

## Knowledge Outcomes

The Ancient Egyptian civilisation began to grow around 3100BC and lasted for approximately 3000 years.

Most ancient Egyptians worked as field hands, farmers, craftsmen and scribes. A small group of people were nobles.

The Ancient Egyptians built the pyramids as tombs and monuments for their pharaohs.

Mummification is the process of preserving the dead.

The treasure-filled tomb of Tutankhamun was discovered by Howard Carter in 1923.

The ancient Egyptians invented one of the earliest known writing systems used from around 3000 BC called hieroglyphs.

## Strength Lies in Difference

Children to understand the difference between being non-racist and an anti-racist.

-Children to be familiar with these key terms and understand their meaning: Discrimination, Wealthy, Society, Perception, Stereotype, Heritage, Ethnicity, Identity, Justice, Injustice

Children to understand the importance of heritage and how their heritage and that of others is something to be celebrated.

## Expressive Art and Design

### Art and Design: Sculpture

Plan and design a sculpture.

Use tools and materials to carve and add shape.

Develop cutting and joining skills, e.g. using wire, coils.

Use wire and foil to create a 3D sculpture.

### Music: Composing

Improvise over a simple groove, responding to the beat.

Experiment with using a wider range of dynamics, including very loud (fortissimo), very quiet (pianissimo), moderately loud (mezzo forte), and moderately quiet (mezzo piano).

Compose melodies made from pairs of phrases. These melodies can be enhanced with rhythmic or chordal accompaniment.

Compose a short 3-part piece.

Compose music to evoke a specific atmosphere, mood or environment. Create music to accompany a silent film or to set a scene in a play or book. Capture and record creative ideas using graphic symbols, rhythm notation and time signatures, staff notation or technology.

## Personal, Social and Emotional Development

### PSCHE: How can social media influence people?

Understand the role of social media in most societies but especially Britain.

Understand how social media influences your view of the world.

Understand how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions

Know that not everything should be shared online or social media and that there are rules about this, including the distribution of images

Know how text and images can be manipulated or invented online; learn strategies to recognise this

Learn to evaluate how reliable different types of online content is, e.g. videos, blogs, news, reviews, adverts

Know how to recognise unsafe or suspicious content online and what to do about it

Know how to make decisions about the content they view online and know if it is appropriate for their age range

Know how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue

Learn to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have

### R.E.: Hinduism – How can Brahman be everywhere and in everything?

Explain how values and qualities such as kindness or friendship can be shown in different aspects of my life whichever role I am playing.

Make links between Hindu beliefs regarding Brahman and gods with how they choose to live their lives.

Express my understanding of how Brahman can/cannot be in everything.

## SPRING TERM 1 Objectives The Mummy Returns (History focus) Year 5

## Languages

### Healthy Eating

Recall nouns for fruits and vegetables. I can identify the gender of the noun.

Recall and use numbers between 0 and 50 and I can ask for quantities of fruit and vegetables.

Participate in a simple shopping dialogue at the market.

## Understanding of the World

### History: Ancient Egypt

Learn about the achievement of the earliest civilisations – an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt

### Science: Materials

Compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets

Know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution

Use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating

Give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic

Demonstrate that dissolving, mixing and changes of state are reversible changes

Explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

### Computing: iModel

Understand the difference between 2D and 3D shapes

Become familiar with basic 3D modelling tools

Understand that graphical models can easily be changed

Use features of graphical modelling software to develop a

## English / Mathematics

Please see termly Success and Challenge cards

## Engage: Express:

## Physical Development

### Gymnastics

Able to perform a range of more advanced actions with good control and coordination such as forward and backward roll, group balance, cartwheel and begin to vault

Consistently repeat sequences with accuracy and smooth transitions

Demonstrate an increased level of stamina, strength and speed to enhance performance

Perform longer movement sequences confidently with a clear beginning, middle and end