Unit Theme: Ancient Egypt

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science The Water Cycle	Can I name every-day examples of evaporation and condensation?	Can I explain evaporation and condensation in the water cycle?	Can I investigate how temperature effects the rate of evaporation?	Can I describe the different stages of the water cycle, including evaporation, condensation, precipitation and collection?	Can I draw and label a diagram to explain the process of the water cycle?	Can I complete an assessment about the water cycle?
NC Links	**Working Scientifically Year 3 and 4:** ➢ asking relevant questions and using different types of scientific enquiries to answer ➢ them ➢ setting up simple practical enquiries, comparative and fair tests ➢ gathering, recording, classifying and presenting data in a variety of ways to help in ➢ answering questions ➢ recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables ➢ reporting on findings from enquiries, including oral and written explanations, displays **Working Scientifically Year 5 and 6:** • planning different types of scientific enquiries to answer questions, including • recognising and controlling variables where necessary • 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 • 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 **Year 4** • observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) • identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature					
History Ancient Egypt	What is the chronology of Ancient Egypt?	What was life like in early Egypt?	Did the Egyptians write anything down?	Who were the Egyptian Gods?	What did Ancient Egyptians believe about the afterlife?	How were the pyramids built?
NC Link	• The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China					
Geography	Geography will be covered next half term					
Art/DT	Can I use key words to analyse examples of Egyptian art?	Can I use digital technology to take a self-portrait?	Can I create a watercolour wash and create a side portrait of a face?	Can I design an Egyptian necklace and headdress?	Can I make an Egyptian necklace and headdress?	Can I evaluate my Egyptian art and design work?
NC Links	• to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • about great artists, architects and designers in history					

RE Christianity: When Jesus left, what was the impact of the Pentecost?	How did the events leading up to and including Pentecost impact Jesus' followers?	How does art depict Christian beliefs?	What does the Holy Spirit mean to Christians?	What do Christians think the Kingdom of God is like?	How should Christians act in the Kingdom of God?	When Jesus left, what was the impact of the Pentecost?
Spanish	Can I talk about which sports I like and dislike in Spanish?	Can I talk about my likes and dislikes at school in Spanish?	Can I talk about the foods I like and dislike in Spanish?	Can I talk about what I look like in Spanish?	Can I talk about the zoo in Spanish?	Can I learn the numbers 40-200 in Spanish?
Music Dancing in the Street	Can I listen, appraise and sing the song 'Dancing in the Street'?	Can I find the rhythm and pulse of 'Dancing in the Street'?	Can I play the glockenspiel along to 'Dancing in the Street'?	Can I improvise to the song 'Dancing in the Street'?	Can I compose my own music to play alongside 'Dancing in the Street'?	Can I perform my own version of 'Dancing in the Street'?

PSHE Jigsaw – Dreams and Goals	Can I explain why I would need money to achieve some of my dreams?	Can I talk about a range of jobs carried out by different people and how much they might get paid?	Can I identify a job I might want to do when I grow up, understand what motivates me and think about how I could achieve it?	Can I describe the dreams and goals of young people in a culture that is different to mine?	Can I compare aspirations between myself and young people in a different culture?	Can I explain why it is motivating to make a positive contribution by supporting others?
PE Athletics	Can I understand pace and apply different speeds over varying distances?	Can I develop fluency and coordination when running for speed?	Can I develop technique in relay changeovers?	Can I build momentum and power in the long jump and triple jump?	Can I develop throwing with force for longer distances?	Can I develop throwing with greater control and technique?

Computing Branching Databases: data and information	Can I create questions with yes/no answers?	Can I identify the attributes needed to collect data about an object?	Can I create a branching database and test it to see if it works?	Can I explain why it is helpful for a database to be well structured?	Can I plan the structure of a branching database?	Can I create an identification tool?