

# Jennett's Park Creative Journey Planner YEAR.....5 TERM...Summer

## *Empowering our children to flourish and achieve under God's love*

Name of Unit: The Ancient Egyptians									
The Context (Why): Is it right to excavate tombs? What have the Egyptians done for us?									
They need to know and understand:  <u>Science:</u> <u>Animals including humans</u> <ul style="list-style-type: none"><li>describe the changes as humans develop to old age</li><li>identify and name a variety of common animals that are carnivores, herbivores and omnivores</li><li>describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets)</li><li>identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul> <u>Living thing and their habitats</u> <ul style="list-style-type: none"><li>describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li><li>describe the life process of reproduction in some plants and animals</li><li>use test results to make predictions to set up further comparative and fair tests</li><li>take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate</li><li>record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs</li><li>report and present 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</li><li>identify scientific evidence that has been used to support or refute ideas or arguments.</li></ul> <u>Art</u> <ul style="list-style-type: none"><li>improve their mastery of art and design techniques; printing</li><li>create sketchbooks to record their observations and use them review and revisit ideas</li><li>Learn about great artists, architects and designers in history. Eg. David Hockney</li></ul> <u>ICT:</u> <ul style="list-style-type: none"><li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li><li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</li><li>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</li><li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li></ul> <u>Design Technology:</u> <u>Design</u> <ul style="list-style-type: none"><li>design purposeful, functional, appealing products for themselves and other users based on design criteria</li><li>generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</li></ul>	<table><tr><td>Educating for Wisdom, Knowledge and Skills</td><td>To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.</td></tr><tr><td>Educating for Hope and Aspiration</td><td>To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds</td></tr><tr><td>Educating for Community and Living Well Together</td><td>To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.</td></tr><tr><td>Educating for Dignity and Respect</td><td>That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.</td></tr></table>	Educating for Wisdom, Knowledge and Skills	To help grow resourceful, resilient and reflective children who are equipped with the skills, knowledge and tenacity empower themselves, their learning throughout their lives.	Educating for Hope and Aspiration	To inspire and enrich lives beyond current opportunities and experiences in order to open minds to the potential their future holds	Educating for Community and Living Well Together	To be a multi-cultural, inclusive community of individuals loved by God who feel valued and involved where we create qualities of character to enable people to flourish.	Educating for Dignity and Respect	That children might know how much that they are loved and valued by so that they might show dignity and respect for themselves and others by carefully and safely thinking through their actions.
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<p><b><u>Make</u></b></p> <ul style="list-style-type: none"> <li>• select from and use a range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing]</li> <li>• select from and use a wide range of materials and components, including construction materials, textiles and ingredients, according to their characteristics</li> </ul> <p><b><u>Evaluate</u></b></p> <ul style="list-style-type: none"> <li>• investigate and analyse a range of existing products</li> <li>• evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</li> <li>• understand how key events and individuals in design and technology have helped shape the world</li> </ul> <p><b><u>Technical knowledge</u></b></p> <ul style="list-style-type: none"> <li>• apply their understanding of how to strengthen, stiffen and reinforce more complex structures</li> <li>• understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</li> </ul>	
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**Immersion Activity- What do they need to know? How are you going to start with a bang?**

DT project and historical programme being made by the children.

**The Challenge or Big Questions**

**What have the Egyptians done for us?**

**How has Jennett's Park changed over time and why?**

**What kind of Shaduf would be the most efficient?**

**Real life context and links to Wider World (International/ Charity/ World of Work)**

Contributions to modern society via inventions.

Studying of local area

DT and creating a product to suit the local culture

**Activities (Possible Route of learning)**

1. Discussions- oracy – lines of opinions
2. Filming documentary- what have the Egyptians done for us.
3. Geography investigation
4. DT making a Shaduf
5. Print of favourite biome

**Trips/ Visits / Experiences**

Experiences: The Big picnic, practical excursion for geography investigation

### Challenge 10 activities

- Lecture
- Pictures to represent
- Thinking Bagel
- Writing on the Wall

### Oracy Links

Discussion skills during team work for DT and whilst problem solving

Questions- discussion

Social and emotional and linguistic- working with others- documentary and DT

### Science:

Gestation, puberty, life cycle, mass, development, human, amphibian, reptile, mammal

### Geography:

Adapted, population, rural, urban, human and physical geography

### Literacy, Maths and Computing Links

ICT- documentary- video editor.

Literacy links – to geography and DT – writing a script and writing out instructions

Maths links to DT- measuring and scale.

### How we will cover Owl Learning Behaviours and Rainbow Values in this journey

C - Collaboration

O - Optimism

P - Perseverance

P - Pride

I - Independence

C - Challenge

MD - Managing Distractions

♥ Love ♦ Honesty 🏛️ Respect 🕊️ Peace

🙏 Forgiveness ⌚ Patience 🤝 Support

😊 Kindness & Joy

### Home Learning Projects

### Researching the Egyptians and inventions

### Final Quality Products

Filmed historical programme- what have the Egyptians done for us?

Making an ancient Egyptian Shaduf

Documentary on the evolution of Jennett's Park estate

### How to Share and Celebrate Success

Make an ancient Egyptian Shaduf- show and present and test to each other

Present and show documentaries and historical programmes

Read each other's books within writing