

GEOGRAPHY

Geographical Enquiry

- Ask and answer geographical questions about modern and ancient Egypt.

Physical Geography

- Understand key aspects and global distributions of desert location
- Human Geography
- Understand what life is like for people living in a desert environment.
- Describe why many settlements are built along rivers.

Geographical Knowledge

- Locate the world's deserts on a map.

SCIENCE

- Use a classification key to group a variety of living things? (plants, vertebrates, invertebrates)
- Compare the classification of common plants and animals to living things found in other places (desert environment, under the sea, prehistoric)
- Name and group a variety of living things based on feeding patterns (producer, consumer, predator, prey, herbivore, carnivore, omnivore)
- Recognise that environments can change and this can sometimes pose a danger to living things (desertification, sand storms)
- Identify and name the basic parts of the human digestive system
- Describe the function of the organs of the human digestive system
- Identify the simple function of different types of human teeth
- Compare the teeth of herbivores and carnivores
- Explain what a simple food chain shows

COMPUTING

Presentation

- Use bullet points and/or numbering
- Use a range of presentation applications
- Prepare and present a short film
- Use ICT to capture, record and save sounds, images and video

MFL

Say/Write

- Places in school
- Classroom objects
- What is the time?

Include

- Explore masculine and feminine words
- Adapt a known phrase -writing

HISTORY

The achievements of the earliest civilizations- A depth study of Ancient Egypt.

Chronological understanding

- Place periods of history on a timeline showing periods of time.

Knowledge and interpretation

- Appreciate how items found belonging to the past are helping us to build up an accurate picture of how people lived in the past.

Historical enquiry

- Research two versions of an event and say how they differ.
- Independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so.

ART

Knowledge, skills & understanding.

Egyptians, (papier mache death masks/ pasta jewellery/ stone scarab beetles), habitats, herbivore.

- Create an accurate print design that meets a given criteria. (repeating print pattern on the death mask).
- Print onto different materials.
- Create all the colours they need. (Colour mixing ready for the pasta jewellery).
- Successfully use shade to create mood & feeling. (Use sketch books to sketch death mask, using pencils for tone & shading).
- Explain why they have chosen specific materials to draw with.
- Experiment with & combine materials & processes to design & make 3D forms. (Papier mache death mask).
- Combine visual & tactile qualities. (Look at image of scarab beetle & portray onto small stone using paint).
- Organise line, tone, shape & colour to represent figures & forms in movement. (Egyptian figures).

Y4/5 Rotation A Survival

R.E.

Community

- What does it mean to belong to a faith?
- Identify a regular religious activity.
- Identify the ways in which beliefs are demonstrated in the lives of members of different faiths.
- Reflect on belonging to different communities and their impact on my life.
- Explain how the activities of a faith community reflect key teaching of the faith founder.