


Year Group - 5	Term – Summer 1	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.
Name of Unit Overview – <h2 style="text-align: center;">The Ancient Egyptians</h2>		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.
Context, Big Questions and Wider World impact <ul style="list-style-type: none"> - Should it be illegal to excavate tombs? - How can we make a Shaduf more functional? - Why are canopic jars important in ancient civilisation? - Why are artefacts important to historians and what can we learn from them? - Why should we be sustainable and how can we do that? 			
Subject specific learning areas			
Science			Suggested journey of the unit
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?		
Prior learning: Year 3: ✓ Forces and magnets ✓ Working scientifically Year 4 ✓ States of matter ✓ Electricity Revisited within this year: ✓ effects of air resistance, water resistance and friction, that act between moving surfaces ✓ planning different types of scientific enquiries to answer questions ✓ Revisiting variables	Can we...? <ul style="list-style-type: none"> - plan different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary - take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate - record data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs - use test results to make predictions to set up further comparative and fair tests Do we know...? <ul style="list-style-type: none"> - the effects of water resistance and friction, that act between moving surfaces - that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect - What mechanical systems such as cams or pulleys or gears create movement 		Week 1 (3-day week) ✓ Persuasive speech, looking at sustainability, the forms of this and how this is affected by our actions and what we can do to support this. ✓ Artwork- Green Day Week 2 ✓ Putting ancient Egypt into chronological order amongst other ancient civilisations

<ul style="list-style-type: none"> ✓ taking measurements, using a range of scientific equipment ✓ recording data and results in a variety of ways ✓ reporting and presenting findings from enquiries 		<ul style="list-style-type: none"> ✓ Locating Egypt on a map and recognising what continent ✓ Labelling Egypt and key areas on a map ✓ Loops and conditionals ✓ Research levers and pulleys and gears and Archimedes (inventor of the block and tackle pulley)
Humanities – History & Geography		
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?	
<p>Prior learning: Year 3 and 4:</p> <ul style="list-style-type: none"> ✓ Significance of the Equator ✓ Geographical similarities ✓ Continents, main countries, capital cities of Europe, rivers, deserts and mountains. ✓ Climates zones, biomes and vegetation ✓ belts. ✓ Understand how humans affect the Earth over time-plastic pollution ✓ Use maps/globe/atlas to locate continents and countries <p>Revisit within this year <u>Geography:</u></p> <ul style="list-style-type: none"> ✓ Use maps/globe/atlas to locate continents and countries ✓ Symbols and keys ✓ Climates zones, biomes ✓ Name, locate and identify: continents and main countries <p><u>History:</u></p> <ul style="list-style-type: none"> ✓ To review primary and secondary sources, and bias ✓ To ask and answer complex questions 	<p>Geography Can we...?</p> <ul style="list-style-type: none"> ✓ Describe different climates zones, biomes and vegetation belts and discuss their individual features <p>Do we know...?</p> <ul style="list-style-type: none"> ✓ How humans affect the Earth over time. Why and how do people seek to sustain their environment? <p>History Can we...?</p> <ul style="list-style-type: none"> ✓ Explore a variety of ancient Egyptian artefacts and explain what they can tell us about everyday life in ancient Egypt- discuss how some Tombs have hieroglyphs scratched off- so they cannot be remembered. ✓ Explain whether it should be legal or illegal to excavate tombs and the scientific and emotional / historical developments that arise from this. <p>Do we know...?</p> <ul style="list-style-type: none"> ✓ How Egyptian relics were discovered and the significance of Howard Carter and Joanne Fletcher on our knowledge and understanding of the Egyptian civilisation ✓ Key events during the ancient Egyptian period- such as King Tut's reign, Cleopatra and when these happened ✓ Know and correctly use the terms used to describe ancient Egyptian life: Sarcophagus, mummification, tombs, pyramids, shaduf, relics, hieroglyphs, high priest/ess, canopic jars 	<p>Week 3</p> <ul style="list-style-type: none"> ✓ Artefacts found in ancient Egyptian tombs and how these help historians to find out about ancient Egyptian life and beliefs – looking at an example of the discovery of Tutankhamun; children are then given a set of artefacts and explain what these tell us as a historian about ancient Egyptian life. ✓ Create a lever ✓ Biomes and climates and the difference between these ✓ Loops and conditionals <p>Week 4</p> <ul style="list-style-type: none"> ✓ Create two different pulley systems (fixed pulley and block and tackle pulley system) an investigation to see which pulls more weight

