

Year group: 5 Term: Autumn

Focus Subject: History

BIG Question: What have the Ancient Egyptians done for us?

Enable
Support
Prepare
Nurture



Key Vocabulary:

Old, Middle New Kingdom. Pharaohs, Ancient Egypt, River Nile, pyramids, gods, goddesses, afterlife, mummification. Tutankhamun, artefacts, worship

Practise at Home:

Reading comprehension
Daily AR reading at home
Mental maths
Weekly spellings

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Ancient Egypt Museum Trip

Relationships and Faith Education:

Created and Loved by God explores the individual. Rooted in the teaching that we are made in the image and likeness of God, it helps children to develop an understanding of the importance of valuing themselves as the basis for personal relationships

As Musicians, we will:

DT: As designers, we will:

N/A

RE: as theologians, we will:

Prior learning: The family of God in Scripture
This Topic: Domestic Church-Family
Know and understand:
• A deepening awareness of 'Who I am' – Explore
• Ourselves as made in the image and likeness of God – Reveal
Acquire the skills of assimilation, celebration and application of the above – Respond
Prior learning: Confirmation: a call to witness
This Topic: Baptism/Confirmation-Belonging
Know and understand:
• Showing care and commitment – Explore
• The call to life and love within the community; marriage – Reveal
Acquire the skills of assimilation, celebration and application of the above – Respond

Science: As scientists, we will:

Define a force
Describe the effect forces can have on an object
Name the forces acting on a range of objects
Describe what Newton discovered about forces
Explain what a Newtonmeter is and what it does
Explain how to measure the size of a range of forces
Define contact forces
Explain what causes a range of contact forces
Describe ways of changing the size of a frictional force
Define non-contact forces
Describe the cause and effect of gravitational forces
Describe how a magnetic force may lead to attraction or repulsion
Describe the forces acting on an object floating in water
Explain why the forces acting on an object may lead to it **floating or sinking**
Describe features of an object that enable it to float
Describe what gears, levers and pulleys are
Explain why gears, levers and pulleys are helpful, and **give some examples**



English: As readers and writers, we will:

The King Who Was Afraid of the Dark (Defeating the Monster)-
[Model Text Adapted from Book](#)
Non-Fiction
Model: Information Text about Fairy Tales
Invention/Innovation: Information Text about Fairy Tales
Poetry
Revolting Rhymes, Roald Dahl
We will be reading 'The Boy in the Back of the Class' by Onjali Q. Rauf. It covers issues of acceptance and difference, through the lens of a refugee starting at a new school.

PE: As athletes, we will:

This term we will be learning the skills required to play hockey.

Maths: As mathematicians, we will:

We will learn about place value up to 1,000,000
We will learn to estimate and use inverse operations to check answers to a calculation.
We will learn to add and subtract numbers with more than four digits.

MFL: As linguists, we will learn:

We will be learning to design a monster using knowledge of Spanish to name parts of the body. Learner will also be able to describe the quantity and colour of the body parts.

Geography N/A

Art: As artists, we will:

In this pathway children explore the process of making monotypes. The pathway starts with an introduction to monotypes, and then children explore the work of an artist who uses monotypes to build sculptures and installations. Pupils develop their mark making skills through a simple warm up exercise, before focussing upon a project which gives them the opportunity to use the monotype process (combined with painting and collage) to make a "zine", inspired by a piece of poetry..

History: As historians we will:

We will learn about the Old, Middle and New Kingdoms of Egypt and the pharaohs who ruled.
We will learn about the different groups of people living in Ancient Egypt and the types of roles they had.
We will learn about how important the River Nile was and how it provided the Ancient Egyptians with everything they needed for daily life.
We will learn about how the Ancient Egyptians used the River Nile for the majority of their travel and to trade with other countries.
We will learn about the Giza pyramids and the pharaohs that built them.
We will learn about the workers from Deir el-Medina that built the pyramids.
We will learn about the gods and goddesses that the Ancient Egyptians worshipped and how they were important to the Ancient Egyptians
we will learn about the afterlife and the process of mummification
we will learn about the discovery of Tutankhamun's tomb and the incredible artefacts uncovered.
We will learn about how archaeologists are still uncovering artefacts from the Ancient Egyptian civilisation and what they tell us about their way of life.

Computing: As programmers, we will:

Learners develop their understanding of computer systems and how information is transferred between systems and devices. Learners consider small-scale systems as well as large-scale systems. They explain the input, output, and process aspects of a variety of different real-world systems. Learners discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what



