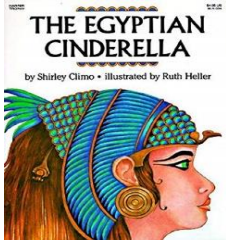

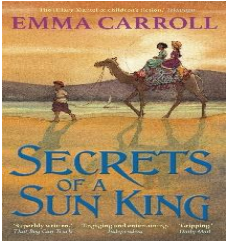
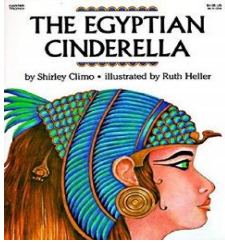

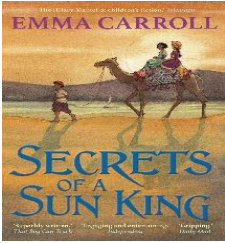
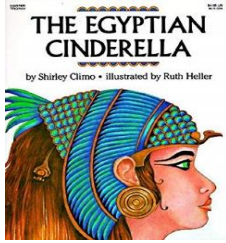

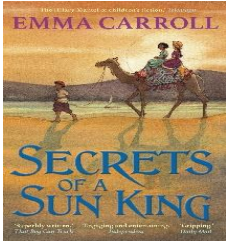
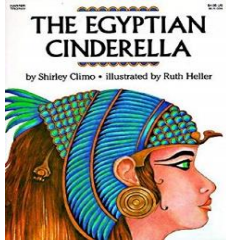

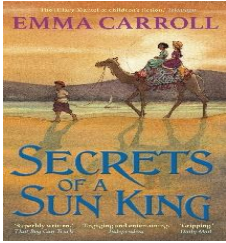
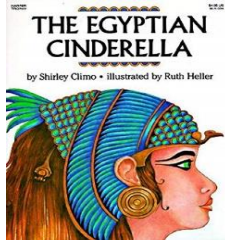

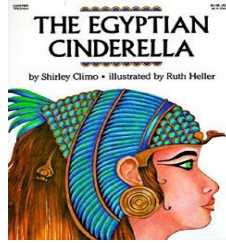

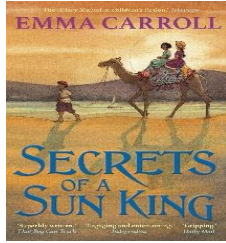
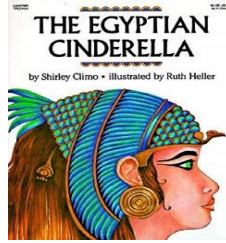

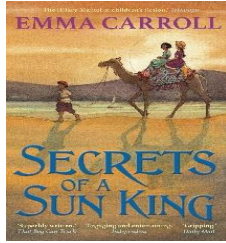




**Meadowbank Primary School**  
**Half Termly Knowledge and Skills Based Curriculum – Spring 1 2023**  
**Phase Key Stage 2 Year Group 3**



	Week 1 Wk Beg 05.01	Week 2 Wk Beg 9.01	Week 3 Wk Beg 16.01	Week 4 Wk Beg 23.01	Week 5 Wk Beg 30.01	Week 6 Wk Beg 06.02	Week 7 Wk Beg 13.02
<b>Big Question</b>	How can Historical Sources help us to Unlock Mysteries about Ancient Egypt?						
<b>Weekly Questions</b>	How do we know so much about Ancient Egypt? What can we learn from stories set in different time periods?	Who was in charge in Ancient Egypt? Was everyone just as important as each other? What was it like to be rich and to be poor?	What are the most impressive inventions of Ancient Egypt? What did the Ancient Egyptians achieve in their time?	What did the Ancient Egyptians believe in? Did the people of Ancient Egypt follow a religion?	Why did they mummify people in Ancient Egypt? What did they think happened in the afterlife?	Is it faster to use a map or to use the internet? What did the Ancient Egyptians do for entertainment?	How did the Ancient Egyptians compare to the other ancient civilisations that we have explored this year?  When did the different civilisations that we have looked at take place in history?
<b>Key Concepts</b>	Society/Beliefs/Achievements/Change/Evidence/Knowledge						
<b>Book Studies</b>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>	<p>The Egyptian Cinderella by Shirley Climo</p>  <p>THE EGYPTIAN CINDERELLA by Shirley Climo • illustrated by Ruth Heller</p>  <p>Secrets of a Sun King by Emma Carroll</p>  <p>EMMA CARROLL</p> <p>SECRETS OF A SUN KING</p>

