

Year Group - 5	Term – Summer 2		
Name of Unit Overview –  <div>The Ancient Egyptians</div>		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.
Context, Big Questions and Wider World impact <ul style="list-style-type: none"><li>- Where would we be without the ancient Egyptians?</li><li>- What do you consider the most important ancient Egyptian invention?<ul style="list-style-type: none"><li>- How do humans change over time?</li><li>- What are the geographical features of Jennetts Park?</li></ul></li><li>- What is the best way for a Christian to show commitment to God?<ul style="list-style-type: none"><li>- How do I make a micro:bit a digital assistant?</li></ul></li></ul>			
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.....?		
Year 3:  Year 4:	Can we...? <ul style="list-style-type: none"><li>- Create a pulley</li><li>- Create a basic shaduf</li><li>- Create a shaduf to fit a design brief, which includes a pulley, lever and pivot?</li></ul> Do we know...? <ul style="list-style-type: none"><li>- What the purpose of a pulley system is?</li><li>- How Egyptians used pulleys and shadufs?</li></ul>		
Humanities – History & Geography			Geography
Prior learning and where the objectives are revisited later in the year.	Key year group learning Can we.....? Do we know.....?		

<p><b>Prior learning:</b> <b>Year 3 and 4:</b></p> <p><b>History</b> -To ask and answer questions about how technology changed the world and whether it was for the better or worse -To build understanding of a Jennett's Park comparison from now and then</p> <p><b>Geography</b> -Geographical similarities and differences between local area, a region in an EU country. -Use maps/globe/atlas to locate continents and countries. --Use 8 point compass and basic key and symbols of maps. -Fieldwork of local area surrounding school Including sketches, maps, plans and graphs.</p>	<p><b>Geography</b> <b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- Describe and understand coasts, erosion and deposition.</li> <li>- Use and learn maps/globe/atlas to locate continents and countries.</li> <li>- Use and learn 8-point compass, 4 figure grid references, symbols and keys.</li> <li>- Use and learn fieldwork of local area surrounding school including sketches, maps, plans, graphs and digital technology.</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- How the Nile Delta is formed in Egypt</li> <li>- The difference between erosion, deposition and weathering</li> <li>- What a meander is</li> </ul> <p><b>History</b> <b>Can we...?</b></p> <ul style="list-style-type: none"> <li>- Ask and answer complex questions regarding the accomplishments of key Egyptian inventions and the impact on our life today.</li> <li>- Describe the difference between ancient and modern, locating ancient Egypt in time and place</li> </ul> <p><b>Do we know...?</b></p> <ul style="list-style-type: none"> <li>- What the ancient Egyptians invented and how this has impacted lives today.</li> <li>- What has been learned through tomb excavation</li> </ul>	<p><b>Lesson 1 and 2 –</b></p> <ul style="list-style-type: none"> <li>- Erosion and deposition, looking at features of rivers and deltas, meanders etc.</li> </ul> <p><b>Lesson 3 and 4</b></p> <ul style="list-style-type: none"> <li>- Jenett's park fieldwork, creating a leaflet about why you should move to JP.</li> </ul> <p><b>History</b></p> <ul style="list-style-type: none"> <li>- Finish researching pharaohs, which started last term.</li> <li>- Difference between ancient and modern</li> </ul>
<p align="center"><b>Art and Design &amp; Design Technology</b></p>		
<p><b>Prior learning and where the objectives are revisited later in the year.</b></p>	<p><b>Key year group learning</b></p>	<p>Optional 1st 2 lessons in science books (biomes) 2 critiquing Angie Lewin's art 2 innovate – create a picture based on her designs 3 invent – create your own picture 1 evaluate</p> <p>1. Finding data around the school</p>
<p><b>Prior learning:</b></p> <p><b>Year 3 + Year 4</b> -To identify colours and patterns in the paintings and recreate in own work – colour mixing -To review and refine own sketches to develop greater control over techniques -To edit and improve sketches -To review and refine own sketches to develop greater control over techniques</p>	<p align="center"><b><u>Art – Printing (Angie Lewin)</u></b></p> <p>Paint: Printing Designer: Angie Lewin Potentially linocut</p> <ul style="list-style-type: none"> <li>· To know who the artist is and that they celebrate the UK's flora and fauna</li> <li>· To know about several different styles of printing and where these prints were most popular: e.g., wood block printing: Japan</li> <li>· To design our prints and sketch our ideas</li> <li>· To review and evaluate the use of space and shape, and the level of detail needed in printing designs</li> <li>· To use printing to create own imaginative design inspired by Lewin</li> <li>· To use printing to create designs with distinct shape</li> </ul>	