Dates	W/C 2,9	W/C 9.9	W/C 16.9	W/C 23.9	W/C 30.10	W/C 7.10
Events	INSET day Tues 3 rd Sept					
Genre:	<p>The King Who Was Afraid of the Dark (Defeating the Monster)- Model Text Adapted from Book</p>	<p>The King Who Was Afraid of the Dark (Defeating the Monster)- Model Text Adapted from Book</p>	<p>The King Who Was Afraid of the Dark (Defeating the Monster)- Model Text Adapted from Book</p>	<p>The King Who Was Afraid of the Dark (Defeating the Monster)- Model Text Adapted from Book</p>	<p>Non-Fiction Model: Information Text about Fairy Tales Invention/Innovation: Information Text about Fairy Tales</p>	<p>Poetry Revolting Rhymes, Roald Dahl</p>
English	<p>To make inferences about characters and events</p> <p>To make inferences about characters and events</p> <p>To use illustrations from the book to talk about, imagine and create</p> <p>To create a leaflet to help others deal with fears</p>	<p>To read text and annotate for conjunctions, subordinating conjunctions and fronted adverbials.</p> <p>To read text and annotate for inverted commas</p> <p>I can create a story map and retell the story</p> <p>To box up the story using the 5 elements of a story and I can change parts of the story</p> <p>To create a story map of my imitated story</p>	<p>To imitate a story and write in paragraphs</p> <p>To edit my writing against a marking ladder</p> <p>To plan and write a totally innovated narrative</p> <p>To plan and write a totally innovated narrative</p> <p>To edit my narrative</p>	<p>To imitate a story and write in paragraphs</p> <p>To edit my writing against a marking ladder</p> <p>To plan and write a totally innovated narrative</p> <p>To plan and write a totally innovated narrative</p> <p>To edit my narrative</p>	<p>To identify what a non-chronological report is?</p> <p>To identify key features of a non-chronological report</p> <p>To find interesting facts about traditional tales</p> <p>To use different sentence starts to engage the reader?</p> <p>To use adverbial starters to engage the reader?</p> <p>To plan a non chronological report about traditional tales</p> <p>To write a non chronological report using a marking ladder x2</p> <p>To edit my non chronological report</p>	<p>To read and discuss the key features of a narrative poem.</p> <p>To select features of a poem that give it structure and rhythm.</p> <p>To use poetry in creative writing.</p>
Spelling	Words with endings that sound like /shuhs/ spelt with -cious	Words with endings that sound like /shuhs/ spelt with -tious or -ious	Words ending 'cial'	words ending 'tial'	Words ending 'cial' and 'tial'	

Grammar	Proper Nouns	Adverbs of Possibility	Converting Nouns and	Proper Nouns	Adverbs of Possibility	Expanded Noun Phrases (expanded by the addition of modifying adjectives, nouns and prepositional phrases)PS Focus
Maths	Focus Unit 1 Place value within 1,000,000	FOCUS Unit 1 Place value within 1,000,000	Focus Unit 2 Place value within 1,000,000	Focus Unit 3 Addition and Subtraction	Focus Unit 3 Addition and Subtraction	Focus Unit 3 Addition and Subtraction
Science	I can compare and group together materials based on their simple properties and use test results to explain some uses of everyday materials	I can plan, carry out a comparative test and explain the physical properties of thermal insulators	Everyday insulators. Insulators in our homes and schools.	Soluble and insoluble. Recovering insoluble solids.	Separating soluble solids from solutions, reversible changes of state.	Burning: an irreversible change and rusting: an irreversible change.
LEARNING FOCUS:	Domestic Church-Family LEARNING FOCUS: REVEAL Ourselves as made in the image and likeness of God LEARNING FOCUS 1: You are a holy people.	LEARNING FOCUS 2: The qualities God gives us and wants us to develop. LEARNING FOCUS 3: Our unique God given qualities and gifts and our appreciation of difference.	LEARNING FOCUS 4: Christians are called to be like God and sometimes it takes courage to use these qualities for the service of others LEARNING FOCUS 5: Using our God given gifts, qualities and talents.	LEARNING FOCUS 6: God as a loving parent. RESPOND Remembering, celebrating and responding to a deepening awareness of 'Who I am,' and ourselves as made in the image and likeness of God	Baptism/Confirmation-Belonging REVEAL The call to life and love within the community; marriage LEARNING FOCUS 1: We All Have a Mission	: LEARNING FOCUS 2: The Different Ways of Living Our Mission LEARNING FOCUS 3: The Sacrament of Marriage; The Promises
Art, https://www.accessart.org.uk/making-monotypes/	I have understood what a Monotype is and can see how artists use monotypes in their work. I have been able to share my response to their work	I can study drawings made by other artists and identify particular marks they have used in their drawings. I can use my sketchbook to create a collect of marks for me to use later.	I can listen to a piece of poetry and think about how the piece evokes colours, lines, shapes and words in my head, and I can use these to create imagery which captures the mood of the piece of poetry.	I can use my sketchbook to explore my ideas. I can use my mark making skills to create exciting monotypes, combining the process with painting and collage.	<ul style="list-style-type: none"> I can use my sketchbook to explore my ideas. I can use my mark making skills to create exciting monotypes, combining the process with painting and collage. 	I can share my thinking and outcomes with my classmates. I can listen to their views and respond. I can share my response to the artwork made by my classmates. I can photograph my work, thinking about lighting, focus and composition.
PE	Hockey	Hockey	Hockey	Hockey	Hockey	Hockey

<p>ICT</p>	<p>To explain that computers can be connected together to form systems</p> <ul style="list-style-type: none"> I can explain that systems are built using a number of parts I can describe the input, process, and output of a digital system I can explain that computer systems communicate with other devices 	<p>To recognise the role of computer systems in our lives</p> <p>I can identify tasks that are managed by computer systems</p> <p>I can identify the human elements of a computer system</p> <p>I can explain the benefits of a given computer system</p> <p>To describe how search engines select results</p> <p>I can explain why we need tools to find things online</p> <p>I can recognise the role of web crawlers in creating an index</p> <p>I can relate a search term to the search engine's index</p>	<p>To identify how to use a search engine</p> <p>I can make use of a web search to find specific information</p> <p>I can refine my web search</p> <p>I can compare results from different search engines</p>	<p>To describe how search engines select results</p> <p>I can explain why we need tools to find things online</p> <p>I can recognise the role of web crawlers in creating an index</p> <p>I can relate a search term to the search engine's index</p>		
<p>History</p>	<p>Who ruled Ancient Egypt?</p>	<p>What was Ancient Egyptian society like?</p>	<p>Why was the River Nile important to the Ancient Egyptians?</p>	<p>How did the Ancient Egyptians travel and trade?</p>	<p>Why did the Ancient Egyptians build the pyramids?</p>	<p>Who were the pyramid builders?</p> <p>What did the Ancient Egyptians believe in?</p>
<p>PSHE/ RSE</p>						

