

History – The Achievements of the Earliest Civilisations: a depth study of Ancient Egypt (including Beliefs; Features of civilisation – buildings, objects, writing, art; Structure of society and culture)

This unit is structured around these over-arching enquiries :

1. What did the Ancient Egyptians believe? How do we know? How different were beliefs in Ancient Egypt from today?
2. How did religion affect life in Ancient Egypt
3. How did Civilisation adapt to the needs of Egyptian life?

Children should learn:

- Who were the Egyptian gods? How do we know?
- What importance did animals have in Ancient Egypt? How do we know?
- Why did the Egyptians build temples, tombs and pyramids? What were they like? How do we know?
- What religious festivals were there in Ancient Egypt? How did the Egyptians celebrate them? How do we know?
- How did religion affect life in Ancient Egypt? How do we know? (writing, buildings, education, festivals, farming and medicine)
- What did the Egyptians believe about death and what happens to you when you die?
- How did Egyptians bury their dead and why? How do we know?
- What was the role of the Pharaoh on earth? What can the tomb of Tutankhamun tell us about Egyptian beliefs?

Art

Digital Media

Focus Artist: Yayoi Kusama

- Record and collect visual information using digital cameras and video recorders.
- Present recorded visual images using software.
- Use a graphics package to create images and effects with lines by controlling the brush tool with increased precision.
- Change the type of brush to an appropriate style.
- Create shapes by making selections to cut, duplicate and repeat.
- Experiment with colours and textures by using effects and simple filters to manipulate and create images for a purpose.

Ongoing Drawing Skills

- Experiment with ways in which surface detail can be added to drawings.
- Use journals to collect and record visual information from different sources.
- Draw for a sustained period of time at an appropriate level.

Texture

- Create textures with a wide range of drawing implements.
- Apply a simple use of pattern and texture in a drawing.

Science:

Light

Pupils should be taught to:

- recognise that they need light in order to see things and that dark is the absence of light
 - notice that light is reflected from surfaces
 - recognise that light from the sun can be dangerous and that there are ways to protect their eyes
 - recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

Notes and Guidance (non-statutory):

Pupils should explore what happens when light reflects off a mirror or other reflective surfaces, including playing mirror games to help them answer questions about how light behaves. They should think about why it is important to protect their eyes from bright lights. They should look for, and measure shadows and find out how they are formed and what might cause shadows to change.

Note: *Pupils should be warned that it is not safe to look directly at the Sun, even when wearing dark glasses.*

Pupils to work scientifically by:

looking for patterns in what happens to shadows when the light source moves or the distance between the light source and the object changes.

Spring Term
Blackbird
Class

(Discrete subjects taught in blocks over the term)

DT

Aspect: Structures

Focus: Shell structures

Designing

- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

Making

- Order the main stages of making.
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use finishing techniques suitable for the product they are creating.

Evaluating

- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- Test and evaluate their own products against design criteria and the intended user and purpose.

Technical knowledge and understanding

- Develop and use knowledge of how to construct strong, stiff shell structures.
- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
- Know and use technical vocabulary relevant to the project.

Plants

Pupils should be taught to:

- identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers
- explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant
- investigate the way in which water is transported within plants
- explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Notes and Guidance (non-statutory):

Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction.

Note: *Pupils can be introduced to the idea that plants can make their own food, but at this stage they do not need to understand how this happens.*

Pupils to work scientifically by:

comparing the effect of different factors on plant growth, for example the amount of light, the amount of fertiliser;
discovering how seeds are formed by observing the different stages of plant cycles over a period of time;
looking for patterns in the structure of fruits that relate to how the seeds are dispersed;
observing how water is transported in plants, for example, by putting cut, white carnations into coloured water and observing how water travels up the stem to the flowers.

PSHE, PE, Modern Foreign Languages, RE, Music and Computing are collated separately. Please see individual subject documents on class pages.