

Cultural Capital Opportunities: Mummification Workshop with Liverpool Museum

Writing

- I can write an Egyptian Mystery Narrative
- I can write a Secret Diary
- I can express time, place and cause using adverbs e.g. then, next
- I can express time, place and cause using prepositions e.g. (before, after, during, in, because of)
- I can use paragraphs as a way to group related material
- I can use headings and sub-headings to aid presentation
- I can use inverted commas to indicate speech

History - Ancient Egypt

- I can produce an ongoing timeline of the Ancient Egyptians.
- I can compare the achievements of the Ancient Egyptians with what was happening in Britain at the same time.
- I can use a range of artefacts and sources to find out about life during the Ancient Egyptian period.
- I can ask questions and suggest how artefacts were made or used and what life was like in the Ancient Egyptian period.
- I can investigate the ways in which early civilisations had commonalities eg: river location, development of writing
- I can explore how Britain was influenced by the Ancient Egyptians.
- I can show understanding of the word "civilisation."**
- I can use key vocabulary linked to the Ancient Egyptians.

P.E. - Athletics

- I can perform jumps with the correct technique.
- I can use the correct sprinting technique.
- I can overarm throw for distance using the correct technique.
- I can adapt running technique over varying distances and understand how to apply pacing during running challenges.
- I can show effective use of take off and landing techniques when jumping for distance.

Topic Driver

History

Key Question

Who were the Ancient Egyptians?

Opportunities to apply British Values

Reading

- I can develop an enjoyment of reading by increasing my understanding of themes in different books
- I can develop an enjoyment of reading by discussing words that capture my imagination.
- I can use non-fiction text to find out new information on a subject
- I can tell you what a book that I am reading is about
- I can understand what might happen by predicting from clues in the text
- I can tell someone the main ideas from a paragraph

D.T Egyptian Collars

- I can select and cut fabric using fabric scissors.
- I can thread needles.
- I can tie knots.
- I can sew using cross stitch to join fabric.
- I can decorate fabric using applique.

Science - Plants

- I can compare the effect of different factors on plant growth.
- I can describe the functions of different parts of a flowering plant and how they are used in photosynthesis.
- I can investigate the way in which water is transported within plants.
- I can explore the part that flowers play in the life cycle of flowering plants.
- I can understand the pollination process and the ways in which seeds are dispersed.
- I can compare the effect of different factors on plant growth.

Spanish

- I can remember fruit and vegetable nouns and play a board game.
- I can write sentences using a model.
- I can name and label food items to take on a picnic.
- I can listen to, read and understand a picnic story.
- I can write phrases to build my own picnic story.
- I can understand familiar vocabulary and use the phrase "I live".
- I can ask the question "where do you live" and understand the answer.
- I can apply my language detective skills to learn another language.

Geography

- I can compare the earliest settlements in the UK during the Stone Age with the civilisations which thrive on rivers such as the Nile.

Maths Angles, Perimeter and Shape

- I can identify right angles in an object, shape.
- I can identify acute and obtuse angles
- I can make turns using angles vocabulary
- I can identify, define and create perpendicular and parallel lines.
- I can find and calculate the perimeter of a shape
- I can draw 2D shapes
- I can describe and compare 3D shapes
- I can find and calculate the perimeter of a shape

Art - Sculpture - Canopic Jars

- I can shape, form model and construct using clay.
- I can add colour to a clay sculpture
- I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work
- I can consider creative practitioners' reasons for working
- I can consider similarities/difference between the kinds of work creative practitioners' create
- I can describe how I might develop my work further

Ancient Egypt

PSHE

I can recognise that some words are used in a hurtful way.

I can tell you about a time when my words affected someone's feelings and what the consequences were.

I can understand that God is Love as shown by the Trinity - a 'communion of persons supporting each other in their self-giving relationship'

I can understand that the human family can reflect the Holy Trinity in charity and generosity.

The Church family comprises of home, school and parish (which is part of the diocese).

I can know that God wants His Church to love and care for others and devise practical ways of loving and caring for others.

I can start to recognise stereotypical ideas I might have about parenting and family roles.

I can identify what I am looking forward to when I am in Year 4 by starting to think of changes I will make.

Computing - Computer Systems and Networks

- I can identify input and output devices
- I can explain that a computer system accepts an input and processes it to produce and output
- I can explain how a computer network can be used to share information
- I can explain the role of a switch server
- I can identify network devices around me

Music - Singing

- I can sing as part of a choir
- I can demonstrate good singing posture
- I can perform actions confidently and in time to a range of action songs
- I can sing songs from memory and/or from notation.
- I can sing with awareness of following the beat.
- I can copy back simple melodic phrases using the voice
- I can copy back simple rhythmic patterns using minims and their rests
- I can copy back simple melodic patterns (up to three notes)
- I can identify the beat of the music
- I can clap a steady beat, changing the speed as the tempo of the music changes
- I can identify some instruments I can hear in a song
- I can talk about the style of the music
- I can talk about what the song or piece of music means (WD)

RE

Celebrating Easter & Pentecost

- I can explore how the Church celebrates the Resurrection of Jesus.
- I can know that Jesus appeared to some of his disciples on the road to Emmaus.
- I can know what Jesus said to Thomas when he didn't believe.
- I can know that Jesus returned to heaven.
- I can know what happened at Pentecost.
- I can know about the fruits of the Holy Spirit.

Being a Christian

- I can begin to understand what being a Christian involves.
- I can know what Jesus teaches about helping others.**
- I can know how St Paul had to learn to be a Christian.
- I can know that the Sacraments are a meeting with Jesus.
- I can know about people who use their gifts to help others.**
- I can begin to understand the importance of prayer.