**PE**

***Gymnastics***

***Dance – Egyptian pharaonic dance.***

**Fighting for Change**

**Year 4 Ancient Egypt**

**Visit:**

**Exit: Showcasing Change**

**Key texts: *The Egyptian Cinderella***

***Time Travelling Cat and the Egyptian Goddess.***

***There’s a pharaoh in our bath.***

**Science**

***Eating and digestion: carnivores, herbivores, omnivores; types of teeth and their function; digestive system; Ancient Egyptian diet.***

**History**

***Ancient Egyptians – Who were they?***

***Drawing timelines.***

***Ancient Egyptioan hieroglyphics.***

***What did the Ancient Egyptions believe?***

***Ancient Egyptian afterlife and the processes.***

***How did they influence our lives today?***

**Geography**

***Where is Egypt?***

***Importance of the River Nile to Ancient and modern Egyptians.***

**Art/DT**

***Egyptian death masks – papier mache.***

***Sketching skills – cartouche***

**Computing**

***We are co-authors; producing a wiki***

**RE**

**Judaism**

***Story of Jacob and the Israelites. How special is the relationship Jews have with God?***

**MFL**

***Greetings – introduce themselves; ask and respond to how someone is feeling; days of week; months of year.***

**Music**

***Charanga – Stop! Rap based on anti-bullying.***

***Charanga songs on Ancient Egypt.***

**PSHE**

***Growing and changing: aspirations and goals; recognising and managing feelings.***

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Medium Term Plan**  Year group: 4  Teachers: Mrs Welsh, Miss Jones | | | | | |
| **History Unit of Study:** Ancient Egypt | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | Develop chronological awareness | LO: to create an accurate timeline.  Egyptians  Timeline  BC  AD | TTYP: what do you know about ancient Egypt? Give out large sheet of paper, each group to write down what 1 know about ancient Egypt. Highlight or tick the ones they know for certain are true.  Give out chronology cards and without any input, ask children to order the statements. Visually assess any misconceptions.  Discuss the idea of BC and AD and what this means in terms of ordering events.  PRACTICAL LEARNNG- Kitchen roll timeline.  Give children copies of time flashcards and a roll of jumbo kitchen roll. How can we use these resources to place the Ancient Egyptian civilisation within the history of time.  Discuss the idea of scale e.g how many sheets of paper make a period of time?  HA- Indep decide scale and place events on in chronological order.  MA- Give children a scale to work to, independently create timeline.  LA- Guided support to place events in order( No scale) |  |  |
| 2/3  2-info gathering and visual VIPERS  3- writing in role. | Awareness of significant historical figures. | LO- To explain the importance of Howard Carter’s discoveries.  Howard Carter  Discovery  Intact  Tomb  Boy-king  Treasures  Artefacts  afterlife | Place a picture of the death mask of Tutankhamun and Howard Carter on IWB  How are these two pictures linked?  <https://www.youtube.com/watch?v=7ZWB5-aXMXQ-> archive footage of the discovery- mixed ability pairs to make notes on what they have seen and heard with a crib sheet to aid e.g Key people, key discoveries, unexpected events, new learning.  Use VIPERS questions to analyse what the children have seen.  <https://www.youtube.com/watch?v=YMNnQnqPLa4-> share footage of the tomb’s treasures from the New York Museum of History. Why were the treasures so perfectly preserved?  HA- Should Howard Carter have disturbed the tomb of Tutankhamun? Write discussion text to explain the importance of the discoveries and reasoning of whether the tomb should have been dismantled or left in situ.  MA- write 2 diary entries in role as Howard Carter- 1. The discovery of the tomb intact by the water boy and the telegram to Lord Carnarvon and 2 the opening of the tomb, discovery of treasures and excavation of the sarcophagus. |  |  |
| 4 | Awareness of significant historical events | LS: To identify historical artefacts.  Hieroglyphics  Documentation  Primary sources  Secondary sources  Civilisation  Artefact  Use | Show pics of ancient Egyptian artefacts. What is it? What do you think it was used for? Who do you think used it? Children to discuss ideas and then check on the PP. Explain how important artefacts are in telling us information about the past. Without them, we wouldn’t know nearly as much about the lives of people in ancient civilisations. Demonstrate this by explaining about the Rosetta stone and how this made us able to translate ancient Egyptian hieroglyphics.  <http://www.bbc.co.uk/schools/primaryhistory/worldhistory/rosetta_stone/>  Look at a range of artefacts from the Tullie House Loan Box  Carousel round the room to look at a range of artefacts photograph children as they examine artefacts and make predictions.  Share the real use for each object and explanation of their use.  Recording of ideas.  HA/MA How could you record what you have “ discovered”? –think about how Howard Carter’s discoveries were recorded and presented to the public- diary/letter/newspaper report. Children to choose a suitable medium to explain their discovery.  LA/SEN- sketch 3-4 artefacts and explain their use in simple sentences. |  |  |
| 5 | Achievement of the earliest civilisations  I can gather information from simple sources. | LS: To explain the role of farming in Egyptian life.  Civilisation  Rich, poor  Gentry  Pharaohs  Agriculture | Explain that Egypt was split into 2 parts – red land and black land. Discuss how they think lives of Egyptians might have been different depending on where they lived.  Explain the desert was where Egyptians wo could not afford to be mummified were buried.  Look at tomb paintings depicting farming- what kind of farming was common in Ancient Egypt? How do we know? Explain that historians can gain a clear picture of farming this way. Look at the map of Egypt from the time period- where could we predict that different types of farming took place ( Link to the geog lesson on the Nile)  HA- match hieroglyph images of farming to the map and label their predictions as historians.  MA- as above- 2 given examples and 2 to complete independently.  LA- 3 given examples one to complete independently.  Challenge- T/F Cumbria and Egypt have farming at the heart of the community. Explain your reasoning using learning from the lesson. |  |  |