<p><b>Children steering learning....</b></p>	<p>How do we know so much about Ancient Egypt? What can we learn from stories set in different time periods?</p>	<p>Who was in charge in Ancient Egypt? Was everyone just as important as each other? What was it like to be rich and to be poor?</p>	<p>What are the most impressive inventions of Ancient Egypt? What did the Ancient Egyptians achieve in their time?</p>	<p>What did the Ancient Egyptians believe in? Did the people of Ancient Egypt follow a religion?</p>	<p>Why did they mummify people in Ancient Egypt? What did they think happened in the afterlife?</p>	<p>Is it faster to use a map or to use the internet? What did the Ancient Egyptians do for entertainment?</p>	<p>How did the Ancient Egyptians appear to the other ancient civilisations that we have explored this year? When did the different civilisations that we have looked at take place in history?</p>
<p><b>English Reading</b> -Word reading -Comprehension</p> <p><b>Writing</b> -Transcription -Composition -Vocabulary, Grammar and Punctuation</p>	<p>Play Scripts based on The Egyptian Cinderella</p> <p>Beginning to show an understanding of writing in different genres, purposes and for audiences.</p> <p>Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials</p> <p><b>Phase 1: Hook and understanding as a reader</b> Use a story Whoosh to re-enact the story of the Egyptian Cinderella.</p>	<p>Play Scripts based on The Egyptian Cinderella</p> <p>Beginning to show an understanding of writing in different genres, purposes and for audiences.</p> <p>Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials</p> <p><b>Phase 1: Hook and understanding as a reader</b> Make comparisons between the traditional Cinderella and the Egyptian Cinderella.</p> <p><b>Phase 2: Understanding as a writer</b> Identify the features of a play script.</p> <p>Identify and use ambitious vocabulary in spoken sentences.</p>	<p>Play Scripts based on The Egyptian Cinderella</p> <p>Begin to make changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>Create simple settings, characters and a basic plot in narratives.</p> <p><b>Phase 2: Understanding as a writer</b> Sequence the story of the Egyptian Cinderella to create a plan for our own play script.</p> <p>Edit and improve an ineffective script to engage the reader.</p> <p>Ordering a script so the conversation flows/turning a short section of the story into own script.</p>	<p>Play Scripts based on The Egyptian Cinderella</p> <p>Use the present perfect form of verbs in contrast to the past tense.</p> <p><b>Phase 2: Understanding as a writer</b> Add the missing features to a script.</p> <p><b>Phase 3: composition</b> Innovate our own play scripts based on The Egyptian Cinderella.</p> <p>Edit, improve and perform our play as part of a group.</p>	<p>Non-chronological report based on Ancient Egypt.</p> <p>Begin to discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>Beginning to show an understanding of writing in different genres, purposes and for audiences.</p> <p>Use a range of sentences with more than one clause by using a range of conjunctions including also, then, because, if, when, if, while, after, as.</p> <p><b>Phase 1: Hook and understanding as a reader</b> Compare a Non-chronological report to the 'Groove like an Egyptian' song - which is most informative? Have a debate to discuss which is most effective in informing the audience.</p>	<p>Non-chronological report based on Ancient Egypt</p> <p>Write simple sentence structures building in a varied and rich vocabulary and an increasing range of sentence structures including fronted adverbials.</p> <p>Organise simple paragraphs around a theme.</p> <p><b>Phase 2: Understanding as a writer</b> Identify use of formal and informal tone Practice writing sentences using formal tone and edit informal sentences to make them formal.</p> <p>Use a range of fronted adverbials to indicate time, place and manner.</p> <p>Research and select appropriate information to add detail to non-fiction sentences.</p> <p><b>Phase 3: composition</b> Begin composition: edit and improve an introduction and single</p>	<p>Non-chronological report based on Ancient Egypt</p> <p>Understand paragraphs as a way to group related material.</p> <p>Begin to assess the effectiveness of their own and others' writing and suggest improvements through editing work.</p> <p><b>Phase 2: Understanding as a writer</b> Use toolkit (odd one out and correct or not) to explore writing features of a non-chronological report.</p> <p><b>Phase 3: composition</b> Continue composition: write our own non-chronological reports to inform learners about The Ancient Egyptians.</p>

