Why was the River Nile important to the Ancient Egyptians?

Digestion: Science

We are . . . scientists.

Outcomes: To understand the simple parts and functions of the digestive system.

Skills: We can name parts of the digestive system and their functions. We can label the different types of teeth and what they are used for. We can observe which substances are bad for our teeth and recognise how we ca look after our teeth properly

Judiasm: RE

We are . . . living a good life

Outcome: Understand how Jewish teachings help them to live a good life

Skills: We can learn about the teachings of the Jewish religion and how the Jewish people live a good life from them.

Number manipulators: Maths

We are . . . finding perimeter, multiplying and dividing

Outcome: We can find perimeter of shapes; we know and can use the multiplication and division facts for the 3, 6, 9, 7, 11 and 12 timetables.

Skills: We understand what perimeter is and can find it on a variety of different shapes. We can solve a range of multiplication and division calculations involving the 3, 6, 9, 7, 11 and 12 timetables.

Texts

Fiction – "Secrets of a Sun King" by Emma Carroll – descriptive writing outcome
Non-Fiction – the mummification process
RIC – Whole class book 'Rumaysa' by Radiya Hafiza

New Vocabulary:. mummify, Canopic jars, natron, linen, amulet, papyrus, sarcophagus, Civilisation Pharaoh, Hieroglyphics, Akhet, Peret, Shemu, Shaduf, Inundation, Deben, Silt

Home challenge- Be Creative!
Design or create an Ancient Egyptian Death Mask.

English

We are . . . speakers, listeners, readers, writers, describers and performers

Fiction: *We can write a narrative using descriptive language linked to the history of Ancient Egypt.*

Non- Fiction: We will explain the process of mummification

We will be performing Christmas Carols

Ancient Egypt: History

We are . . . Historians.

Outcome: Understand how the Ancient Egyptians used the River Nile and why it was important to them.

Skills: We use artefacts and a variety of sources to helps explain the lives of Ancient Egyptians and their settlements. We can find out about the everyday their everyday lives and how they used new technology to survive. We can use historical vocabulary to describe lives of Ancient Egyptians.

Moving around: Physical Education

We are . . . hockey players and dancers

Outcome: We can play our part in a team to play a competitive sport and to perform a whole class dance ensemble.

Skills: In hockey we can pass and receive the ball, move with the ball and tackle others safetly.

In dance We can use a variety of movements at a range of levels in both cannon and unison to create a performance for the Christmas production.

Logo: Computing

We are . . . instructors.

Outcome: To write instructions in 2Logo to create a series of shapes.

Skills: We can name use instructions and different commands to create shapes efficiently.

Ancient Egyptian Sarcophagus design : Art

We are artists, designers, creators and evaluators.

Outcome: Plan, draw and evaluate an Ancient Egyptian Sarcophagus.

Skills: I can use sketching techniques, observational methods and patterns. I can use the work of Vincent Van Gough and John Sell Cotman to influence the composition of my piece and how I use pattern.

Reflective Citizens: Who are We? PSHRE

Outcome: To appreciate and celebrate the differences between themselves and understand the people around us

Skills: We can discuss and compare similarities and differences, and understand our different roles in society