

<u>Year group: 5</u>	<u>Term: 3/4</u>		<u>Enquiry Question: How has Egypt changed since ancient times?</u>
	Essential knowledge:	Essential vocabulary	Skills:
Creative development	<p><u>Art</u></p> <p><u>Sculpture and artists – Egyptian</u></p> <ul style="list-style-type: none"> – To continue to know how to create sketch books and record ideas from imagination – To know about great artists, architects, and designers in history. – Egyptian architecture – Know how to use sculpture creatively and accurately using a range of materials. - Egyptian sculptures. Tutankhamun masks. <p><u>Music</u></p> <p><u>Spring 1 - Make you Feel my Love</u> <u>Featured composers / performers – Adele</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To know songs from memory, who sang or wrote them, when they were written and, if possible, why? – To know the style of songs and to name other songs in those styles. – To be able to talk about: <ul style="list-style-type: none"> – Some of the style indicators 	<p>Hieroglyphics Proportion Papyrus Line Shape Texture Outline Detail Features</p> <p><u>Spring 1 - Make you Feel my Love:</u> Ballad Verse Chorus Interlude Tag ending Strings Piano Guitar Bass</p>	<p><u>Art</u></p> <p><u>Sculpture and artists – Egyptian</u></p> <ul style="list-style-type: none"> – To continue to explore and understand the roles and purposes of artists, craftspeople and designers in different times and cultures – Describe the different qualities involved in modelling, sculpture and construction – Use recycled, natural and man-made materials to create sculpture – Plan sculpture through drawing and other preparatory work. <p><u>Music</u></p> <p><u>Spring 1 - Make you Feel my Love</u></p> <p><u>Listen and Appraise</u></p> <ul style="list-style-type: none"> – To think about the message of songs. – To compare two songs in the same style, talking about what stands out musically in each of them, their similarities and differences. – To listen carefully and respectfully to other people's thoughts about the music. – To use musical vocabulary when you talk about music

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	<p>of the songs</p> <ul style="list-style-type: none"> - The lyrics: what the songs are about - Any musical dimensions featured in the songs and where they are used (texture, dynamics, tempo, rhythm and pitch) - To be able to identify the main sections of the songs (intro, verse, chorus etc.) - To name some of the instruments they heard in the songs - To understand the historical context of the songs. What else was going on at this time? <p><u>Music/Computing- Fresh Prince of Bel-Air</u></p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> - To know that improvisation is making up your own tunes on the spot - To know that when someone improvises, they make up their own tune that has never been heard before. It is not written down and belongs to them. - To know that using one or two notes confidently is better than using five - To know that if you improvise using the notes you are given, you cannot make a mistake - To know well-known improvising musicians 	<p>Drums Melody Compose Improvise Cover Pulse Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p> <p><u>Spring 2 - Fresh Prince of Bel-Air</u></p> <p>Old school Hip-Hop Rap Riff Synthesize Deck backing loops Funk Scratching Unison Melody Compose Improvise Cover Pulse</p>	<ul style="list-style-type: none"> - To talk about the musical dimensions working together - To talk about the music and how it makes you feel <p><u>Music/Computing Fresh Prince of Bel-Air</u></p> <p><u>Improvise</u></p> <ul style="list-style-type: none"> - To copy back with instruments using up to three notes - To question and answer with instruments using up to three notes in your answer - To improvise using up to three notes.