					<p><b>Phase 2: Understanding as a writer</b> Identify the features of a non-chronological report.</p> <p>Identify and use ambitious and subject specific vocabulary to use in a non-chronological report.</p> <p>Expand on sentences using subordinating conjunctions.</p>	<p>paragraph to inform people about the Ancient Egyptians.</p>	
<p><b>Oracy</b> -Social and Emotional -Linguistic -Cognitive -Physical</p>	<p>Maintain a role and show understanding by responding in role. <b>Sequence events and plan what to say so it makes sense to the listener.</b> In Literacy, we will be using a 'story whoosh' to act out the story of The Egyptian Cinderella.</p>	<p><b>Ask and respond to questions to extend understanding.</b> In Science, we will ask questions using scientific vocabulary to support us in making informed decisions about classifying rocks.</p>	<p><b>Explain individual views and thinking.</b> In Geography, WALT explain the difference between cities, counties, regions and counties.</p>	<p>Maintain a role and show understanding by responding in role. <b>Sequence events and plan what to say so it makes sense to the listener.</b></p> <p><b>Vary tone and intonation.</b> In Literacy, we will perform the play scripts we have innovated based on The Egyptian Cinderella.</p>	<p><b>Follow the main points of discussions and make contributions which show understanding</b> <b>Explain individual views and thinking.</b> In Literacy, we will explain our individual views in a discussion on whether a non-chronological report or a song about the ancient Egyptians is most informative.</p>	<p><b>Sequence events and plan what to say so it makes sense to the listener.</b></p> <p><b>Develop an expanding vocabulary (select ambitious vocabulary suited to the purpose of discussion or conversation</b> In PSHEE, we will write and deliver inspirational speeches advising others on how to overcome barriers to their future success.</p>	<p><b>Listen for specific information which relates to a chosen theme.</b></p> <p><b>Ask and respond to questions to extend understanding.</b></p> <p><b>Maintain a role and show understanding by responding in role.</b> <b>Sequence events and plan what to say so it makes sense to the listener.</b> In RE, we will have a debate about why some people pray every day.</p>
<p><b>Mathematics</b> <b>Number</b> -Number and Place Value -Addition and Subtraction -Multiplication and Division -Fractions</p> <p><b>Measurement</b></p>	<p><b>Multiplication and Division.</b>  Solve problems, including involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p><b>Multiplication and Division.</b>  Solve problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects.</p>	<p><b>Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators</b></p> <p><b>Compare and order unit fractions, and fractions with the same denominators</b> Explore relationship between part and whole</p>	<p><b>Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators.</b> Sorting shapes, images and objects into equal and unequal groups. Recognise how this relates to fractions. Record unit and non-unit fractions of pictures and numbers.</p>	<p><b>Recognise and show, using diagrams, equivalent fractions with small denominators.</b> Use fraction pieces and images to represent equal fractions. Start to order unit fractions using fraction pieces as a representation.</p>	<p><b>Find fractions of shapes and amounts to solve problems.</b> Using multiplication and division to help find fractions of shapes and amounts.</p> <p>Mentally +- multiples of <b>10 to 100 recognising inverse</b> <b>Recall of the times tables: 2,3,4,5,8 and 10</b></p>	<p><b>Finding and recognising properties of 2D shapes including angles, parallel and perpendicular lines.</b> Sorting shapes, using straws to create quadrilaterals, using angle eaters to identify if angles equal to , more than or less than right angles.</p>

