Events	RE & Values	Topic: AWFUL EGYPTIANS

Events
- Wow day

RE & Values
RE:
Community
Hinduism

Values:
Jan: *Year A:*
Year B:
Feb: *Year A:*
Year B:
March: *Year A:*
Year B:
April: *Year A:*
Year B:

Topic: AWFUL EGYPTIANS

History:
Chronological understanding:
- Uses words and phrases: century, decade, BC/AD, after, before, during.
- Divides recent history into present, using 21st century, and the past, using 19th and 20th centuries.
- Names and places dates of significant events from the past on a timeline.

Knowledge and understanding of past events, people and changes in the past:
- Shows knowledge and understanding by describing features of past societies and periods.
- Identifies some ideas, beliefs, attitudes and experiences of men, women and children from the past.
- Give reasons why changes in houses, culture, leisure, clothes, buildings and their uses, things of importance to people, ways of life, beliefs and attitudes may have occurred during a time period.

Geography:
Geographical skills and fieldwork:
- Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied.
- Learn the 8 points of a compass, and 4-figured grid references (PE/maths links).

Design and Technology (WOW Day create your own Canopic jar):
Planning and investigation:
- Investigate similar products to the one to be made to give starting points for a design
- Draw/sketch products to help analyse and understand how products are made
- Think ahead about the order of their work and decide upon tools and materials
- Plan a sequence of actions to make a product
- Record the plan by drawing (labelled sketches) or writing

Evaluation:
- Identify the strengths and weaknesses of their design ideas
- Decide which design idea to develop
- Consider and explain how the finished product could be improved
- Discuss how well the finished product meets the design criteria and how well it meets the needs the needs of the user.

Computing: Programming and Games
- To understand a simulation is a digital system with specific rules, providing an environment often mimicking real world situations.
- To understand abstraction leaves out unnecessary detail and is helpful when designing a process.
- To understand simulations are programmed to allow choices by the user to change the outcomes.
- To understand we can use algorithms to design the steps of a process before writing computer programs.
- To understand a program is a sequence written in a programming language and designed to perform a specific task.
- To know problems can be solved efficiently using decomposition and that this is central to good programming practice.
- To understand program commands can be saved as a procedure and procedures can be called by programs and procedures.
- To develop independent programming capability.
- To understand selection is a programming process which uses a yes/no question to provide alternative routes through a program.
- To understand natural systems may follow processes involving selection.
- To be aware that online simulations may include chat facilities.
- *To review and evaluate their work, discussing the choices they have made and checking for accuracy.*
- *To use appropriate file-name conventions and understandable folder structure to save, organise and retrieve their work.*
- *To understand the school's eSafety rules and to know what to do in the event of an incident at home or school.*

MFL
- Understand a range of familiar spoken phrases, eg basic phrases concerning myself/family/school.
- Answer simple questions and give basic information, eg about the weather/brothers and sisters/pets
- Know how to pronounce single-letter sounds.
- Show an awareness of sound patterns.

PE

Games
- Vary skills, actions and ideas and link these in ways that suit the games activity.
- Shows confidence in using ball skills in various ways, and can link these together, e.g. dribbling, bouncing, kicking
- Uses skills with co-ordination, control and fluency.
- Takes part in competitive games with a strong understanding of tactics and composition.
- Can create their own games using knowledge and skills.
- Works well in a group to develop various games.
- Compares and comments on skills to support creation of new games.
- Can make suggestions as to what resources can be used to differentiate a game.
- Apply basic skills for attacking and defending.
- Uses running, jumping, throwing and catching in isolation and combination

Music

Wider opportunities: cello / tenor horn (other aspects to be completed through class teaching)
- Sustain a rhythmic ostinato/ drone/ melodic ostinato (riff) (to accompany singing) on an instrument (tempo/ duration/ texture).
- Perform with control and awareness of what others are singing/ playing.
- Improvise within a group using more than 2 notes.
- Compose and perform melodies using three or four notes.
- Make creative use of the way sounds can be changed, organised and controlled (including ICT).
- Create accompaniments for tunes using drones or melodic ostinati (riffs).
- Create (dotted) rhythmic patterns with awareness of timbre and duration.
- Listen to several layers of sound (texture) and talk about the effect on mood and feelings.
- Use more musical dimensions vocabulary to describe music–duration, timbre, pitch, dynamics, tempo, texture, structure, rhythm, metre, riff, ostinato, melody, harmony.
- Know how pulse stays the same but rhythm changes in a piece of music.
- Combine sounds expressively (all dimensions).
- Know that sense of occasion affects performance.
- Describe different purposes of music in history/ other cultures.

- Be clearly understood.
- Understand some familiar written phrases, eg simple weather phrases, basic descriptions of objects.
- Write one or two short sentences with support, eg shopping list, holiday greetings, email/postcard.
- Begin to spell some commonly-used words correctly.
- Identify similarities and differences in my culture to that of another.
- Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own.