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		<p>Rhythm Pitch Tempo Dynamics Timbre Texture Structure</p>	
<p>Knowledge & understanding of the world</p>	<p><u>History/Geography</u></p> <p><u>How has Egypt changed since ancient times?</u></p> <p>In topic, our children will learn about the Ancient Egypt and will focus on the following areas:</p> <ul style="list-style-type: none"> - Locate of Ancient Egypt in time and place - Learn about the Egyptian landscape and find out how it impacted on people’s lives in Ancient Egypt - Investigate Tutankhamen and how artefacts can teach us about - Recognise similarities and differences between Egypt and the UK - Understand the impact of the River Nile upon the Egyptians - To recognise that weather can be variable within different parts of a country - To understand the impact of tourism - To know how to use dates and vocabulary relating to passing of time including ancient and modern, BC, AD, century and decade 	<p>Human Physical Compare tourism Past and present Significant events Continuity and change Chronology Timeline Weather River Nile Sequence Evidence Research</p>	<p><u>History/Geography</u></p> <p><u>How has Egypt changed since ancient times?</u></p> <p>Children will learn to:</p> <ul style="list-style-type: none"> - Investigate and compare locations (Continents, Capital, major cities / rivers) - Analyse evidence and draw conclusions - Use atlases to find out about a given location - Sequence key events of time studied - Compare past and present as well as comparing life in early and late ‘times’ studied - Use evidence to build up a picture of a past event - Research with an increasing confidence and select relevant sections of information - Hypothesise different outcomes if the event had happened differently or not at all - Make sensible suggestions regarding the nature of evidence (sources primary and secondary) and explain whether it is reliable as a source - Ask relevant and searching questions regarding the Ancient Egyptians and begin to lead themselves toward a conclusion - Understand how the Ancient Egyptians have left a long lasting legacy

	<p><u>RE</u></p> <p><u>Key Question: What inspires people to follow a faith and what is the cost?</u></p> <ul style="list-style-type: none">- Explain why significant people of faith acted according to their commitments- Explain how people are inspired by actions of significant people of faith. <p><u>French</u></p> <p><u>That's tasty / Family and friends</u></p> <ul style="list-style-type: none">- To know how to listen attentively to the French language and respond to instructions- To know how to write phrases from memory and create new sentences using conjunctions- Know how to explore and appreciate patterns in the French language through songs and rhymes- Know how to listen and understand to the main points in spoken text- Know about cultural diversity and respect this. Know that pictures and objects can represent a country.	<p>commitments random act of kindness motivation respect</p> <p>J'ai soif J'aime manger Le petit déjeuner Le boissons Le fils La fille Le mari La femme Les enfants</p>	<p><u>RE</u></p> <p><u>Key Question: What inspires people to follow a faith and what is the cost?</u></p> <ul style="list-style-type: none">- Say why they think religions do charitable work- Give reasons why people may choose to make sacrifices to improve the lives of others.- Reflect on what influences religious people. <p><u>French</u></p> <p><u>That's tasty / Family and friends</u></p> <ul style="list-style-type: none">- Listen attentively to spoken language including responding and following instructions and show understanding by joining in- Write phrases from memory and adapt these to create new sentences using conjunctions to join sentences- Explore and appreciate the patterns and sounds of language through songs and rhymes and link the spelling and sounds of words- Listen to and understand the main points in short spoken text- Respect for and understand cultural diversity and I understand how symbols, pictures and objects can represent a country.
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<p>SMSC</p>	<p><u>Dreams and Goals</u></p> <p>In this topic, children understand the role money takes, identify the life they would like to lead and the range of jobs they are able to carry out. Children recognise the similarities and differences in aspirations between themselves and others in a different culture.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> - Understand that they will need money to help them achieve some of their dreams - Identify what they would like life to be like when they are grown up - Know about a range of jobs carried out by people they know and have explored how much people earn in different jobs - Appreciate the contribution made by people in different jobs - Identify a job they would like to do when they grow up and understand what motivates them and what they would need to do to achieve it - Appreciate the opportunities they learning and education are giving me and understand how this will help them to build their future - Describe the dreams and goals of young people in a culture different to their own - Reflect on how these relate to their own 	<p>Dream Hope Goal Feeling Achievement Money Grown up Adult Lifestyle Job Career Profession Money Salary Contribution Society Aspiration Culture Country</p>	<p><u>Dreams and Goals</u></p> <p>Children can:</p> <ul style="list-style-type: none"> - Reflect on how learning, education and life skills give them the tools to build their futures - Encourage one another - Reflect on the goals and dreams of others and how these relate to their own - Describe the dreams and goals of a young person in a different culture - Reflect on how these relate to their own.
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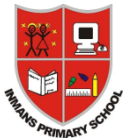
	<ul style="list-style-type: none"> – Understand that communicating with someone in a different culture means they can learn from each other and identify a range of ways they can support one another – Appreciate the similarities and differences in aspirations between themselves and a young person in a different culture. 		
