

EGYPTIANS

First Hand Experiences

Transition from an artist to an archaeologist.

Contact Norwich castle about visiting school to share information and artefacts.

End of term parade to parents showing costumes and what they have learnt.

Somebody who has visited Egypt before (an adult) to share their experience and photos.

Hold an Egyptian market at the end of the theme where children 'sell' their made artefacts.

To explore Swaffham (Howard Carter)

<p style="text-align: center;">Vocab</p> <ul style="list-style-type: none"> • pharaoh • pyramid • sphinx • sarcophagus • hieroglyphics • archaeologist • papyrus • texture • textiles • weave • evaluate • design criteria 	<p style="text-align: center;">Knowledge</p> <ul style="list-style-type: none"> • to be able to recall life of Howard Carter • to learn names of job roles • to understand structure of pyramid and how it was built • to ask questions 	<p style="text-align: center;">Skills</p> <ul style="list-style-type: none"> • to make paper • to use hieroglyphics • to problem solve codes • to role play an Egyptian • to weave material • to research using books/computer • to make cartouche
<p style="text-align: center;">Writing</p> <p>Composition</p> <p>*discuss what they have written with the teacher or other pupils</p> <p>*read aloud their writing clearly enough to be heard by their peers and the teacher.</p> <p>*writing makes sense and is coherent</p> <p>Vocab, Grammar and Punctuation</p> <p>*join clauses using and</p> <p>*use a capital letter for names of people</p> <p>*use the suffix -es</p> <p>Spelling</p> <p>*spell at least 40 common exception words and the tricky words from phase 4</p> <p>*spell words with the phonemes that have been taught this term – see phonics planning.</p> <p>*write simple sentences dictated by the teacher using words taught so far.</p> <p>Handwriting</p> <p>*form capital letters correctly</p> <p>*<i>begin</i> to use ascenders and descenders correctly and on the line</p>	<p style="text-align: center;">Maths</p> <p>Maths Meetings Coverage (term):</p> <p>*Months of the year. How many days in a week? How many weeks in a month?</p> <p>*Telling the time: quarter past, quarter to, half past</p> <p>*Count forwards and backwards to 100 from any given number.</p> <p>*Read & write numerals 0-100</p> <p>*Begin to write numbers to 20 using words</p> <p>*Begin to recall pairs to 20.</p> <p>*Can say 10 more and 10 less than a given number to 100.</p> <p>*Count confidently in 2s up to 30 and 10s up to 110</p> <p>Count in 5s up to 60</p> <p>*Describe the properties of 3D shapes- vertices, edges, faces</p> <p>*Recognise half of a shape and a whole shape</p> <p>*Sort coins using a range of criteria</p> <p>*Compare objects with measurements included. How much taller etc. is it?</p>	
<p style="text-align: center;">Reading</p> <p>By the end of the term:</p> <p>Word Reading</p> <p>*read Orange level books with some decoding and</p>	<p style="text-align: center;">RE</p> <p>*To recognise Christians believe God made the world and are thankful, and to look after our world as it is a gift</p>	

Medium Term Plan – Year 1 Summer 2

<p>blending. Therefore confidently read with some fluency Green level books.</p> <ul style="list-style-type: none"> *pass the Year 1 Phonics Screening Test *read and blend words containing the sounds taught this term *read the common exception words that have been taught. *read words with the suffixes –es, -est *read words with more than one syllable *read words in the contracted form <p>Comprehension</p> <ul style="list-style-type: none"> *learn to appreciate rhymes and poems, and to recite some by heart *discuss word meanings, linking new meanings to those already known *check that the text makes sense to them as they read and correcting inaccurate reading *explain clearly in detail their understanding of what is read to them *link what they <i>have</i> read, to their own experiences 	<ul style="list-style-type: none"> *To identify what matters to us *To explore questions about the world <p>Focus on the stories – How the World Began and Hindu Creation Story</p>
<p style="text-align: center;">Design Technology</p> <p>TEXTILES</p> <p>Design</p> <p>*Design purposeful and functional, appealing products for themselves and other users based on design criteria</p> <p>*generate, develop, model and communicate their ideas through talking, drawing, templates, mock-ups and, where appropriate, information and communication technology</p>	<p style="text-align: center;">History</p> <ul style="list-style-type: none"> *Describe events beyond living memory that are significant nationally *Recall the lives of significant individuals in the past who have contributed to national achievements *Recall significant historical people in their own locality
<p style="text-align: center;">Art</p> <p>*to use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p> <p>*to develop a wide range of art and design techniques in using colour, pattern, texture, line, shape, form and space</p> <p>*Learn about the work of a range of artists, craft makers and designers, describing the differences and similarities between different practices and disciplines, and making links to their own work (through ‘Artist of the Month’)</p>	<p style="text-align: center;">Geography</p>
<p style="text-align: center;">Science</p> <p>Everyday Materials</p> <ul style="list-style-type: none"> *Distinguish between an object and the material from which it is made *Identify and name a variety of everyday materials, including wood, plastic, glass, metal, water and rock *Describe the simple properties of a variety of everyday materials *compare and group together a variety of everyday materials on the basis of their simple physical properties 	<p style="text-align: center;">Music</p> <ul style="list-style-type: none"> *experiment with, create, select and combine sounds using the inter-related dimensions of music *play tuned and untuned instruments musically
<p style="text-align: center;">PE</p> <ul style="list-style-type: none"> *participate in team games, developing simple tactics for attacking and defending 	<p style="text-align: center;">Computing</p> <ul style="list-style-type: none"> *Create simple programs