Topic: The Ancient Egyptians   Term: Summer Term 2nd half

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	Explanatory Text	Explanatory Text	Explanatory Text	Myths and legends	Myths and legends	Myths and legends	Myths and legends
Mathematics	Time	Time	Time	Geometry	Geometry	Mass Position and direction	Mass Position and direction
Science **Animals including humans**	**Digestive System** Describe the simple functions of the basic parts of the digestive system in humans	**Food Chain** Construct and interpret a variety of food chains, identifying producers, predators and prey	**Food Chain** Construct and interpret a variety of food chains, identifying producers, predators and prey	**Life Cycle of animals** Notice that animals, including humans, have offspring which grow into adults	**Life cycle of humans** Describe the changes as humans develop to old age	**Food groups and healthy diet** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	**Food groups and healthy diet** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.
Computing	**PowerPoints and Using a search engine** Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	**PowerPoints and Using a search engine** Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	**PowerPoints and Using a search engine** Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	**PowerPoints and Using a search engine** Use search technologies effectively, appreciate how results are selected and ranked and be discerning in evaluating digital content.	**Staying safe on the internet** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Staying safe on the internet** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	**Staying safe on the internet** Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Geography	Compare our climate to that of Egypt. Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.	Use of the Nile for farming – seasons Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.				Locate cities in the UK name and locate counties and cities of the United Kingdom	Locate cities in the UK name and locate counties and cities of the United Kingdom
History Ancient Egypt	Egyptian God Ask and answer questions about the past, Suggest where we might find answers to questions considering a range of sources Construct and organise responses by selecting relevant historical data	Mummification Use correct terminology to describe events in the past Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance	Canopic jars *Use correct terminology to describe events in the past* Ask and answer questions about the past, considering aspects of change, cause, similarity and difference and significance	Tutankhamun the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China	Tutankhamun the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China		
Design Technology	Needle craft Applique • Present a product in an interesting way. • Persevere and adapt my work	Needle craft Applique • Present a product in an interesting way.	Needle craft Applique • Present a product in an interesting way.	Needle craft Applique • Present a product in an interesting way. • Persevere and adapt my work	Needle craft Applique • Present a product in an interesting way. • Persevere and adapt my work	Needle craft Applique and evaluation I can evaluate products for both their purpose and appearance.	Needle craft Applique and evaluation I can evaluate products for both their purpose and appearance.

	when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	• Persevere and adapt my work when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	when my original ideas do not work. • Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately • Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities	I can explain how I have improved my original design.	I can explain how I have improved my original design.
Art	**Water colour for shades** Experiment with watercolour, exploring intensity of colour to develop shades	**Pharaohs Head Dress** Develop individual and group collages, working on a range of scales	**Pharaohs Head Dress** Develop individual and group collages, working on a range of scales	**Cartouches** Use sketchbooks to record drawings from observation	**Cartouches** Use sketchbooks to record drawings from observation	**Group display collage** Develop individual and group collages, working on a range of scales	**Group display collage** Develop individual and group collages, working on a

							range of scales
P.E.	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)	**Athletics Swimming** Swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively (e.g. front crawl, backstroke and breaststroke)
Music	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	**Recorder** To play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
Languages	**French** Sing a song from memory on a related topic	**French** Begin to know some key vocabulary e.g. body parts	**French** Begin to know some key vocabulary e.g. colour	**French** Begin to know some key vocabulary e.g. days of the week/months of the year	**French** Ask and answer simple questions.	**French** Ask and answer simple questions.	**French** Ask and answer simple questions.
R.E.	**How do Bible metaphors show God's power?** How metaphors of fire and light demonstrate Christian belief in God's immense power.	**How do Bible metaphors show God's authority?** How metaphors of God as ruler – parent and king, demonstrate Christian belief in God's authority – strong, loving and caring.	**How do Christians believe in three in one?** How different Christian symbols show belief in the Trinity – one God with three aspects: Father, Son and Holy Spirit	**Christian symbols** Tell the story of The Good Samaritan	**Why did Jesus teach using parables?** Tell the story of The Good Samaritan	**Why did Jesus teach using parables?** The Lost Son (also known as The Prodigal Son)	**Why did Jesus teach using parables?** The Lost Son (also known as The Prodigal Son)
SMSC	**Feelings and Relationships- Fear** • that their actions affect themselves and others, to	**Feelings and Relationships- loneliness** to talk and write about their opinions, and explain	**Feelings and Relationships- Teasing and bullying** • to realise the nature and	**Feelings and Relationships- Trust** • to talk and write about their opinions, and explain	**Feelings and Relationships- Good and bad secrets** • to talk and write about their opinions, and explain	**Feelings and Relationships- Bereavement** • to express feelings associated with bereavement,	**Feelings and Relationships- Playground bullying** • to realise the consequences

	care about other people's feelings and **• to try to see things from their points of view;** **• to talk about their fears and realise that putting them into words makes them more manageable.**	**their views, on issues that affect themselves and society.**	**consequences of racism, teasing, bullying and aggressive behaviours, and how to respond to them and ask for help;** **• to recognise and challenge stereotypes.**	their views, on issues that affect themselves and society; • to recognise, as they approach puberty, how people's emotions change at that time and how to deal with their feelings towards themselves, their family and others in a positive way.	their views, on issues that affect themselves and society	loss or change and to begin to empathise with others who have experienced them.	of anti-social and aggressive behaviours, such as bullying and racism, on individuals and communities; • to resolve differences by looking at alternatives, making decisions and explaining choices.