
- **m95** 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.

Number - fractions LKS2

- **m96** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- **m101** compare and order unit fractions, and fractions with the same denominators

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m104** measure the perimeter of simple 2-D shapes
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts

Number - multiplication and division LKS2

- **m128** recall multiplication and division facts for multiplication tables up to 12×12
- **m129** use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- **m130** recognise and use factor pairs and commutativity in mental calculations
- **m131** multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- **m132** solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number - fractions (including decimals) LKS2

- **m134** count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- **m135** solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- **m137** recognise and write decimal equivalents of any number of tenths or hundredths
- **m142** solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement LKS2

- **m143** Convert between different units of measure [for example, kilometre to metre; hour to minute]
- **m144** measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- **m146** estimate, compare and calculate different measures, including money in pounds and pence

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

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 -

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?

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?

French

- Week 1 - Can I conduct a survey?
- Week 2 - Can I present my findings?
- Week 3 - Can I use the plural form?
- Week 4 - Do I understand masculine and feminine?
- Week 5 - Can I write simple sentences?

Amazing Egypt LKS2 S 2016 Snow



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

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

OUTDOOR

Trip to the Ho



Learning in precious object -
Material with own precious

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

English

Week 1, 2 & 3 - Alternative tales
Cinderella and The Egyptian Princess:
To predict and compare different versions of the same tale.
To identify a characters' feelings from their actions.
Edit and improve writing using a thesaurus
To plan and rewrite an alternative story.

Week 4, 5 & 6
Read a range of reports for different purposes.
Identify common features including:
layout / headings and subheadings/technical vocabulary / diagrams, pictures, labels and captions/ rhetorical questions
Written in third person past tense
Write reports including those linked to topic
Amazing Egyptians. ICT research.

Week 7, 8 & 9 Author Focus Shakespeare - Midsummer Night's Dream: writing across genres already covered including characterisation, writing and performing playscripts, considering authors use of expressive and figurative language. Identifying and discussing opinions on the text and the author's use of inference to show characters' feelings, thoughts and motives through dialogue and actions.

GAPS focus on punctuation, sentence structure, adverbs, prepositions, conjunctions and subordination. RWI spelling and handwriting ongoing

Maths

Week 1 - 3 days Multiplication and division - recognise and use tables, factor pairs, known and derived facts in mental strategies
Week 2 - Multiplication and division: 2 digit and 3 by 1 digit written strategies and problems
Week 3 - Division and multiplication - 2 digit and 3 digit written strategies and problems
Week 4 - Measurement - measure, compare, add, subtract and convert units of measure.
Week 5 - Measurement - practical measuring activities to solve problems
Week 6 - Fractions: on number lines beyond 0-1; connecting, comparing to number; ordering.
Week 7 - Fractions - counting forwards and backwards in fractions, tenths and hundredths link to dividing by 10 & 100

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?

Amazing Egyptians!
Spring 1
2016/17
Snowdrops

of pet ownership?
ings in a bar chart?
irms of animals?
uline/feminine?
tences in French?

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
- e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

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
- e140 using dictionaries to check the meaning of words that they have read
- e141 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally
- e144 discussing words and phrases that capture the reader's interest and imagination
- e147 checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context
- e148 asking questions to improve their understanding of a text
- e149 drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- e150 predicting what might happen from details stated and implied
- e152 identifying how language, structure, and presentation contribute to meaning
- e153 retrieve and record information from non-fiction
- e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription - Spelling LKS2

- e155 use further prefixes and suffixes and understand how to add them (English Appendix 1)

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

- e163 plan their writing by:
- e164 discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar
- e165 discussing and recording ideas
- e166 draft and write by:
- 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
- e169 in narratives, creating settings, characters and plot
- e170 in non-narrative material, using simple organisational devices [for example, headings and sub-headings]
- e171 evaluate and edit by:
- e172 assessing the effectiveness of their own and others' writing and suggesting improvements
- e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences
- 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

- e177 extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although
- e178 using the present perfect form of verbs in contrast to the past tense
- e180 using conjunctions, adverbs and prepositions to express time and cause
- e181 using fronted adverbials
- e182 learning the grammar for years 3 and 4 in English Appendix 2
- e186 using and punctuating direct speech

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.

- 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.

Amazing Egyptians! LKS2 Spring 1 2016/17 Snowdrops - Stage

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.

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

Number - number and place value LKS2

- **m82** compare and order numbers up to 1000
- **m83** identify, represent and estimate numbers using different representations

Number - multiplication and division LKS2

- **m93** recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables
- **m94** 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
- **m95** 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.

Number - fractions LKS2

- **m96** count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10
- **m101** compare and order unit fractions, and fractions with the same denominators

Measurement LKS2

- **m103** measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml)
- **m104** measure the perimeter of simple 2-D shapes
- **m105** add and subtract amounts of money to give change, using both £ and p in practical contexts

Number - multiplication and division LKS2

- **m128** recall multiplication and division facts for multiplication tables up to 12×12
- **m129** use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- **m130** recognise and use factor pairs and commutativity in mental calculations
- **m131** multiply two-digit and three-digit numbers by a one-digit number using formal written layout
- **m132** solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Number - fractions (including decimals) LKS2

- **m134** count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- **m135** solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number
- **m137** recognise and write decimal equivalents of any number of tenths or hundredths
- **m142** solve simple measure and money problems involving fractions and decimals to two decimal places.

