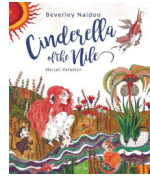


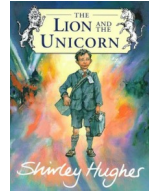
Lower Key Stage 2— Ancient Egypt (Spring)

Core Texts:

Year 3



Year 4



Immersion Day:

- Learning to locate Egypt and the River Nile
- NowPressPlay Headsets

- Hieroglyphic bookmarks
- God/Goddesses artwork



Session 1: History—Who were the Ancient Egyptians?

I am developing my understanding of chronology, learning about where and when the Ancient Egyptians lived by looking at artefacts.

Children to identify the Ancient Egyptians on the timeline. Look on a map and locate where they lived. Then examine a range of artefacts—what can they tell us about life during this time? What else do we want to know?

Session 4: Geography—Famers

I am learning to relate land use to settlements. Why did the Ancient Egyptians choose to settle where they did?



Children to describe the three seasons in the Ancient Egyptian farming year, explaining the importance of the Nile in providing both water and fertile soil. Explain and construct a model of a shaduf.

Session 7: History— Mummies

I am learning about the Ancient Egyptian ritual of mummification, selecting and using relevant historical information.

Children to learn about the mummification process through role play, before writing their own message in a canopic jar.



Session 2: History—What was life like in Ancient Egypt?

I am learning to ask questions to find out what was important to people during ancient Egyptian times.

Children to look at images of daily life in Ancient Egypt—make comparisons to their own life: homes, jobs, how to survive, death and travel.

Session 5: Geography— Crops and animals

I am learning to relate land use to settlements

Children to plan and make a model Ancient Egyptian farm, explaining the crops they grew and the type of animals they raised on the farm.



Session 8: History—Tutankhamun

I am learning to understand how our knowledge of the past is constructed through looking at different sources, by looking at the discovery of the tomb of Tutankhamun.

Children to explore the 'tomb' describing their discoveries to their 'archaeological team'. Read an extract from Howard Carter's diary, before writing their own.

Session 3: Geography—The River

I am learning to use maps to locate countries and describe and understand key features of rivers.

Children to understand the vital role of the Nile for Ancient Egyptians and that they regarded the river as a God. Describe the key features, producing a large scale map (to be the basis of a 3d model in upcoming sessions), including the settlements along the banks.



Session 6: Geography—Transport

I am learning to compare land use today and during historical periods. Has it changed? Why? Why not?

Children to describe the boats the Ancient Egyptians used for transport along the Nile. Make a boat for the pharaoh and add it to the model.

***Children use their 3D models to plan and deliver a presentation about the importance of the Nile to KS1.

Session 9: History—Egyptian Gods

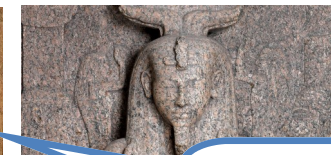
I am learning to understand how our knowledge of the past is constructed through looking at different sources, by researching different Egyptian Gods.

Children to compare and contrast the powers of different Gods



Enrichment Opportunities

Visit to the Ancient House Museum—handling artefacts, learning about Egyptian gods and playing traditional games, making sweets, artwork.



What can these artefacts tell us about life in Ancient Egypt?

DT—Spring 2nd (Mechanisms: Levers & linkages)

Session 10: DT - I am learning to investigate pop-up books, discussing purpose and audience.

Look at a range of pop-up books and discuss the key features.



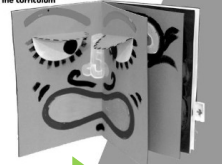
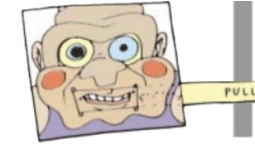
Session 11: DT - I am learning to explore different mechanisms to make a pop-up book - the box & mouth fold

Children to experiment making the different mechanisms.



Session 12: DT - I am learning to explore different mechanism-the slider and lift up flap.

Children to explore making the different mechanisms.



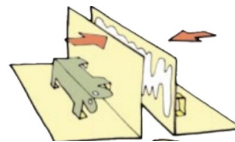
Session 13: DT - I am learning to write a specification for a product.