| 4/5 | I can gather information from simple sources. | To describe Egyptian farming techniques.  Farming year  Cycle  Irrigation  Flood  Nile  Channel  Crop  Wheat  Barley  Shadoof  subsistence | <https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/zkkywty>  Play bbc bitesize clip  Children to note strengths and difficulties of farming in Ancient Egypt.  Explain that the Egyptians were subsistence farmers which meant that they grew enough to feed their family and sold the remainder for profit. Common crops where wheat and barley –wheat for bread and barley to make beer which was a common drink due to the quality of the water being so poor. Ensure children know the cycle of the farming year and the flooding of the Nile to create the seasons of an Egyptian farmer. Explain the shadoof and how it worked as well as how Egyptians diverted water from the Nile away from towns and into channels for irrigation.  HA- use learning from lesson to create a “ Beginners guide to farming” Explain the crops that could be grown, problems and how to overcome and a plan of their farm.  MA- as above- give children the introduction and a fact sheet/books to support.  LA- explain how farmers coped with the flooding  T/F The Egyptian farmers were extremely clever inventors. Explain your reasoning using evidence from the lesson.  Lesson 5- make traditional Egyptian bread using ancient techniques. Cook on the hob ( see Fiona Yeomans) |  |  |
| 5 | I can gather information from simple sources. | LO- To explain Egyptian religious beliefs.   |  | | --- | | Ancient, Egypt, Egyptian, Ra, Ma’at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.  Belief  worship | | Mini knowledge harvest about Egyptian religion and beliefs.  Explain that the Egyptians were very religious people, however their religion was based on the elements of life- earth ,sun and moon. Place pictures of the gods on the IWB  How are the Egyptian Gods linked to each other?  HA- devise own way of categorising the gods – think of different ways that this could be done e.g family groups, the elements, the groups of people/activities they protected-  Explain the role of each of the gods in their categories and their role in Egyptian life.  MA- create an Egyptian gods family tree ( partial support to get started).  LA- Match pictures of the gods to a simple description. Stretch- classify the gods into groups.  Extension- T/F The Egyptian belief system is the same as the Romans- prove it with evidence. |  |  |
| 6 | I can gather information from simple sources. | To explain Egyptian beliefs on life after death.  Weight  Osiris  Heart  Afterlife  Preparation  Deeds  Actions  The two fields. | Look at modern religious beliefs on life after death using a matching game. What do all of these faiths have in common with each other?  Explain that to the Ancient Egyptians, life after death was as important as life before death and their lives were a preparation for judgement by Osiris.  BBC- class clips Egyptian views on the afterlife.   * Rehearse and perform mini play on life after death- learning assembly see Lorraine.   HA- create a flow chart of process of preparing the body for the afterlife. Use a comic strip as inspiration.  MA- complete comic strip of process with missing sections.  LA- Order the comic strip of the process of preparing the body for the afterlife.  T/F To the Egyptians, death was an interruption of life as opposed to the end. Explain your reasoning using evidence from the lesson. |  |  |
| 7 | Achievement of the earliest civilisations  I can gather information from simple sources. | To explain how the pyramids were constructed.  Pyramid  Structure  Burial  Significance. | <https://www.bbc.co.uk/bitesize/clips/z849wmn>  Play the bbc bitesize clip of the building of the pyramids  Use VIPERS to analyse what the children have watched.  Discuss what makes the pyramids seem remarkable to a modern person. E.g the manner it was constructed, the size of the objects and the engineering needed to construct, the manpower used etc.  HA- choose their own method to record how the pyramids were built e.g a diary entry as a slave/pharaoh/nobleman. Newspaper report from Cairo detailing the appearance of the objects or DIY Pyramid building guide in the style of horrible histories.  MA- choose between diary of a slave or a pharaoh to record the pyramid being built- think of authorial voice and viewpoint.  LA-imagine you are a slave who is building the pyramids, write a letter home explaining what you are building and how it is done. |  |  |
| 8 | Achievement of the earliest civilisations  I can gather information from simple sources. | To explain the impact of a civilisation on modern life.  Legacy  Civilisation  Importance  Change  History  Significance | WHY WERE THE EGYPTIANS SO AMAZING?  Place the question of the board and invite the children to discuss and explain which areas of Egyptian life were so amazing. Explain that the British Museum is thinking of closing its section on Ancient Egypt- the children’s job is to explain to the curator of the museum why this is a mistake. In children’s small groups of three produce their own style of presentation to explain to the curator why this should not happen.  Assessment points  -children have recalled key aspects of teaching about the ancient Egyptians and areas of interest identified.  - information given is historically accurate  -mastery shows links between ancient history and modern day life in Egypt. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Geography Unit of Study: Egypt and the Nile** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | **Locational knowledge:**  I can locate world countries and focus on key physical and human characteristics. | LS: I can use an atlas, globe and an app to locate Egypt.  Atlas  Globe  Google earth app  Locate  Human  Physical  characteristics | TTYP: Where is Egypt? What continent is it in? what do you know about Egypt? Has anyone ever been there on holiday?  Give out globes to each group. Can they find Egypt? What countries share a border with Egypt?  Can they find Egypt in an atlas?  Give out blank world/African map, children to locate Egypt and its surrounding countries. Can they identify the capital city of Egypt?  SEN support: simpler maps/atlases. Support to find capital cities and surrounding countries. Support to understand the meaning of physical and human characteristics of a country.  Challenge: find information from a range of sources about Egypt – what is the meaning of the colours/pictures in its flag? Why is Cairo the capital city? What are the other major cities? Keep this information to use in the next few lessons when making a PP. |  |  |
| 2 | I can use a range of geographical skills to help me investigate places and environments | LS: I can use atlases and Google earth app to investigate the landscape of Egypt.  Landscape  Environment  Mountainous  Fertile  Rural  urban | Google Earth. Begin by setting the world spinning (for full screen – click ‘view’ and then ‘full screen’). Ask a child to stop the spin by tapping the IWB when they think they can see Egypt. Zoom in so that Egypt fills the screen,  What can they tell about the country from the satellite photography?  Pick out things like desert, the nile and its delta, the sea.  How might life be effected for modern or ancient Egyptians? Begin zooming in and picking out more detail (by double clicking).Use google earth to zoom down and investigate the landscape of Egypt. What can you see? What do you think the weather will be like? Evidence? What deserts are in Egypt? Sahara and Libyan. Can they find the deserts in an atlas?  What do they think are the similarities and differences between modern and ancient Egypt? Show powerpoint to compare. Discuss similarities/differences. Complete page of same/different – could use pics from travel brochures.  Write a postcard as someone on holiday in modern Egypt, what might they have visited?  SEN support: word bank. Sort pictures into modern and ancient Egypt. Encourage children to use technical vocab.  Challenge: powerpoint on ancient and modern Egypt. Could include hyperlinks and sound effects. |  |  |
| 3 | **Human and physical geography:** I am beginning to describe and understand key aspects of physical geography including rivers and mountains. | LS: I know how the nature of localities affect the lives of people. I can say how and why the River Nile is important today.  Source  Locality  Crops  Livestock  transportation | Introduce the river Nile to the children. They may know that it is the world's longest river and that it is the site of the ancient Egyptian civilization. Tell students that they are going to be learning about the two rivers, the White Nile and the Blue Nile, that come together to form the River Nile in Egypt.  Tell children that for centuries the Nile has supported Egyptian agriculture and civilization, thanks in large part to the river's annual flooding.  Watch the bbc clip of the Nile:  <https://www.bbc.com/education/clips/zg4q6sg>  begin to plan an information leaflet on ancient and modern Egypt.  SEN support: word bank. Template on paper or on computer. Could limit the information to just similarities and differences.  Challenge: write a tourist information leaflet for modern Egypt. Include lots of persuasive language. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Science Unit of Study: Solids Liquids and Gases** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | Compare and group materials together, according to whether they are solids, liquids or gases | LO: To explain the three states of matter.  Solid  Liquid  Gas  Particle  Movement  property | RAG rate vocabulary into what is known/unknown, place on the working wall.  Take children into the hall to “ act” the behaviour of a solid, liquid and gas.  Take photos for practical science book.  Go through slides, use the jar of marbles analogy to explain how solids liquids and gases behave. Children to pack the marbles tightly for a solid, take some out for a liquid and remove most to mimic a gas. Explain the impact on the particles.  HA- identify materials as being solid liquid and gas, challenge children to develop a way to classify. Describe how the movement of particles changes in each material according to their property.  MA- as HA stretch to prove it using properties.  LA- Label materials as solid liquid, glass. |  |  |
| 2 | Compare and group materials together, according to whether they are solids, liquids or gases | To explain evaporation and condensation.  Evaporation  Condensation  Change  Heat  Cool  Reversible  Irreversible | Place key vocabulary on the board- give children time in pairs to discuss what they know already.  Go through DE slides and video on evap and condensation linked to the water cycle.  Ist part of lesson- Explain the water cycle.  HA- Use key words and knowledge of the process to label and explain a diagram.  MA- Label the diagram of the water cycle- stretch to explain the process.  LA- Label the diagram of the water cycle with key vocab.  2nd Part of the lesson- plan an investigation into evaporation.  Mixed ability pairs to plan investigation, think of control and independent variables. |  |  |