<p><b>-Geometry Properties of shapes</b> <b>-Geometry Position and Direction</b></p>	<p>Mentally +- within 20 with focus on subtraction Recall of the times tables: 2,3,4,5,8 and 10</p>	<p>Mentally +- within 20 with focus on subtraction Recall of the times tables: 2,3,4,5,8 and 10</p> <p><u>Assessment indicator:</u> <u>Use multiplication and division to solve a range of problems</u></p>	<p>through images and sentences.</p> <p>Mentally +- within 20 with focus on subtraction Recall of the times tables: 2,3,4,5,8 and 10</p>	<p>Mentally +- within 20 bridging with focus on subtraction Recall of the times tables: 2,3,4,5,8 and 10</p> <p><u>Assessment indicator</u> <u>Recognise and record unit and non-unit fractions based on images.</u></p>	<p>Mentally +- within 20 bridging with focus on subtraction Recall of the times tables: 2,3,4,5,8 and 10</p>	<p><u>Assessment indicator</u> <u>Use multiplication and division to find fractions of amounts</u></p>	<p>Mentally +- multiples of 10 to 100 recognising inverse Recall of the times tables: 2,3,4,5,8 and 10</p> <p><u>Assessment indicator</u> <u>Recognise right angles, angles bigger and smaller than right angles, parallel lines</u></p>
<p><b>Science</b> <b>-Working Scientifically to observe, connect, respond</b> <b>-Biology</b> <b>-Chemistry</b> <b>-Physics</b></p>		<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Ask and answer relevant questions.</p> <p>Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Sorting and classifying rocks based on their appearance and simple properties.</p>	<p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>compare and group together different kinds of rocks on the basis of their appearance and simple physical properties Identifying features of different types of rocks using scientific language.</p> <p><u>Assessment indicator:</u> <u>name some types of rock and give physical features of each.</u></p>	<p>Ask and answer relevant questions.</p> <p>Set up simple practical enquiries, comparative and fair tests. Plan and carryout an experiment on durability of rocks. CP task on permeability of rocks.</p>	<p>Use results to draw simple conclusions, make predictions and suggest improvements and raise further questions referring to evidence.</p> <p>Set up simple practical enquiries, comparative and fair tests, reporting on findings from enquiries. Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Carry out durability or permeability investigation and record results.</p>	<p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Identifying fossils are made.</p> <p><u>Assessment indicator:</u> <u>show understanding of how fossils were formed.</u></p>	<p>Describe in simple terms how fossils are formed when things that have lived are trapped within rock.</p> <p>Soil Formation Recognise that soils are made from rocks and organic matter.</p> <p>Soil formation activity: using a practical investigation to observe how soil forms.</p>
<p><b>Personal, Social, Health and Economic Education</b> <b>-Relationships</b> <b>-Health and Well-Being</b> <b>-Living in the Wider world</b></p>		<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Reflect on and celebrate others achievements and recognise challenges for others. Tell you about a person who has faced difficult challenges and achieved success.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement. Identify a dream/ambition that is important to me.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals, understanding how to break them down into small achievable steps.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals, understanding and managing feelings when obstacles prevent progress.</p>	<p>PSHEE Jigsaw SOW Dreams and Goals</p> <p>Reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals.</p> <p>Share successes.</p>

<b>Relationships and Sex Education (RSE) and Health Education</b>		Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g. through disability).	Imagine how I will feel when I achieve my dream/ambition.	Enjoy facing new learning challenges and working out the best ways for me to achieve them.  Break down a goal into a number of steps and know how others could help me to achieve it.	<b>Know the roles they play in their own community.</b> Be motivated and enthusiastic about achieving our new challenge.  Know that I am responsible for my own learning and that I can use my strengths as a learner to achieve the challenge.  <u>Assessment indicator: I can explain how I can use my own strengths to face challenges and that know that I can drive my own success by pushing myself to make small achievements leading up to an end goal.</u>	<b>Know the roles they play in their own community.</b> Recognise obstacles which might hinder my achievement and take steps to overcome them.  Manage the feelings of frustration that may arise when obstacles occur.	<b>Know the roles they play in their own community.</b> Evaluate my own learning process and identify how it can be better next time.  Be confident in sharing my success with others and store my feelings in my internal treasure chest.
<b>Physical Education</b> -Gymnastics -Dance -Games -Athletics -Swimming		Class teacher: Dance <b>Create actions in response to a stimulus individually and in groups.</b> To create actions in response to a stimulus and move in unison with a partner.  Sports coaches: Fitness <b>Co-ordinate my body with increased consistency in a variety of activities</b> To develop an awareness of what your body is capable of.	Class teacher: Dance <b>Use direction to transition between formations.</b> To create actions to move in contact with a partner or interact with a partner.  <u>Assessment indicator: Work with a partner and in a small group, sharing ideas</u>  Sports coaches: Fitness <b>Explore building strength in different muscle groups.</b> To develop speed and strength.	Class teacher: Dance <b>Use dynamics effectively to express an idea.</b> To select and link appropriate actions and dynamics to show our dance idea.  Sports coaches: Fitness <b>Explore more complex activities which challenge balance.</b> To complete actions to develop co-ordination.  <u>Assessment indicator: Complete exercises with control</u>	Class teacher: Dance <b>Develop an understanding of formations.</b> To remember, repeat and create actions to represent an idea.  Sports coaches: Fitness <b>Show balance when changing direction. Explore sprinting technique.</b> To complete actions to develop agility.	Class teacher: Dance <b>Use dynamics effectively to express an idea.</b> To share ideas of actions and dynamics to create a dance that shows a location.  Sports coaches: Fitness <b>Explore more complex activities which challenge balance.</b> To complete actions to develop balance.  <u>Assessment indicator: Use key points to help me to improve my sprinting technique.</u>	Class teacher: Dance <b>Perform short, self-choreographed phrases showing an awareness of timing.</b> To use choreographing ideas to develop our dance.  <u>Assessment indicator: - Use counts to keep in time with a partner and group - Use dynamic and expressive qualities in relation to an idea - Create short dance phrases that communicate the idea</u>  Sports coaches: Fitness <b>Explore using my breath to increase my</b>