Art and Design & Design Technology		<ul style="list-style-type: none"> ✓ Egyptian biomes and how these vary according to what area we are looking at ✓ Research Tutankhamun, Akhenaten, Cleopatra, Ramesses II, Hatshepsut. Each group creates a fact file ✓ Loops and conditionals
Prior learning and where the objectives are revisited later in the year.	Key year group learning	
<p>Prior learning:</p> <p>Revisit within this year</p> <ul style="list-style-type: none"> ✓ Blending paints to create an atmosphere ✓ To explore how the use of complementary and analogous colours to create different effects and moods ✓ To use a range of artistic painting tools to create different paint effects ✓ Sketching our designs, and using methods to create texture and shading ✓ Critiquing an artist <p>Revisit within this year</p> <ul style="list-style-type: none"> ✓ Working to a design specification for a set audience ✓ Selecting materials appropriate to use ✓ Cross-section drawings and diagrams ✓ Using research to inform ideas ✓ Use techniques that involve a number of steps ✓ Critically evaluating design quality and evaluation 	<p><u>Pottery: Canopic Jars:</u></p> <p>Can we....?</p> <ul style="list-style-type: none"> ✓ Develop control over the size and position of their sculptures, such as the creature's features, and the lid of the jar, and ensure that it is proportionate ✓ Manipulate clay use a range of tools creatively to make a canopic jar <p>Do we know?</p> <ul style="list-style-type: none"> ✓ The importance of canopic jars in Egyptian culture and their importance in us helping to discover more about them ✓ Why canopic jars were used and what they represented in Egyptian culture ✓ That canopic jars were stored in tombs, in Great Pyramids, which the Egyptians designed, and that these have withstood the test of time <p><u>DT Create a Shaduf</u></p> <p>Can we....?</p> <ul style="list-style-type: none"> ✓ Describe the purpose of our products ✓ Identify the needs, wants, preferences and values of individuals and groups ✓ Develop a simple design specification to guide our thinking ✓ Explain how particular parts of our products work ✓ Make design decisions, taking account of constraints such as time, resources and cost ✓ Select materials and components suitable for the task ✓ Accurately measure, mark out, cut and shape and assemble materials and components ✓ Accurately apply a range of finishing techniques, including those from art and design ✓ Demonstrate resourcefulness when tackling practical problems <p>Do we know?</p> <ul style="list-style-type: none"> ✓ How to use mechanical systems such as cams or pulleys or gears create movement 	<p>Week 5</p> <ul style="list-style-type: none"> ✓ Egyptian biomes and how these vary according to what area we are looking at (using ipads, google maps and atlases if required) – each group researches a different area of Egypt and presents their findings regarding biomes, climates and vegetation belts. ✓ Research Tutankhamun, Akhenaten, Cleopatra, Ramesses II, Hatshepsut. Each group creates a fact file ✓ Create a miniature shaduf from a method ✓ Loops and conditionals <p>Week 6- DT led</p> <ul style="list-style-type: none"> ✓ Canopic Jar workshop ✓ Create a shaduf which features a pivot, and can lift certain amount of water
Computing and Technological Understanding		

Prior learning: Year 4: ✓ Creating algorithms		Key year group learning		<div>✓ Cross sections of shaduf</div> <div>✓ Price resources of shaduf</div> <div>✓ Test shaduf</div>
Revisit within this year <div>- Analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems</div> <div>- Evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems</div> <div>- Responsible, competent, confident and creative users of information and communication technology</div>		Can we...? <div>✓ Create sprites</div> <div>✓ Create loops and nested loops in Maze</div> <div>✓ Adjust the conditionals</div> Do we know...? <div>✓ How to apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation</div> <div>✓ How to be a responsible, competent, confident and creative users of information and communication technology</div>		