| 3 | Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | To explain evaporation and condensation.  Evaporation  Condensation  Change  Heat  Cool  Reversible  Irreversible | Analyse the data collected in our observation over time of evaporation.  Discuss what the findings tell us about evaporation. Support children to write up their conclusion and present their data in a table.  LA- Guided support to create a simple bar chart of date. Give children a cloze passage to complete with results and explanation.  MA- Template of bar chart to fill in. Give children key vocab required to include in conclusion.  HA- decide on own method to record their data- use key vocabulary to explain reasoning. |  |  |
| 4 | Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | To observe the effect of temperature on solids,liquids and gases.  *Temperature*  *Celsius*  *Thermometer*  *Prediction*  *Observe*  *Conclusion*  *Ice*  *Water* | Introduce the LO as a discussion question- Does temperature have an effect on solids liquids and gases.  Give children time in pairs to generate examples on post it notes.  Discuss what conditions are needed to melt and solidify liquids.  Discuss key vocab and introduce the concept of melting and freezing points.  Introduce the investigation question and give children time in pairs to decide what effect they expect to observe.  Place pieces of felt in chosen places around school with timer and observe the drying time- link back to work on evaporation in lesson 3.  HA- Carry out “ the drying test” by investigating the speed at which materials dry in different temperatures. Stretch children to develop their own question for the investigation.  MA- As above- use DE experiment and crib sheets.  LA- Guided support to measure melting and freezing points. Develop simple statements about what they observed using a cloze procedure. |  |  |
| 5 | Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) | To explain a vacuum.  Vacuum  Partial vacuum  Heat  Cool  Condense  Pressure | Discuss where children have heard the key vocab for the lesson before. What is a vacuum- an absence of air in a space- discuss which elements combine to make air, oxygen and carbon dioxide.  Watch mission video to explain a vacuum, Discuss and clarify misconceptions.  Give children the resources for the experiment in small groups, a glass, a plate, a tealight and water with food colouring. Place the mission video up to the prediction. What will happen? Why will it happen?  Children to use the prompt sheet to create prediction and write their method for the experiment.  HA/MA write up investigation question, prediction and explanation indep. ( Mixed pairs.  SEN- sequence pictures to explain what will be done in order. |  |  |
| 6 | Compare and group materials together, according to whether they are solids, liquids or gases | To separate materials using knowledge of their properties.  Separate  Mixture  Sieve  Evaporate  Filter | FINAL ASSESSMENT ACTIVITY  Mixed up mixtures  Give children a range of mixtures:   1. Salt and water 2. Coffee beans and instant coffee 3. Fruit frozen in water. 4. Sand and stones   Give children time in pairs to explain how these mixtures could be separated into their components and rank them in terms of how quickly this process would take e.g seconds, minutes, hours and explain reasoning.  Children to write up their findings in their own way to explain their research.  AK to support children as needed with recording. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Music Charanga - Stop** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | listen with attention to detail and recall sounds with increasing aural memory | LS: to listen and appraise a rap/grime song with a theme. | Play the song Stop. Use their body to find the pulse. Understand that the pulse is the heartbeat of a piece of music and every piece of music has a pulse.  Use the coloured timeline to discuss the song sections.  SEN support: help pupils to identify the pulse.  Challenge: use correct musical terminology. |  |  |
| 2 | appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions | LS: to be able to talk about a piece of music, giving reasons for their opinions  To understand how musical elements are combined and varied to create different effects. | Play the song again, recap on using the body to find the pulse.  After listening, talk about the song and answer the questions using musical language.  SEN support: encourage pupils to give complete sentences when answering.  Challenge: encourage pupils to use terminology – pulse, rhythm, pitch, tempo, dynamics, structure in their explanations. |  |  |
| 3 | using their voices with increasing accuracy, fluency, control and expression | LS: to learn to sing a song on a theme with a rapped chorus | Carry out a vocal warm up game from Charanga. Why is it important that we do this? What are we warming up? Why is posture important when singing?  Go through the powerpoint/song following the highlighted sections.  SEN support: discuss some of the meanings of the words to pupils to ensure they fully understand the song’s message.  Challenge: know that the words of the song mean something and understanding that meaning will help to perform it better. It is important to show how you feel when you sing. How can you show the meaning of this song? |  |  |
| 4 | perform in solo and ensemble contexts | LS: to be able to sing in turn and with expression | Perform and share the rap in small groups and whole class.  SEN support: support with following the words. Have a print out of the lyrics.  Challenge: can they sing the song with just the backing track? |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **PSHE Unit of Study: growing and changing, recognising and managing feelings** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | To reflect on and celebrate achievements | LS: to understand the different ways to celebrate achievements | Begin with circle game – master of the keys.  What made this game successful?  Remind the children that one of the things that being ‘Good to be me’ means is feeling proud about the things you are good at and being accepting and realistic about the things you find more difficult.  TTYP prepare a ‘Good to be me’ interview – this is a way of talking to each other that encourages the partner to feel good about themselves. You could give some examples of questions for the interview. What things have you done over the last few weeks that you can be proud of? What went well about it? What did you do that helped it to be successful? Imagine you are doing it again. How does it feel?  Ensure good listening skills by repeating what the partner said. This is … and s/he is proud of …  Complete My achievements sheet. I can … I achieved this by ..  SEN support: word bank. Less statements to complete  Challenge: use a range of conjunctions and a wider variety of adjectives/verbs/adverbs. |  |  |