Measurement LKS2

- **m143** Convert between different units of measure [for example, kilometre to metre; hour to minute]
- **m144** measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- **m146** estimate, compare and calculate different measures, including money in pounds and pence

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

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.

LITERATURE

Reading - word reading LKS2

- **e135** apply their growing knowledge of prefixes and suffixes (etymology) to words listed in English Appendix 1
- **e136** read further exceptional words to understand the meaning of unusual correspondences between letters and sound, and where these occur

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 ways and reading for a range of purposes
- **e140** using dictionaries to find the meanings of words that they have read
- **e141** increasing their familiarity with different types of books, including fairy stories, and retelling some of these orally
- **e144** discussing words and phrases to increase the reader's interest and imagination
- **e147** checking that the text makes sense, discussing their understanding of the meaning of words in context
- **e148** asking questions to increase their understanding of a text
- **e149** drawing inferences about characters' feelings, thoughts and actions, and justifying inferences
- **e150** predicting what might happen next, stated and implied
- **e152** identifying how language is used and how presentation contribute to meaning
- **e153** retrieve and record information from non-fiction
- **e154** participate in discussions about texts, are read to them and those they read to themselves, taking turns and responding to what they say.

Writing - transcription - Spelling LKS2

- **e155** use further prefixes and suffixes to understand how to add them to words

Writing - handwriting LKS2

- **e161** use the diagonal and other strokes that are needed to join letters and to separate letters, when adjacent to one another, unjoined
- **e162** increase the legibility of their handwriting [for example, by ensuring that downstrokes of letters are placed on the line so that lines of writing are spaced evenly, and by using ascenders and descenders]

Writing - composition LKS2

- **e163** plan their writing by: identifying the purpose and audience of their writing
- **e164** discussing writing situations and what they are planning to write in order to achieve their purpose from its structure, vocabulary and style
- **e165** discussing and recording their ideas
- **e166** draft and write by: using a range of sentence structures (English Appendix 1)
- **e167** composing and rehearsing their writing (including dialogue), progressing to using a range of rich vocabulary and an appropriate range of sentence structures (English Appendix 1)
- **e168** organising paragraphs and sections
- **e169** in narratives, creating a clear plot
- **e170** in non-narrative material, using a range of organisational devices [for example, using sub-headings]
- **e171** evaluate and edit their writing
- **e172** assessing the effectiveness of their writing and others' writing and suggesting improvements
- **e173** proposing changes to their writing to improve consistency and accurate use of pronouns in their writing
- **e174** proof-read for spelling and punctuation
- **e175** read aloud their own writing to the whole class, using appropriate intonation, controlling the tone and volume so that their writing is clear.

VOCABULARY

LKS2
knowledge of root words, (etymology and morphology) as well as affixes, both to read aloud and to understand the meaning of new words they meet in texts. Note the difference between words, noting the difference between spelling and pronunciation and the difference in the word.

LKS2
strategies to reading and writing, read by: using a wide range of strategies such as using a dictionary and reference books. Texts are structured in different ways for a range of purposes. Check the meaning of words.

Ability with a wide range of words, including idioms, metaphors, myths and legends, and adjectives. Use of phrases that capture imagination. Texts that make sense to them, and using and explaining the meaning of words to improve their understanding.

Such as inferring characters and motives from their actions with evidence. Texts that happen from details.

Language, structure, and meaning. Information from texts.

Discussion about both books that they can read for and listening to what others say.

Spelling LKS2
and suffixes and prefixes (English Appendix 1)

LKS2
Horizontal strokes that are parallel and equidistant; spaced sufficiently so that the gaps between letters do not touch.

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

LKS2
Similar to that which they have learned to understand and learn about grammar and punctuation. Understanding ideas.

Presenting sentences orally. Progressively building a varied range of sentences (English Appendix 2) around a theme. Describing settings, characters and events.

Material, using simple words, example, headings and sub-headings.

Consistency of their own and others' writing, including improvements to grammar and punctuation, consistency, including the use of capital letters and punctuation. Correcting spelling and punctuation errors in their own writing, to a group or the class. Intonation and volume so that the meaning is clear.

COMMUNICATION AND LANGUAGE

LKS2
• **fl1** listen attentively to spoken language and show understanding by joining in and responding
• **fl3** engage in conversations; ask and answer questions
• **fl3.1** engage in conversations and express opinions and respond to those of others
• **fl4** speak in sentences, using familiar vocabulary, phrases and basic language structures
• **fl5** develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases
• **fl6** present ideas and information orally to a range of audiences
• **fl10** write phrases from memory, and adapt these to create new sentences, to express ideas clearly
• **fl11** describe people, places, things and actions orally and in writing

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** Respond 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 Snowdrops