Vocabulary Oracy activities	<div>✓ To know and correctly use the terms used to describe ancient Egyptian life: Sarcophagus, mummification, tombs, pyramids, shaduf, relics, hieroglyphs, high priest/ess, canopic jars</div> <div>✓ Tutankhamun, Akhenaten, Cleopatra, Ramesses II, Hatshepsut</div> <div>✓ Nile</div> <div>✓ biome, climate zone, vegetation belt</div> <div>✓ Use bagel thinking – challenge 10 toolkit</div>	Immersion Activity- What do they need to know? How are you going to motivate and inspire learning within the topic?	<div>✓ Egyptian day, we make papyrus paper, bake using an ancient Egyptian recipe found in a tomb. We are tomb raiders with 3D walk throughs of tombs which have been discovered.</div> <div>✓ Green day: Creative plastic artwork</div>	
		Trips/ Visits / Experiences	<div>✓ Canopic jars workshop</div> <div>✓ Egyptian day</div> <div>✓ Reading museum shaduf</div> <div>✓ Potential visit from an Egyptologist</div> <div>✓ Zoom call or email exchange with Jo Fletcher</div>	
Discrete subject learning focus areas				

Music		RE	<div><div><div><div><div>Year: 5</div><div>Term: Summer 1</div></div><div><div>Theme: Prayer and worship</div><div>Religion: Sikhism</div></div><div><div>Key question for this enquiry: What is the best way for a Sikh to show commitment to God?</div><div>Learning Objectives: We are learning to understand how Sikhs show their commitment to God and to evaluate if there is a best way.</div></div><div><div>Areas of enquiry selected</div><div>Areas of focus</div></div><div><div>AT1 Strand A B C</div><div>AT2 Strand D E F</div><div>Behaving/Belonging</div></div><div>Teaching and Learning Activities</div><div><div><div>Step 1 Engagement (1 lesson) AT2 (p)</div><div>Children to be given a topic to debate - is it ever OK not to wear a crash helmet when riding a bike or motorbike? Split class into two halves - one side who think it is never OK not to wear a crash helmet and the other side who think there could be situations when this is OK. What if it meant you could not show commitment to your religion if you wear a crash helmet? Now is it OK? Explain that when the law was introduced that you had to wear a crash helmet when riding a motorcycle, Sikhs argued that this was a law which they could not obey. Some Sikhs felt that it was so important they chose to go to prison rather than give up their turbans. The law was changed to give Sikhs the right to wear turbans instead of crash helmets. Do children think the law should have been changed? Why? Children given statements to categorise into true/false according to whether they are examples of showing commitment or not. Children given situations to sort from best to worst ways of showing commitment.</div></div><div><div>Step 4 Expression (1 lesson) AT2 (p)</div><div>Is it always easy to show commitment? If someone stops showing commitment, is it too late to try again to be committed? Brainstorm reasons people might find a commitment difficult e.g. feel like they are missing out on fun, feel tied down to certain routines, pressure to fit in, etc. Children to create speech bubbles with advice on how to stay committed to something or someone even when it proves difficult. May be able to use cameras to make a video of each person's advice on staying committed.</div></div><div><div>Step 3 Evaluation (1 lesson) AT2 (imp)</div><div>Which ways have we learnt that Sikhs show commitment to God? Collect ideas on post-it notes to create large poster. Ask children key question: What is the best way for a Sikh to show commitment to God? Children to pretend they are an Agony Aunt/Uncle at a Sikh children's magazine. They respond to the following problem: Dear... I am 10 years old and am a Sikh living in Bournemouth. There are not many other Sikhs at my school and I am finding it more and more difficult to fit in as I feel quite different. I believe it is important for me to show my commitment to God and want to go to the Gurdwara with my family at the weekends, but this means missing football practice. I am afraid I won't get into the team. What shall I do? What is the best way to show my commitment to God and not miss football? Thank you. Arjan</div></div><div><div>BRIDGE: PERSONAL CHOICE</div><div><div><div>Step 2 Investigation (3 lessons) AT1</div><div>Explain to children that Sikhs are committed to God and show their commitment in different ways. Show children the 5Ks (kangha - comb, kirpan - sword, kara - bracelet, kachera - shorts, kesh - uncut hair). What do children think they are? What do children think they are used for? Symbolise? Watch online clip 4805 The 5Ks of Sikhism. What do each of the 5Ks symbolise? Does wearing the 5Ks show commitment to God? May be time to consider the Amrit ceremony (initiation into the Khalsa) See Year 3, Autumn 1 unit for resources. Watch online clip 4825 'The Sikh Holy Book, the Guru Granth Sahib' BBC Learning clips. Through questioning, establish that there were 10 living Gurus, and that there is now a holy book called the Guru Granth Sahib. This is because there will be no more living Gurus