| 2 | To identify strengths and areas for improvement | LS: to be able to identify own personal strengths and how to develop them. | Circle game – change places if …  Explain to the children that they should choose something they like doing, then work out a short mime to illustrate this. The members of the circle should take it in turns to show their mime. The other members of the group should try to  remember the mimes.  After this, one member of the circle repeats their own mime. They should then do the mime of one other member of the circle. The person whose mime has just been done should repeat the mime and then do another person’s mime, and  so on.  Draw out the idea that we don’t always know what others are good at or interested in – were there any surprises?  SEN support: support with how to carry out a mime – actions they could do.  Challenge: teach the children some simple Makaton signs. |  |  |
| 3 | To set high aspirations and goals | LS: to describe how others can help you to achieve your goals | Circle starter – pass the smile  TTYP: What is a goal? (Emphasise the fact that effort is likely to have to be sustained and it may not be easy to achieve) Sometimes our goals are really difficult to achieve. Think of a class goal together Eg Our class want to be good at using joined handwriting. Spend a little time with the class trying to identify what it would be like if the class had achieved this target Draw a success line on the whiteboard from 0 to 10 Explain that when the class have reached the target or goal they will be at number 10. Ask the children to demonstrate where they think that the class is now. Justify. Agree together on where class is now. Ask the children to decide where (which number) they think they would like to be at, or could be at, by the end of the week. From children’s ideas agree success criteria (how can we be good at it?) Set success criteria for the small steps on the way to their long-term goal.  Then children set their own goal and make their own success criteria. They draw a line of success.  SEN support: help with writing goals – pupils could draw what their success would look like,  Challenge: write at least 3 steps to success. |  |  |
| 4 | foresee obstacles and plan to overcome them when setting  goals. | LS: I can think of a range of strategies that can help me overcome obstacles | Recap previous week. What is a goal? Assess where they are on the line of success again (class and own goal) and agree if they have met the success criteria. Discuss.  What can stop us from achieving our goals? Make a sticky-post-it wall full of excuses on why we haven’t reached some of our goals. How do we feel when we don’t reach them? Is it easy to motivate ourselves? Come up with strategies to help us persevere when we don’t reach our goal.  • keeping the goal in mind/seeing the big picture;  • saying encouraging things to yourself  • imagining the end result;  • setting yourself a reward for finishing the task;  • setting yourself a time challenge  Children go back to their sheets where they wrote their goals down and write down strategies to keep them following their goals, even when obstacles are along the way. Share some strategies.  SEN support: help with writing how to overcome obstacles – pupils could draw how they will follow their goals even if it hard.  Challenge: write at least 3 steps to success. |  |  |
| 5 | know that I am responsible for my own learning and behaviour | LS I know that it is up to me to take responsibility for my actions | Look at wall of excuses from last time. Which of these excuses are our own fault (we could have taken responsibility for) and which were out of our hands? What are the consequences of others behaviours/ actions/ solutions? Discuss. In pairs children sort statements into: ‘my responsibility’ and ‘someone else’s responsibility’ (see attached). Bring children together to discuss what they thought and highlight any discrepancies in interpretations.  How can children make sure they achieve their goals even when there are barriers or other people preventing them? Take responsibility; do what they know is right; ignore bad behaviour around them etc. Link to class charter.  Make a class poster / collage on taking responsibility for our own learning.  SEN support: mixed ability grouping  Challenge: expect more detailed suggestions on taking responsibility |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Computing Unit of Study: we are co-authors** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | Understand computer networks, including the internet; how they provide multiple services such as the WWW | LS: Research skills;  become familiar with a wiki’s purpose and need. | Introduce new topic and the aims of the unit.  Show the pupils the video explaining how wikis work, ‘Wikis in Plain English’  <https://www.youtube.com/watch?v=-dnL00TdmLY>.  Ask cdn what they think a wiki is. Explain to cdn that in this unit they will be creating their own wiki page to explain particular topic (Ancient Egypt to link with History).  Brainstorm questions that the pupils may have about the Egyptians and discuss how they might find these answers. Cdn to create a mind-map using  <https://www.text2mindmap.com/>.  Model how to use and cdn to work in pairs to create mind map – Print these. Discuss mind maps and come up with a class list of questions to research for the wiki.  How is a wiki used? Can you give an example of a wiki?  How is a wiki better than email?  SEN support: mixed ability groups. Help with generating questions.  Challenge: Give an area from the mind map which they are responsible for researching. When researching encourage the pupils to take notes and remind them that they need to keep a record of the sources of information they use. |  |  |