Computing and Technological Understanding				2. Writing programs which are sensors 3. Following design criteria to create a microbit sensor 4. Write programs which use data 5. Write a program to make a micro:bit a digital assistant
<b>Prior learning:</b> <b>Year 4:</b> ✓ Creating algorithms	<b>Key year group learning</b>			
<b>Revisit within this year</b> - Writing and evaluating an algorithm - Creating a microbit which is a temperature recorder	<b>Can we...?</b> - Write and evaluate algorithms and programs using selection and repetition to use micro:bit as a temperature recorder, an automatic warning system and a digital assistant.  <b>Do we know...?</b> - How to write and evaluate an algorithm to use a micro:bit as a digital assistant - How to write and evaluate an algorithm to use a micro:bit as a temperature recorder - How to write and evaluate an algorithm to use a micro:bit as an automatic warning system			
International Education (IE)				<b><u>International Tasks:</u></b> <i>Starters/ Plenaries/ 15-30-minute activities</i>
<b>Prior learning:</b> ✓ Aspects of similarities and differences ✓ British values ✓ Learning about toys y2 and developing this further to explore toys from different places and times.  <b>Revisit within this year</b> ✓ Discussion of maps and atlases to find different countries  Exploration of writing systems (Roman numerals)	<b><u>International Targets (choose all that apply):</u></b> <ul style="list-style-type: none"><li>• Locate and identify countries on a map and providing the international context for this topic</li><li>• Understanding different cultures, values and customs</li><li>• Similarities and differences between UK and other countries</li><li>• Building tolerance and respect for other cultures<ul style="list-style-type: none"><li>– Understanding details, similarities and differences of the lives of others, past and present</li><li>– Trade, tourism and travel (to and from UK)</li><li>– Identify activities and habits which are different from but equal to their own</li><li>– Significance of relevant celebrations / rituals</li><li>– Recognising individuality and independence of separate cultures</li></ul></li></ul>			<ul style="list-style-type: none"><li>• Making and tasting Egyptian bread to compare with UK bread, past and present</li><li>• Writing their name in hieroglyphics and morphology to explore their writing system and contrast to ours</li></ul> <b>Prior learning:</b> ✓ Aspects of similarities and differences ✓ British values ✓ Learning about toys y2 and developing this further to explore toys from different places and times.  <b>Revisit within this year</b> ✓ Discussion of maps and atlases to find different countries  Exploration of writing systems (Roman numerals)
<b>Vocabulary</b> <b>Oracy activities</b>	Vocab: Delta, erosion, deposition, weathering, CAD and CAM, ancient, modern, algorithm,	<b>Immersion</b> <b>Activity- What do</b>	✓ Visit to Jennetts Park to research geographical elements and record results independently.	

	woodcutting, lino cutting, engraving, etching, lithography, screen printing, mammal, amphibian, insect, hatchling, nestling, fledgling, chick, adolescence, middle adulthood, late adulthood	they need to know? How are you going to motivate and inspire learning within the topic?	✓ Egyptian day 16 <sup>th</sup> June		
	Challenge 10: Visual thinking Quality criteria Bagel thinking	Trips/ Visits / Experiences	<ul style="list-style-type: none"><li>- Egyptian day</li><li>- Grand day out Wisley gardens</li></ul>		
Discrete subject learning focus areas					
Music	Year 5/6 production – What a Knight!	RE	Year 5 Summer 1	What is the best way for a Christian to show commitment to God?	Comments
			Level 1	AT1 I can use the right names for things that are special to Christians. AT2 I can talk about how I feel towards an issue that is important to me, (assessed in Lesson 1).	
			Level 2	AT1 I can talk about one of the ways Christians show commitment to God. AT2 I can decide which way I think is the best way for a Christian to show commitment to God.	
			Level 3	AT1 I can describe some of the ways that Christians choose to show commitment to God and am starting to understand that they may do this in different ways. AT2 I can start to understand there are different degrees of commitment and that's up to individual Christians.	
			Level 4	AT1 I can describe how different practices enable Christians to show their commitment to God and understand that some of these will be more significant to some Christians than others. AT2 I can explain why I think some ways of showing commitment to God would be better than others for Christians.	
			Level 5	AT1 I can explain why it is important to Christians to show their commitment to God and can describe different ways they choose to do this. AT2 I can explain that individuals choose to show different degrees of commitment to their religion and can relate this to commitments I make in my life.	
			PE	Cricket  Year 5/6 production dance practice	PSHE
Final quality products	<ul style="list-style-type: none"><li>- Non-chronological report about Egyptian inventions</li></ul>	Home learning opportunities	<ul style="list-style-type: none"><li>- Suggested activities to support Egyptian topic sent home via Seesaw</li></ul>		

	<ul style="list-style-type: none"><li>- Printed artwork</li><li>- Poetry performance</li></ul>		<ul style="list-style-type: none"><li>- Y 5/6 dances sent home on seesaw</li><li>- Roger challenge practice</li><li>- Passion projects</li></ul>
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