Children to write a specification for their own pop-up book, thinking about:

- Who is the book for?
- What will this pop-up book be about?
- What mechanism will it have?

Session 14: DT - I am learning to make a pop-up book for a specific audience using a range of techniques.

Children to construct their own pop-up pages for their book.



Session 15: DT - I am learning to I can evaluate the product against design specification.

Children to evaluate their final product.

Amazing Artist Day—Spring 2nd

Georgia O'Keeffe (1887-1986)



Science Week—w/c 11th March

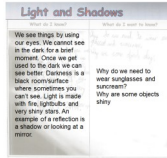
- Year 3—Mary Anning
- Year 4— Evelyn Glennie



Science - Light

Session 1 - LO: To recognise that they need light in order to see things and that dark is the absence of light

Assess prior learning.



Session 4- LO: To recognise that light is reflected from surfaces.

Children to explore different materials and explore their reflectiveness.

Object	Characteristics	How shiny is it?
Tap Foot	Silver Shiny	4/5
Table	dark, smooth, rough, dull	2/5
CD	shiny, smooth	5/5
Whiteboard	dark, smooth, rough, dull, a little shiny	3/5

Session 7- LO: To recognise that light from the sun can be dangerous and that there is a way to protect their eyes.

Children to design a pair of sunglasses using their observations from previous lessons.



Session 2 - LO: To recognise that they need light in order to see things and that dark is the absence of light.

Notice that light is reflected from surfaces

Children to investigate visibility of objects with a restricted light source—viewing objects through a peep hole in a box.



Session 5- LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Children to go on a treasure hunt around the classroom and record what transparent, translucent and opaque objects they can find.

Transparent, Translucent or Opaque			Insolent or Opaque	
Transparent	Translucent	Opaque	Insolent	Opaque

Session 8- LO: To recognise that light from the sun can be dangerous and that there is a way to protect their eyes.

Children to follow their designs to make their sunglasses. They will also make posters to advertise the benefits of wearing their sunglasses.



Session 3 - LO: To recognise that they need light in order to see things and that dark is the absence of light.

Children experience true darkness with a black out tent, commenting on what they can and cannot see.



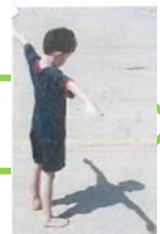
Session 6- LO: To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

Children asked to consider why people wear glasses in the sun. Children to explore a range of materials to test and consider which would be suitable in sunglasses by shining a torch through and observing.



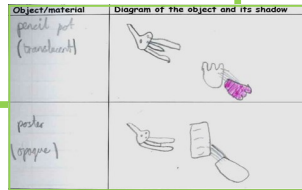
Session 9- LO: To recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Children to go outside and explore their shadows on the playground. Children to make observations of what they see and what they notice about their shadows.



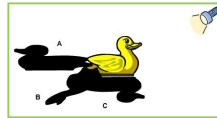
Session 10- To recognise that shadows are formed when the light from a light source is blocked by an opaque object.

Children to explore different shadows through use of torches, children to record their observations.



Session 11—To explore and find patterns in the way that the size of shadows change.

Children to be given an object and asked to move a torch in various ways to explore and comment on the effects on the shadow.



Session 12— To explore and find patterns in the way that the size of shadows change.

Children to make shadow puppets for the characters from the class text. Use puppets to re-tell part of the story.



P.E. (GetSet4PE)

Year 3: Handball/
Trampolining

Year 4: Cricket/Yoga

ICT: PurpleMash

Year 3: Unit 3.6 - Branching Databases, Unit 3.7 Simulations and Unit 3.4 Touch Typing.

Year 4: Unit 4.3 - Spreadsheets

Unit 4.4 Writing for different audiences.

Music: Charanga

Year 3: More musical styles

Year 4: Feelings through music



RE: Emmanuel

Hindu: How does the story of Rama and Sita inspire Hindus to follow their dharma?

Humanist: Why do Humanists use the golden rule as a basis for morality?



PHSE: 1Decision



Year 3: Stealing; Grief; Making friends online

Year 4: Coming home on time; Jealousy; Online bullying

French (Language Angels):

Year 3: Musical Instruments; I can



Year 4: The Weather; Café

