

### Questions.

Week 1: What is the Fertile Crescent?  
 Week 2: How would you compare Sumer and Egypt?  
 Week 3: How would you build a pyramid or a ziggurat?  
 Week 4: Why do you think cities started here?  
 Week 5: How would you improve life in Sumer or Egypt?  
 Week 6: What judgement would you make about life in the fertile crescent?

**Texts:** Quest of the Gods

### Writing outcomes:

**Fiction:** Writing In Role    Character Study    Description

**Non Fiction:** Information    Explanation    Advert

### Maths:

Measurement: Length and perimeter 3 weeks

Number: Fractions 2 weeks

Consolidation and gap filling 1 week

### Science: Light

- recognise that they need light in order to see things and that dark is the absence of light
- notice that light is reflected from surfaces
- recognise that light from the sun can be dangerous and that there are ways to protect their eyes
- recognise that shadows are formed when the light from a light source is blocked by a solid object
- find patterns in the way that the size of shadows change.

**Computing:** We are programmers– design & write programs solving problems and using sequences; work with various forms of input and output.

### Enrichment

Votive & Deity statue making.

Egyptian food.

Sumerian School Day (clay cuneiform writing day).

### Assessment Foci

**Science:** I can report on findings from enquiries including oral and written explanations, displays or presentations of results and conclusions

**RE:** I can understand and describe a religious festival (**UNCRC Article 12**)

**History:** I understand that the past is divided into different periods of time.

I can recognise similarities and differences between periods of time.

**Art:** I can recognise when art is from different cultures.

**Computing:** I can work with various forms of inputs and outputs.

**PSHE:** I can listen to and share opinions with others in my groups. (**UNCRC Article 12**)

**French:** I can recognise and read out a few familiar words and phrases.

**E-safety:** I know different ways I

### Foundation Subjects Coverage

**PE:** Tag Rugby: play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending; aware of space and use it to support team-mates and to cause problems for the opposition

Skipping/ dance: ; perform dances using a range of movement patterns; compare their performances with previous ones; improvise freely and translate ideas from a stimulus into a movement.

**Art:** to create sketch books to record their observations and use them to review and revisit ideas in the style of the ancient Egyptians./ Sumerians; recognise when art is from different cultures and historical periods.

**DT:** Design purposeful, functional, appealing products for themselves and other users based on their design criteria. Select from and use a range of tools and equipment to perform practical tasks (cutting, shaping, joining and finishing).

**History:** continue to develop a chronologically secure knowledge and understanding of British, local and world history; continue to establish clear narratives within and across periods; describe events from the past using dates when things happened; use mathematical knowledge to work out how long ago events happened; use research skills to find answers to specific historical questions; explain how historic items and artefacts can be used to build up a picture of the past.

**R.E:** Identify how commitment to a religion is shown; discuss their own religious beliefs; compare the different ways Lent is celebrated and followed; discuss why people give things up during Lent; investigate the history of Mothering Sunday, as opposed to Mother's Day (**UNCRC Article 13 & 14**).

**PSHE/ British Values:** Friendships: recognising the benefits of friends and families; finding out about sources of help and support for individuals, families and groups; and considering the challenges and issues that can arise at home, at school and between friends, and how they can be avoided, lessened, or resolved (**UNCRC Article 2 & 14**).

**Music:** play clear notes on instruments; play tuned instrument (**UNCRC Articles: 13, 29, 31**).

**French:** Begin to speak in sentences; recognise and read familiar words and phrases (revise days of week, months of year, Easter).

**UNCRC Articles: 3, 28, 29, 31 are covered across all areas of school life.**