| 2 | Use search technologies effectively | LS: become familiar with Wikipedia, including potential problems associated with its use | Introduce the pupils to Simple Wikipedia. <http://simple.wikipedia.org/wiki/Main_Page>  Explain that simple Wikipedia has been written for people learning English, rather than specifically for children. Link this to the idea of writing for a specific audience. Also explain that Wikipedia is a free online encyclopaedia that anyone may change, and it is a good example of how networks (in this case the internet) allow people around the world to collaborate on the creation of content.  Demonstrate how to search for an article. Search and select a suitable page relevant to the Egyptians. Draw the pupils’ attention to the Change tab in Simple Wikipedia. Explain that you can use this to change the page, add new info or to correct errors. Reassure the children that it is perfectly acceptable to make changes (and mistakes) in Wikipedia. All prior versions of articles are kept, so pupils won’t be able to irretrievably destroy content.  Discuss what sort of clues might suggest an article contained a mistake and how the pupils could check the accuracy of information in articles. Ask the pupils to think about non-fiction books they have read or factual programmes on the television, discussing how they have come to trust such information.  Ask the pupils to research their topic using Simple Wikipedia and other websites given to them. Give cdn time to discuss how they will organise their research, and what headings and sections they will use in the wiki they produce.  SEN support: Use a piece of paper to write notes of headings they could use in their section. Support in small mixed ability groups.  Challenge: Some pupils could compare Wikipedia articles with other sources of information about the topic, evaluating the relative merits of each source, and making informed judgements about plausibility. |  |  |
| 3 | Be discerning in evaluation digital content | LS: Research skills  Use a wiki to aid research. | Show pupils the class wiki I’ve set up and model how to create a page.  <http://www.wikispaces.com/>  Explain that cdn are writing for others of their own age – initially just their classmates. Discuss the ‘Wikipedia’s Five pillars’ as guidelines to work from <http://simple.wikipedia.org/wiki/Wikipedia:Five_pillars>.    Discuss how their writing should be about their research, not their opinions, and that their content should be accurate.  Different Lessons  Model how to add a page, edit text, save page to view, edit, change font/size etc.  -Model adding video from you tube – embed link into a widget.  -Model changing size and positioning of videos  SEN support: teacher/TA to work closely with SEN group to give guidance and support where necessary.  Challenge: add extra features to their wiki such as video from Youtube and widgets. |  |  |
| 4 | Use technology safely, respectfully and responsibly. | LS: be aware of their responsibilities when editing another people’s work | Returning to Simple Wikipedia, show the pupils the View history tab and demonstrate how to compare versions, asking pupils to suggest why some changes might have been made.  Discuss how pupils could work together to improve the pages they’ve created for their own wiki, such as correcting spelling and grammar, adding extra information, noting sources, checking information and adding pictures or other media. – Fill in bullet points on sheet for things to look about for and things to think about when editing someone else’s work.  Discuss what sorts of changes are appropriate and what sorts of changes are inappropriate. Mention Wikipedia’s occasional ‘edit wars’ and the policies the Wikipedia community has put in place to avoid them.  <http://en.wikipedia.org/wiki/Wikipedia:Edit_warring>  Discuss how the pupils could decide whether to make a change, perhaps suggesting that while additions and spelling, punctuation and grammar changes can be made without consultation, any substantive changes should be through agreement.  SEN support: support with checking through for missing punctuation or spelling mistakes.  Challenge: to correct grammatical errors. How can we check if the content is accurate? What is the difference between fact and opinion? |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **Art Unit of Study: Egyptian death masks** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | to improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials | LS: to have an understanding of the importance and use of death masks in Egyptian society and what they represented | Discuss what death masks were used for and why there were only certain member of Egyptian society who had them.  Stick examples of death masks into books and annotate key features including colours, textures, size etc.  SEN support: support with annotations.  Challenge: more detailed annotations and observations required. |  |  |
| 2 | To think creatively | LS: to design a death mask in sketch pad, based on examples they have seen. | Use ideas and information from last week to design their own death mask based on features studied.  SEN support: mixed ability groups.  Challenge: additional detail required. Annotate with reasoning behind choices of colours, shapes etc. |  |  |
