

**Questions.**

Week 1: What is the Fertile Crescent?

Week 2: What was life like in Ancient Egypt? Why was the River Nile important to the Ancient Egyptians?

Week 3: What was life like in Sumer? Why was the River Euphrates and Tigris important to the Sumerians?

Week 4: What did the Sumerians and Egyptians believe?

Week 5: What were their kings and queens like?

Week 6: Can you write in the oldest writing?

**Texts:** Quest of the Gods

**Writing outcomes:**

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

**Non Fiction:** Information    Explanation    Advert

**Maths:** Fractions— Recognise, find and write fractions of a discrete set of objects. Recognise and use fractions as numbers. Recognise and show, using diagrams, equivalent fractions with small denominators. Add and subtract fractions with the same denominator within one whole. Compare and order and problem solving. (4 weeks)

**Computing:** We are programmers— design & write programs solving problems and using sequences.

**Enrichment**

Votive & Deity statue making.

Egyptian food.

Sumerian School Day (clay cuneiform writing day).

**Assessment Foci**

**Science:** Gathering, recording and classifying and presenting data in a variety of ways.

**RE:** I can talk about behaviour and actions that I like or don't like (Article 12)

**History:** Are they developing their understanding that the past can be divided into different periods of time? Recognise similarities and differences between periods of time.

**PE:** Have they begun to apply attacking and defending skills?

**Computing:** Design & write programs solving problems and using sequences.

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

**MFL:** Recognise and read out a few familiar words and phrases.

**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

**Foundation Skills**

**PE:** Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending—Tag rugby and skipping; perform dances using a range of movement patterns; compare their performances with previous ones.

**Art:** to create sketch books to record their observations and use them to review and revisit ideas in the style of the ancient Egyptians.

**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:** Pupils should continue to develop a chronologically secure knowledge and understanding of British, local and world history • Pupils should continue to establish clear narratives within and across the periods they study.

**R.E:** Identify how commitment to a religion is shown; discuss their own religious beliefs (Article 13 & 14).

**PSHE/ British Values:** Able to empathise with another viewpoint; consolidate understanding of differences and similarities between people (Article 2 & 14).

**Music:** Learning to play the Ocarina. Develop singing skills. (Articles: 13, 29, 31).

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