							ability to work for longer periods of time. To complete actions to develop stamina.
<b>Computing</b> <b>-Code</b> <b>-Connect</b> <b>-Communicate</b> <b>-Collect</b>	CHRISTMAS HOLIDAYS	<p>Espresso level 1  <b>Using code to make things move around the screen.</b>  Write simple instructions that accomplish specific goal of making things move around the screen and disappear.</p> <p>Refresher level 1  Burst the bubble  Royal chase  Magic castle</p>	<p>Espresso Level 1  <b>Using code to make things move around the screen and creating own code, objects and backgrounds for this.</b>  Write programs that accomplish specific goals.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Know how to write a sequence of instructions, including directional instructions.</p> <p>Refresher level 1  Burst the bubble  Royal chase  Magic castle</p>	<p>Espresso level 2  Inputs  <b>Learn to combine start and input events to create more advanced apps using precise instructions</b>  Write programs that accomplish specific goals.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Know how to write a sequence of instructions, including directional instructions using the keyboard as an input. Using keys to hide and show objects. Using keys to turn objects. Use pointer press and release function.</p> <p>Level 2  Red Riding Hood  Key to the Race  Up in the air  Shark attack  Snow White</p>	<p>Espresso level 2  Different sorts of inputs  <b>Learn that programs respond to different sorts of inputs, and that the keyboard can be used to control objects on screen, not just by clicking them directly.</b>  Write programs that accomplish specific goals.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Know how to write a sequence of instructions, including directional instructions using the keyboard as an input. Using keys to hide and show objects. Using keys to turn objects. Use pointer press and release function.</p> <p>Level 2  Red Riding Hood  Key to the Race  Up in the air  Shark attack  Snow White</p> <p><u>Assessment indicator written algorithm making snow white move around the screen using keyboard and pointer.</u></p>	<p>Espresso level 2  Buttons and instructions  <b>Learn that one object can be used to control another object e.g. writing code so clicking a button gives an instruction to make a lorry move.</b>  Write programs that accomplish specific goals.</p> <p>Use unplugged strategies to test sequencing in algorithms.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Begin to explore count controlled repetition to make algorithms more efficient.</p> <p>Know how to write a sequence of instructions, including directional instructions.</p> <p>Level 2  Buttons and instructions  Fly a helicopter  Slug Hunt  Find my Cat  Hungry Migbod  Debugging</p>	<p>Espresso level 2  Buttons and instructions  <b>Learn that one object can be used to control another object e.g. writing code so clicking a button gives an instruction to make a lorry move.</b>  Write programs that accomplish specific goals.</p> <p>Use unplugged strategies to test sequencing in algorithms.</p> <p>Use logical reasoning to predict output showing an awareness of input.</p> <p>Begin to explore count controlled repetition to make algorithms more efficient.</p> <p>Know how to write a sequence of instructions, including directional instructions.</p> <p>Level 2  Buttons and instructions  Fly a helicopter  Slug Hunt  Find my Cat  Hungry Migbod  Debugging</p> <p><u>Assessment indicator written algorithm using buttons and actions in</u></p>