| 3 | To improve their own learning and performance | LS: to use a range of materials including card, Modroc, papier mache | Give each child a white face mask, use this to draw round onto cardboard and draw their death mask headdress outline shape. Cut out shape and use masking tape to stick the mask to the card outline. Use strips of newspaper and wallpaper paste/flour water or Modroc and completely cover the mask and outline. Leave to dry  SEN: support as required. Sit in mixed ability groups. |  |  |
| 4 | To improve their own learning and performance | LS: to select colours appropriately to complete masks | Once the masks are completely dry, cover the mask in gold paint. Once dry add overlay details. Compare and evaluate their work.  SEN: support as required. Sit in mixed ability groups.  Challenge: detailed intricate painting |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| **RE Unit of Study: What is the most important part of the Nativity Story to Christians?** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | Religious Knowledge: he/she can describe a range of beliefs, symbols and actions within different religions. | LS- I can design a symbolic object relating to my life.  *Symbol*  *Brand*  *Represent*  *Religion* | Show children a selection of symbols to say what they mean. Explain that symbols mean something that stands for something else.  Symbol cards- children to match meaning to picture.  Explain that some symbols are universal and others are cultural so may not be recognised worldwide.  Ensure that children understand that a symbol is a picture that stands for something else.  Design a symbol for something important in their life.  SEN Recognise some symbols from daily life. Give a specific focus to design a symbol for.  CHALLENGE Create a series of symbols to symbolise their family and write explanation of why they represent them. |  |  |
| 2 | Religious Knowledge:  Suggest meanings for a range of forms of religious expression and note similarities and differences between religions. | *LS:*  I can describe one thing a Christian might learn about Jesus from a Christmas symbol.  *Symbol*  *Angel*  *Star*  *Gifts*  *Religious*  *Commercial* | Have character in tinsel holding a candy cane.  **TTYP:** List as many symbols of Christmas they know- religious/ commercial.  Give children cards to sort into commercial and religious.  Read the Christmas story- list all additional symbols from story as a class.  Think about what the Angel, star, wise men, etc represent. Write what each represent.  SEN: Pictures of main “symbols” from story and description to match.  CHALLENGE: Select 4-5 symbols from the story to explain. |  |  |
| 3 | Religious Knowledge:  Suggest meanings for a range of forms of religious expression and note similarities and differences between religions. | LS: I can understand the symbolism of the gifts the wise men brought.  *Incarnation*  *Myrrh*  *Frankincense*  *Gold*  *Gift*  *Jesus*  *Epiphany* | Distribute images of 3 wise men. Who are they? Why did they visit Jesus? Explain Epiphany- - ‘to show’ ‘to make known’ to reveal’, and when it is said to have happened. Jesus was revealed as Lord and King, but as a human being on Earth - **Incarnation.**  TTYP: What is the significance of the 3 gifts? *Gold showing Jesus as a King, frankincense showing Jesus as a priest, myrrh was used when people died and were buried.*  Show 3 boxes to represent the gifts, children to write reasons behind the prophecies of the gifts and place inside the box.  In small groups- Think about Jesus and what we know about his life, what gift would children give now to represent Jesus? Present as a poster.  SEN: Give written options of prophecies to place in correct box. Discuss ideas with teacher for end task.  CHALLENGE: Write about their choice of gift independently. |  |  |
| 4 | Religious Knowledge: Use developing religious vocabulary to describe some key features of religions, including religious celebrations and worship. | LS: I can talk about the importance of a Christingle.  *Christingle*  *Symbolic*  *Light* | Show the children a Christingle. What is it? When do we see these?  Do children know what any of the parts represent?  discuss the meaning of it for Christians as ‘Christ’s Light’ and as a symbol of Christian faith. Explain that lots of churches hold Christingle services around this time of year. Children in 5 groups then split children into 4 “expert” groups to find out what the different parts mean and where to place it. Return to main groups and explain what it means as children build their own Christingle.  Review as a whole class. Draw Christingle and explain what each part represents.  SEN: Cloze sentences and word banks to stick with picture.  CHALLENGE: Design their own Christingle and explaining what Christmas means to them. |  |  |
| 5 | Religious Knowledge: Use developing religious vocabulary to describe some key features of religions, including religious celebrations and worship.  Religious Knowledge Identify the impact of religion on believers'' everyday lives. | LO: I can ask questions about what Christmas means to Christians and compare this with what it means to me.  *Significant*  *Nativity*  *Christians* | Introduce key question: **What is the most significant part of the Nativity story for Christians today?**  TTYP: What is the most significant/ important part of Christmas to you?  Use Activity Sheet. Children to design (and possibly make) a Christmas tree decoration which symbolises what Christmas means to Christians. What is the most significant part of the Nativity story for you?  Re-read Nativity story. What is the most important part to Christians? Brainstorm some ideas.  Chn. to draw most important part of story in books and write a sentence about it, why is it important? What does it teach us?  SEND- to just draw the picture and T to support in writing what it is important for them.  Challenge- To write a few sentences on what part of the story it is and why they think it is the most important and what message it shows us. |  |  |

