



Unit Coverage- Year 3/4/5/6
2024/2025
Spring Term 2



Unit Theme: Ancient Egypt

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science Forces and Magnets	What is a force? What is gravity?	How do magnetic forces work? Do magnets attract each other and are they all the same strength?	What materials are magnetic?	What is friction and how does it affect how objects move on different surfaces?	What is resistance and how does it affect forces?	What are gears, pulleys and levers? Can you design a piece of equipment that would support building a model pyramid.
NC Links	<p>Working Scientifically Year 3 and 4:</p> <ul style="list-style-type: none"> ➤ 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 <p>Working Scientifically Year 5 and 6:</p> <ul style="list-style-type: none"> • 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 <p>Year 3</p> <ul style="list-style-type: none"> • compare how things move on different surfaces • notice that some forces need contact between two objects, but magnetic forces can act at a distance • observe how magnets attract or repel each other and attract some materials and not others • compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • describe magnets as having two poles • predict whether two magnets will attract or repel each other, depending on which poles are facing <p>Year 5</p> <ul style="list-style-type: none"> • explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object • identify the effects of air resistance, water resistance and friction, that act between moving surfaces • recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect 					
Geography	What is the structure and source of a river?	How does the course of the River Nile compare to the course of the Amazon River?	Where on a river do people settle?	How did the River Nile support life in Egypt?	Can you write a diary entry of an Egyptian farmer?	End of Unit Assessment
NC Links	<ul style="list-style-type: none"> • understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America • physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle • human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water 					

	<ul style="list-style-type: none"> use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied 					
History	History element taught last term.					
Art and Design/Design and Technology	How did Ancient Egypt influence art today?	How did Ancient Egyptians create colour?	What natural pigments did Leonardo Da Vinci use in his paintings and how do we know this?	What natural pigments can we find locally to create paints?	What can be added to natural pigments to create texture and depth of colour?	Can you create your own painting using natural pigments?
NC Links	<ul style="list-style-type: none"> 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 What do Hindus believe God is like?	How do Hindus describe ultimate reality?	How might the idea of Brahman being in everything affect how you live?	What can we find out about some Hindu deities?	How do many Hindus understand deities?	What can we learn about deities from Ganesh?	What do Hindus believe God is like? Assessment
Spanish Cómo eres tú?	Can you listen and respond to physical descriptions in Spanish?	Can you read and understand physical descriptions in Spanish?	Can you describe your hair colour, eye colour and height in Spanish?	Can you describe the hair colour, eye colour and height of others in Spanish?	Can you roleplay a telephone conversation about physical appearance in Spanish?	Can you write a short description of your physical appearance in Spanish?
NC Links	<ul style="list-style-type: none"> listen attentively to spoken language and show understanding by joining in and responding engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help speak in sentences, using familiar vocabulary, phrases and basic language structures develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases present ideas and information orally to a range of audiences read carefully and show understanding of words, phrases and simple writing describe people, places, things and actions orally and in writing understand basic grammar appropriate to the language being studied, including (where relevant): feminine, masculine and neuter forms and the conjugation of high-frequency verbs; key features and patterns of the language; how to apply these, for instance, to build sentences; and how these differ from or are similar to English 					
Music Livin' On A Prayer	Listen and Appraise: Livin' On A Prayer by Bon Jovi a. Warm-up Games b. Flexible Games (optional) c. Start to learn the song Livin' On A Prayer	Listen and Appraise: We Will Rock You by Queen a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Sing the song and play instrumental parts within the song	Listen and Appraise: Smoke On The Water by Deep Purple a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise (optional extension activities for improvisation)	Listen and Appraise: Rockin' All Over The World by Status Quo a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise (optional extension activities for improvisation) f. Compose, sing the song and perform composition(s) within the song	Listen and Appraise: Johnny B. Goode by Chuck Berry a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Play instrumental parts e. Improvise (optional extension activities for improvisation) f. Play your composition(s) within the song g. Start to prepare for the end-of-unit performance	Listen and Appraise: I Saw Her Standing There by The Beatles a. Warm-up Games b. Flexible Games (optional) c. Sing the song Livin' On A Prayer d. Choose and play any of the options below, then decide which one to practise for the end-of-unit performance: . Play instrumental parts . Play your composition(s) within the song g. Prepare for the end-of-unit performance
NC Links	<ul style="list-style-type: none"> play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music 					

<p>PSHE Healthy Me</p>	<p>I know the health risks of smoking and can tell you how tobacco affects the lungs, liver and heart.</p> <p>I can make an informed decision about whether or not I choose to smoke and know how to resist pressure.</p>	<p>I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart.</p> <p>I can make an informed decision about whether or not I choose to drink alcohol and know how to resist pressure.</p>	<p>I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations.</p> <p>I know how to keep myself calm in emergencies.</p>	<p>I understand how the media, social media and celebrity culture promotes certain body types.</p> <p>I can reflect on my own body image and know how important it is that this is positive and I accept and respect myself for who I am.</p>	<p>I can describe the different attitudes people have to food and how these can be affected by external influences.</p> <p>I respect and value my body.</p>	<p>I know what makes a healthy lifestyle including healthy eating and the choices I need to make to be healthy and happy.</p> <p>I am motivated to keep myself healthy and happy.</p>
<p>PE Team Games: Tag Rugby</p>	<p>To develop throwing, catching and running with the ball.</p>	<p>To develop an understanding of how to defend using tagging rules.</p>	<p>To begin to use the 'forward pass' and 'offside' rule.</p>	<p>To develop movement skills to dodge a defender.</p>	<p>To track an opponent and begin to defend as a team.</p>	<p>To apply the rules and skills you have learnt and play in a tag rugby tournament.</p>
<p>NC Links</p>	<ul style="list-style-type: none"> • use running, jumping, throwing and catching in isolation and in combination • play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending • compare their performances with previous ones and demonstrate improvement to achieve their personal best 					
<p>Computing Connecting Computers: Computer Systems and Contexts</p>	<p>How does a digital device work?</p>	<p>What parts make up a digital device?</p>	<p>How do digital devices help us?</p>	<p>How am I connected?</p>	<p>How are computers connected?</p>	<p>What does our school network look like?</p>
<p>NC Links</p>	<ul style="list-style-type: none"> • understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration • use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact 					