

# HISTORY

## Ancient Egypt

In this unit, children learn about how early civilisation started within Egypt. They shall discover how the upper and lower kingdoms joined together to create the Ancient Egypt of the Old Kingdom. The children will compare the Egyptian time period to Neolithic in Britain, to find out what was happening at the same time and how these two civilisations compared. The children will then discover all about the Egyptian gods, what Ancient Egyptians believed about the afterlife, how the pyramids were built and who the greatest pharaoh was in all of Egypt's history.



# LANGUAGES

## Je peux... (I am able E)

In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.



# PE

## Cricket

In this unit pupils explore their understanding of the principles of striking and fielding. They develop an understanding of the different roles of bowler, wicket keeper, fielder, and batter. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.

## Athletics

In this unit, pupils will develop basic running, jumping, and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.

# SCIENCE

## Sound

In this unit, we will: identify how sounds are made, associating some of them with something vibrating; recognise that vibrations from sounds travel through a medium to the ear; find patterns between the pitch of a sound and features of the object that produced it; find patterns between the volume of a sound and the strength of the vibrations that produced it; and recognise that sounds get fainter as the distance from the sound source increases.

# Owl Class Curriculum Overview



## Summer One

# RE

## Big Questions: Why do we celebrate?

In this unit, we will explore the questions: what different events/times of life do we celebrate? How do different people celebrate things differently? How does celebration relate to remembrance?



# ART

## Cloth, Thread, Paint

In this pathway children are introduced to artists that combine paint and sewing, art and craft, to make work. Children explore how these artists use fabric, paint, and thread to make work in response to landscapes (and sometimes the people within those landscapes).

Children are invited to start by creating an underpainting on cloth, using paint in a fluid and intuitive way. They then go on to explore sewing not as a precise technical craft, but as an alternative way to make intuitive, textural marks, over the painted backgrounds. Sketchbooks and drawing are used as a way for pupils to discover their own personal response to the landscape used as stimulus, and as a way to explore mark making, colour and composition.

# COMPUTING

## E-Safety - Project Evolve Online reputation.



Computer Science - Tynker, algorithm, conditions, functions, and App design

# PHSE

## How can our choices make a difference to others and the environment?

In this unit, we will explore: the different influences on our everyday choices about health and wellbeing; what to do if someone tries to influence us to make unhealthy choices; a range of healthy choices that can keep our bodies and minds healthy; some possible consequences of unhealthy choices; naming and describing a range of strong feelings and what may cause them; a range of safe ways to deal with strong feelings; choices we can make to help keep our minds healthy; ways that we can positively affect others in our 'team'; what changes we can make in our lives in school to protect the environment; and what everyday changes have the most impact on protecting the environment.