	<p><u>Healthy Me</u></p> <p>Children are taught what impacts the body and how the body can be impacted differently by substances. Similarly, children will identify their own attitudes toward this and express how they feel.</p> <p>We will achieve this whilst learning to:</p> <ul style="list-style-type: none"> – Know the health risks of smoking and can tell how tobacco affects the lungs, liver and heart – Make informed decision about whether or not they choose to smoke and know how to resist pressure – Know some of the risks with misusing alcohol, including anti-social behaviour, and how ti affects the liver and heart – Make informed decision about whether or not they choose to drink alcohol and know how to resist pressure – Practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations – Keep themselves calm in emergencies 	<p>Choices Healthy behaviours Unhealthy behaviour Informed decision Pressure Emergency Procedure Recovery position Calm Level-headed Media Altered Celebrity Respect</p>	<p><u>Healthy Me</u></p> <p>Children can:</p> <ul style="list-style-type: none"> – Describe the different roles food can play in people’s lives and can explain how people can develop eating problems (disorders) relating to body image pressure – Respect themselves and their body

	<ul style="list-style-type: none"> - Understand how the media and celebrity culture promotes certain body types - Reflect on their own body image and know how important it is that this is positive and that they accept/respect themselves - Describe the different roles food can play in people's lives and can explain how people can develop eating problems (disorders) relating to body image pressures - Respect and value their bodies - Know what makes a healthy lifestyle including healthy eating and the choices they need to make to be healthy and happy - Be motivated to keep themselves happy and healthy 		
<p>Scientific & technological understanding</p>	<p><u>Science</u></p> <p><u>Forces</u></p> <ul style="list-style-type: none"> - To explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object - To identify the effects of air resistance, water resistance and friction, that act between moving surfaces - recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect. 	<p>Investigate Observe Test Accurate and precise Gravity Air resistance Water resistance Friction Mechanisms Levers Pulleys and gears</p>	<p><u>Science</u></p> <p><u>Forces</u></p> <ul style="list-style-type: none"> - Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - Using test results to make predictions to set up further comparative and fair tests

	<p><u>Design Technology</u></p> <p><u>Celebrating culture and seasonality (Ingredients for a Soup and flat bread)</u></p> <p>Design:</p> <ul style="list-style-type: none">- Apply the principles of a healthy and varied diet- prepare and cook predominantly savoury dishes using a range of cooking techniques- Understand seasonality, and know where and how ingredients are grown, reared, caught and processed <p>Make:</p> <ul style="list-style-type: none">- Know how to use utensils and equipment including heat sources to prepare and cook food- Understand about how seasonality in relation to food products and the source of different food products <p>Evaluate:</p>	<p>Finishing Rubbing in Knead Bran Dough Endosperm Germ Yeast Unleaved bread</p>	<ul style="list-style-type: none">- Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and degree of trust in results, in oral and written forms such as displays and other presentations- Identifying scientific evidence that has been used to support or refute ideas or arguments <p><u>Design Technology</u></p> <p><u>Celebrating culture and seasonality (Ingredients for a Soup and flat bread)</u></p> <p>Design:</p> <ul style="list-style-type: none">- Generate ideas through brainstorming and identify a purpose for their product- Draw up a specification for their design- Develop a clear idea of what has to be done, planning how to use materials, equipment and processes, and suggesting alternative methods of making if the first attempts fail <p>Make:</p> <ul style="list-style-type: none">- Select appropriate materials, tools and techniques- Measure and mark out accurately- Use skills in using different tools and equipment safely and accurately- Weigh and measure accurately (time, dry ingredients, liquids)- Apply the rules for basic food hygiene and other safe practices <i>e.g. hazards relating to the use of ovens</i>
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	<ul style="list-style-type: none"> - Know how to carry out sensory evaluations of a range of relevant products and ingredients - Know how to record evaluations using tables, graphs and charts. <p><u>Computing</u></p> <p><u>Spreadsheets (Unit 5.3)</u></p> <ul style="list-style-type: none"> - Know how to convert measurement - Understand how to use the count tool - Understand how to use text variables to perform calculations - Know how to use a spreadsheet to plan an event <p><u>Database (Unit 5.4)</u></p> <ul style="list-style-type: none"> - To know how to search for information on a database - Understand how to contribute to a class database - Understand the different ways to search a database - Understand how to word questions so that they can be effectively answered using a search of their database 	<p>Convert Measurement Variable Spreadsheet Formula Convert Tool Variables Spreadsheet Formula Real-life problem</p> <p>Database Sequence Photograph Movie Framing Stop motion Onion skin Evaluate Program</p>	<p>Evaluate:</p> <ul style="list-style-type: none"> - Carry out sensory evaluations of a range of relevant products and ingredients - Record the evaluations using tables, graphs, charts such as star diagrams. - Evaluate the final product with reference back to the design brief and design specification. <p><u>Computing</u></p> <p><u>Spreadsheets (Unit 5.3)</u></p> <ul style="list-style-type: none"> - Create a formula in a spreadsheet to convert m to cm or miles to km - Create simple formulae that use different variables - Solve real-life problem <p><u>Database (Unit 5.4)</u></p> <ul style="list-style-type: none"> - Search a database in order to answer questions correctly - Create their own database on a chosen topic - Add records to their database - Search a database in order to answer questions correctly.