and Sikhs believe that God is talking through the Guru Granth Sahib. The Guru Granth Sahib is treated with respect. Children to research ways in which the holy book is treated with respect e.g. it is put to bed in its own bedroom, it is fanned, held above people's heads, etc. Does treating the holy book in this way show commitment to God? Why? Sikhs also pray and worship in the Gurdwara (possible to visit a Gurdwara at this point). In groups, give children statements relating to equality to sort into true/false. Feedback from each group and establish that nowadays most cultures and religions believe in equality. In the past there was not equality and in certain cultures today there is no equality. What do children think about this? Watch clip 3776 'Equality for Sikhs' on BBC Learning clips. It is an important part of Sikh teaching that everyone is equal. God's love is for everyone, so no one is better than anyone else. Men and women and people from different backgrounds should always be treated in the same way. Do children think that by treating people equally this shows commitment to God? Why? Is it a good idea to treat people equally even if you are not a Sikh? Why? Why not? Introduce 'Sewa' to children. Explain that this means helping others. This can mean giving money or giving time. It can be caring for people who are ill, cleaning the Gurdwara or helping to serve the Langar (recap on Langar from Autumn 1). Watch clip 3779 'Sewa in action' on BBC Learning clips. Which people were Sikhs helping? Why were they helping them? Is helping people a good way of Sikhs showing commitment to God? Sikhs feel closer to God through helping others. Watch clip 3781 'A Sikh journey to commitment' on BBC Learning clips. Is it always easy to show commitment? How can it be difficult? Pressure to fit in.</div></div></div></div></div></div></div></div>
PE	<div><div>Real PE: Physical Health and Fitness</div><div><div><div>5</div><div><div><div><div>Health and Fitness</div></div><div><div>Exceeding</div><div><ul style="list-style-type: none">I can self select and perform appropriate warm-up and cool down activities.I can identify possible dangers when planning an activity.</div><div><div>Expected</div><div><ul style="list-style-type: none">I can record and monitor how hard I am working.I can explain how often and how long I should exercise to be healthy.I can describe the basic fitness components.</div><div><div>Emerging</div><div><ul style="list-style-type: none">I can explain why we need to warm-up and cool down.I can describe how and why my body changes during and after exercise.</div></div></div><div><div>25-30</div><div><div>Static Balance Stance</div><div>Coordination Footwork</div></div></div></div></div></div></div></div></div>	PSHE	<div><div>To explain what makes up a healthy meal</div><div>To explain the importance of nutrients and fibre</div><div>To explain the importance of hydration</div><div>To explain the importance of portion control</div><div>To interpret and understand the information on food labels</div><div>To know that legal and illegal drugs exist</div></div>

	<div> <div>4</div> <div>  <p>Physical</p> <p>Exceeding</p> <ul style="list-style-type: none"> • I can perform a range of skills fluently and accurately. • I can use combinations of skills confidently in specific contexts. <p>Expected</p> <ul style="list-style-type: none"> • I can link actions together so that they flow. • I can perform a variety of movements and skills with good body tension. <p>Emerging</p> <ul style="list-style-type: none"> • I can select and apply a range of skills with good control and consistency. • I can perform and repeat sequences with clear shapes and controlled movement. </div> <div> <p>19-24</p> </div> <div> <p>Dynamic Balance to Agility Jumping and Landing</p> <p>Static Balance One Leg</p> </div> </div>		
Final quality products	<ul style="list-style-type: none"> - Construction of a shaduf - Discussion piece which is sent to an Egyptologist about whether it should be illegal to excavate tombs - Action-adventure story - Persuasive piece about sustaining our environment (recorded on seesaw) - Canopic jars - Earth Day eco artwork regarding sustainability 	Home learning opportunities	<ul style="list-style-type: none"> - Suggested activities to support Egyptian topic sent home via Seesaw
Enriching our curriculum and personal development opportunities			
Prior opportunities	Experience	Learning to come from those activities	
		<ul style="list-style-type: none"> – Educating for wisdom, knowledge and skills (disciplinary and substantive knowledge) – Eco sustainability writing and artwork; Educating for hope and aspiration – PSHE; Educating for community and living well together – PSHE; Educating for dignity and respect 	