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| ***MFL Unit of Study: French greetings*** | | | | | |
| **Lesson** | **Unit Coverage/ objectives** | **Learning skill**  **& Vocabulary** | **Lesson summary & key questions** | **Lesson Evaluation** | |
| **Below** | **Exceeding** |
| 1 | Oracy - greetings | LS: to learn simple words to greet people. | TTYP: What greetings in French do they already know?  Can they say hello and goodbye in French? Shake someone’s hand and say Bonjour, wave and walk away saying Au revoir. Which is goodbye? Children to go around the classroom saying hello and goodbye to each other.  Introduce to the term ca va – explain its meaning. Sing the rap Bonjour from Singing French  SEN support: ensure correct pronunciation of bonjour, au revoir.  Challenge: introduce madame/monsieur when greeting adults. Salut (hi) bonsoir (good evening) |  |  |
|  | Oracy – How are you? | LS: to learn simple, fixed phrases that describe how you are feeling. | Recap on last lesson. Can they remember how to ask someone how they are?  Give out pics of happy face, sad face and ‘okay’ face. give out words I am fine, I am not well, I am so,so. Discuss and match up phrases to pics. Take feedback.  Explain how to say each phrase in French – ca va bien; ca va mal; comme ci, comme ca.  Hold up a picture and ask children to say the phrase in French to go with each.  SEN support: word cards with English one side/French on other for clarification.  Challenge: put learning together to ask/answer how they are. |  |  |
| 2 | Oracy – My name is.. | LS: to be able to ask and answer simple phrases in French | Recap on last lessons.  Go round the class – Bonjour, je m’appelle Mrs Welsh/Miss Jones. Discuss what I have just said. What do they think je m’appelle means? Go round ask for their names in French. Ask the question, comment t’appelles-tu? Discuss what this means. Children to go round and ask each other in French what is your name? partner should answer in French.  SEN support: partner with MA pupil  Challenge: correct pronunciation |  |  |
| 3 | Oracy/Literacy – days of the week | LS: to be able to read and pronounce the days of the week | Days of the week song from Singing French. Show cards with days of week in French. Play games with the cards – matching to English names, Kim’s game, what day is it today? Tomorrow? What day was it yesterday?  Introduce to the question c’est quel jour, aujord’hui?  Children design days of the week cards in French with pics of what they might do on each day.  SEN support: word bank with English/French words  Challenge: introduce to the terms yesterday/tomorrow in French. Can they ask what day it was yesterday, in French? |  |  |
| 4 | Oracy/Literacy– months of the year | LS: to be able to read and pronounce the months of the year | Show the French months of the year – which ones do they know? Are there any which are similar to English? Play matching game English/French. Hold up a picture relating to a month of the year e.g Valentines card, Xmas tree etc ask pupils to work in groups and hold up the French month which they think links the picture. Match pics to words.  SEN support: work with more able pupil  Challenge: Quelle est la sate de ton anniversaire? Ask and answer in French. |  |  |
| 5 | Literacy – read words and phrases | LS: to read a word/simple phrase and respond verbally | Go over work covered so far. Show word cards in English, what is it in French? Visa versa. Ask questions in French regarding day, month, name, how they are feeling.  SEN support: differentiated questioning |  |  |
| 6 | Literacy – create sentences | LS: to create sentences about themselves. | Go over work covered so far. Children to write simple sentences to create an all about me book/page with name, age, birthday.  SEN support: word bank/pictures |  |  |