					<i>Screen shot written algorithm and save to portfolio</i>		<i>the code to feed a monster. Screen shot written algorithm and save to portfolio</i>
<b>Geography</b> -Locational and Place Knowledge -Field Work -Using Globes, Maps and Plans	Understand how land use patterns changed over time - link to the earliest settlements. Discuss what the difference is between the United Kingdom, The British Isles and Great Britain.	Understand how land use patterns changed over time - link to the earliest settlements. Locate the countries of the UK on various maps.	Name and locate geographical regions of the UK. Identify whether a place is a city, a county, a region or a country.	Name and locate geographical regions of the UK. Locate cities, counties, regions and countries on a map.  <u>Assessment indicator:</u> <u>Locate countries using maps, globes and atlases.</u>	Use atlases, maps and globes to name and locate United Kingdom, geographical regions. Use clues to find cities in the UK.	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Use technology to identify and locate places in the UK.  <u>Assessment indicator:</u> <u>Locate countries using maps, globes and atlases.</u>	Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Compare the use of a technology based map to a map or atlas.
<b>History</b> -Chronology -Concepts -Interpretation -Enquiry -Communication	Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Explore primary and secondary sources - what can we infer about what life was like in Ancient Egypt? What questions can we ask?	Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Demonstrate our understanding of the roles of the different people in society in Ancient Egypt.	Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Explore the main achievements of the Ancient Egyptians - pyramids and science.	Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Gain an understanding of the ancient Egyptian beliefs about Gods.  <u>Assessment indicator:</u> <u>Can explain larger scale events to do with actions of groups of people.</u>	Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Know what the ancient Egyptians believed about the afterlife.	Identify the similarities and differences between Ancient Egyptians and earliest ancient civilisations through -achievements -beliefs -society (and housing, food, entertainment). Understand ancient Egyptian entertainment through planning our own party within a given budget.	Place early civilisations into context - with an in depth unit about Ancient Egyptians  Develop an understanding of concurrence of civilisations around the world and their impact on later civilisations. Understand the chronology of ancient Egypt by identifying the 3 distinct parts and compare it to other ancient civilisations.  <u>Assessment indicator:</u> <u>Can talk about three periods of time e.g. archaeologists today have discovered Ancient Egyptian mummies in the Valley of the Kings close to where Howard Carter was in the 1920s.</u>

<p><b>Religious Education, Beliefs and Values</b></p> <ul style="list-style-type: none"> <li>-Believing</li> <li>-Expressing</li> <li>-Living</li> </ul>		<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p>Understand and respect the challenges of commitment to a community of faith or belief.</p> <p>Explore and understand the significance and sense of belonging being part of a religious community creates. Creating a timeline of events that may be important for Christian's in their day to day life.</p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p>Understand and respect the challenges of commitment to a community of faith or belief.</p> <p>Explore and understand the significance and sense of belonging being part of a religious community creates. Exploring what Christians do to show their belief in church.</p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p>Understand and respect the challenges of commitment to a community of faith or belief.</p> <p>Explore and understand the significance and sense of belonging being part of a religious community creates. Investigating how Christians make a difference in their local community.</p> <p><u>Assessment indicator:</u> <u>Describe at least 3 ways churches help their local community</u></p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p>Understand and respect the challenges of commitment to a community of faith or belief.</p> <p>Explore and understand the significance and sense of belonging being part of a religious community creates. Understanding why people stand up for injustice because of their religious beliefs.</p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p>Understand and respect the challenges of commitment to a community of faith or belief.</p> <p>Explore and understand the significance and sense of belonging being part of a religious community creates. Understanding why people stand up for injustice because of their religious beliefs. Gathering evidence for oracy discussion.</p> <p><u>Assessment indicator:</u> <u>Describe how Mother Theresa, Pope Francis and Loretta Minghella have made a difference in the worldwide community.</u></p>	<p><b>L2.7 What does it mean to be a Christian in Britain today?</b></p> <p>Understand and respect the challenges of commitment to a community of faith or belief.</p> <p>Explore and understand the significance and sense of belonging being part of a religious community creates. Understanding why people stand up for injustice because of their religious beliefs.</p> <p>Oracy discussion presenting evidence of people's beliefs and justifying their own opinions about it.</p>
<p><b>Modern Foreign Languages-French</b></p> <ul style="list-style-type: none"> <li>-Listening</li> <li>-Speaking</li> <li>-Reading</li> <li>-Writing</li> <li>-Intercultural Understanding</li> </ul> <p><b>Spring term Lessons 11- 16</b></p>	<p>CHRISTMAS HOLIDAYS</p>	<p><b>Recognise and spell colours.</b></p> <p><b>Say and repeat single words and short simple phrases.</b></p> <p>Recap on greetings. Introduce Annick and spelling of Albert and Annick.</p> <p>Recap and then introduce new colours - add to vocabulary page and use games to reinforce speaking of colours.</p>	<p><b>To know some new commands.</b></p> <p><b>To recognise vowel and consonant in French</b></p> <p><b>Say and repeat single words and short simple phrases. Describing the seasons.</b></p> <p>Say and repeat single words and short simple phrases.</p> <p>Use actions to practise new commands.</p> <p>Introduce seasons Record seasons and vocabulary in books using changing seasons trees.</p>	<p><b>To know some new commands.</b></p> <p><b>To recognise vowel and consonant in French.</b></p> <p>Say and repeat single words and short simple phrases.</p> <p>Use actions to practise new commands.</p> <p><u>Assessment indicator</u> <u>Match me up command pictures to correct words.</u></p>	<p><b>Recognise adverbs vite and lentement.</b></p> <p>Introduce quickly and slowly and practise with commands.</p> <p>Recap numbers and colours using games to practise speaking, listening and reading.</p>	<p><b>To read, speak and write numbers and colours.</b></p> <p><u>Assessment indicator</u> <u>Match me up colours and numbers</u></p>	<p><b>Say and repeat single words and short simple phrases eg je veux. Tu veux?</b></p> <p>Introduce s'il te plaît, merci, voilà Je veux</p> <p>Qu'est-ce que tu veux? (What do you want?)</p> <p>Using Albert and Annick</p> <p>Practise speaking these phrases with a partner and with the whole class.</p>