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	<ul style="list-style-type: none"> - Know what a database field is and can correctly add field information. <p><u>Multi-layered Music (Bespoke)</u></p> <ul style="list-style-type: none"> - To take a photographs and sequence them into a 'movie' - To understand the role framing in photography plays in stop motion - To understand that 2Animate orders the photographs into a sequence using onion skin - To evaluate the sequence - To use the wider features of PurpleMash to edit and improve using onion skin - To use a range of programs to achieve a given aim - To add auditory commentary including sound features - To evaluate the methods for animation. 	<p>Animation Commentary Web-based Narrate Sound effect soundtrack</p>	<p><u>Multi-layered Music (Bespoke)</u></p> <ul style="list-style-type: none"> - Focus a photograph using a tablet - Analyse the sequence of photographs so that movement looks 'smooth' - Edit a sequence of photographs to achieve a given aim - Transfer the skills learned in the previous years onto a web-based program - Narrate a story - Choose an appropriate sound effect and/or soundtrack to enhance the sequence.
<p>Physical development</p>	<p><u>Physical Development</u></p> <p><u>Spring 1:</u></p> <p><u>Gym Sequences (Unit 5.3)</u></p> <ul style="list-style-type: none"> - Identify and practise body shapes and balances - Recap on linking moves and understand how they will be used in developing sequences - Identify and practise symmetrical and 	<p><u>Gym Sequences (Unit 5.3)</u></p> <p>Arch Asymmetrical Balance Balance sequence Bridging Canon Counterbalance Direction Dish</p>	<p><u>Physical Development</u></p> <p><u>Spring 1:</u></p> <p><u>Gym Sequences (Unit 5.3)</u></p> <ul style="list-style-type: none"> - Perform new gymnastic moves with control and accuracy - Develop skills for movement, including rolling, bridging and dynamic movement - Use and refine the following skills: flexibility, strength, balance, power and mental focus - Adapt a sequence

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	<p>asymmetrical body shapes</p> <ul style="list-style-type: none"> - Learn new counterbalance skills with a partner - Learn how to link moves together with fluency and good body tension - Learn how to perform symmetrical and asymmetrical balances with a partner and put them into a sequence <p>Understand the value of posture and body tension when performing</p> <p><u>Step to the Beat (Unit 5.3)</u></p> <ul style="list-style-type: none"> - To understand the importance of a warm-up. - To understand the benefits of improving muscle tone in the abdominals and legs. - To learn new strength-based moves. 	<p>Dynamic movement</p> <p>Evaluate</p> <p>Extend Level</p> <p>Moves Point of balance</p> <p>Pull, push</p> <p>Rolling Rotation</p> <p>Sequence Shape</p> <p>Symmetrical</p> <p>Techniques</p> <p>Tension Twist</p> <p>Unison</p> <p><u>Step to the Beat (Unit 5.3)</u></p> <p>Heart rate</p> <p>Knee crunch</p> <p>Rhythm</p> <p>Cross step</p> <p>V step</p> <p>Repeater squat</p>	<ul style="list-style-type: none"> - Perform movements in canon in unison - Use own and others' body weight to balance - Develop the skill of critique, including the ability to identify strengths and areas for improvement <p><u>Step to the Beat (Unit 5.3)</u></p> <ul style="list-style-type: none"> - To develop co-ordination, balance and timing. - To improve general fitness levels. - Perform step moves in time with the music. - Work with a partner to produce a sequence of moves. - Analyse and evaluate own and others' performance. - To perform a sequence of steps in time with the music - To construct own moves from knowledge gained in the previous lessons.
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<u>Guided Reading and Other Linked Texts</u>	<u>Previous Learning Links</u>	<u>Adaptations for SEND:</u>	<u>Key Questions:</u>
Holes Various non-fiction	<ul style="list-style-type: none">- Chronology of events through history- Stone Age/ Neolithic Bronze Ages- How rivers differ? A study on the Nile.	Visual aids Accessible seating plan Prompts Key words and vocabulary Collaborative learning styles Additional Teacher Support Breaking up text	What features make Egypt a popular tourist destination? What are the advantages of building besides the River Nile? How can you compare Britain to Ancient Egypt? Why do you think the River Nile was more important than the River Thames in terms of crop growth and food production? How can the weather vary within a country? Should other countries have to pay to use the Suez Canal?