

Temples, Tombs and Treasures

Medium Term Topic Plan – Year 2021

Term	Spring 1 (7 weeks)	Curriculum Strands	Death, Disaster and Conflict, Rulers and Monarchy, Beliefs and Society and Culture
Classroom Environment	Ancient Egyptian Board - Temples, Tombs and Treasures. Year group appropriate historical vocabulary. Range of topic books including different genres and text types.	Super Starter (Hook) & Education Visit/Visitor	Egyptian Day incl. Visit from Horsham Museum - 2 workshops Artefacts and Mummification
Key Texts <i>(AR Level included)</i>	Class read - Secrets of a Sun King Egyptian Cinderella by Shirley Climo Secrets of a Sun King by Emma Carroll	End Product <i>(Assembly/Exhibition/ Showcase)</i>	Share with Year 3's and Death Masks
English <i>(units lasting 2-3wks max some ks2 maybe 4wks if include additional outcomes)</i>	Explanation Text - How to build a pyramid - focus/purpose Newspaper - Howard Carter's discovery of Tutankamun's tomb - focus/purpose Diary - Egyptian Cinderella		
Science	<p>Sc4/3.1 States of Matter</p> <p>Sc4/3.1a compare and group materials together, according to whether they are solids, liquids or gases</p> <p>Sc4/3.1b 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)</p> <p>Sc4/3.1c identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p>Sc4/1 Working Scientifically</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings</p>		
P.E.	<p>PE2/1.2 Swimming & water safety All schools must provide swimming instruction either in KS1 or 2</p> <p>In particular, pupils should be taught to:</p> <p>PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres</p> <p>PE2/1.2b use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]</p> <p>PE2/1.2c perform safe self-rescue in different water-based situations.</p> <p>PE play competitive games and apply basic principles suitable for attacking and defending</p> <p>Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p> <p>Long distance running- compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Volleyball - use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending</p>		
History	<p>Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following:</p> <p>a. Ancient Egypt</p>		

	Significant people: Howard Carter Tutankhamun
Geography	Identify Egypt on world map, story of the Nile, farming, locate the world’s countries (Egypt), using maps, physical/human features (building on Roadtrip USA)
Art	Perspective
D&T	Designing an Egyptian Death Mask, making the death mask and evaluating their work. Design use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups Make select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work understand how key events and individuals in design and technology have helped shape the world
Music	Charanga - Listening