<p><b>Art and Design</b> -Structuring and Creating -Art Elements -Evaluate and Appraise</p>		<p>Explore and evaluate a wide range of artists.  Replicate work of other artists. Form own opinions on artists work. Appraise the work of artist Gustav Klimt, recognising inspiration from Ancient Egypt.</p>	<p>Use acrylic paint to create tones and textures.  Use shade and contours within painting. Explore the colour wheel and think about how artists achieve different shades.</p>	<p>Use acrylic paint to create tones and textures.  Use shade and contours within painting. Know how to make colours darker or lighter to achieve a desired shade of colour.</p>	<p>Use acrylic paint to create tones and textures.  Use shade and contours within painting. Explore the colour wheel and think about how artists achieve different shades.</p>	<p>Replicate work of other artists. Create own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.  <u>Assessment indicator:</u> <u>create a final piece using paint inspired by Gustav Klimt.</u></p>	<p>Replicate work of other artists. Refine and appraise own Klimt-inspired artwork by replicating pattern from Egyptian architecture and artwork.  <u>Assessment indicator:</u> <u>create a final piece using paint inspired by Gustav Klimt.</u></p>
<p><b>Design and Technology</b> -Design -Make -Evaluate -Food Technology</p>			<p>Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Practise a range of measuring techniques.</p>	<p>Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Practise a range of cutting techniques.</p>	<p>Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Practise a range of joining techniques.</p>	<p>Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. Select the appropriate nets to create our own pyramid shell structures.  <u>Assessment Indicator:</u> <u>Measure, mark out, cut, shape, assemble, join, combine and finish with some accuracy.</u></p>	
<p><b>Music</b> -Listen and Appraise -Singing -Instruments -Improvisation -Composition</p>		<p>Wider Opps - Ukulele  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.  Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.  Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.  Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.  Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.  Know and understand how to play a tuned instrument.</p>	<p>Wider Opps - Ukulele  Play clear notes on instruments and use different elements in composition to create repeated patterns with different instruments. Play as part of an ensemble.  Know and understand how to play a tuned instrument.  <u>Assessment indicator</u> <u>Perform as part of an ensemble using range of chords and both plucking and strumming.</u></p>

<b>Enhancements Visits and Visitors</b>			Lion King the Musical at the Palace Theatre 3FM - 11.01.23	Bible Encounters Assembly 27.01.23		Lion King the Musical at the Palace Theatre 3C - 08.02.23	
<b>Parental Engagement</b>							Parent participation: mid-year ukulele performance - 14.02.23 @ 9:15am
<b>Whole School and National Events</b>		Staff Team Member for the day 12.01.23	Ukraine Charity Event- Wear something yellow 20.01.23	Chinese New Year 22.01.23		Safer Internet day 07.02.2023 Mental Health Week Let's Connect	

Progression of knowledge and skills are shown horizontally across the half term. The different subjects are shown vertically. Learning opportunities are planned alongside the children through 'big questions' and identifying key concepts.