

<p>Core Teaching Principles (Pedagogy)</p>	<p>Sequencing concepts and modelling Present new material using small steps. Provide models. Scaffolding.</p>	<p>Questioning Ask a range of open and differentiated questions to explore and extend understanding and reasoning skills. Targeted questioning</p>	<p>Reviewing Revisit prior learning. Build on prior knowledge and experience.</p>	<p>Stages of practice Whole class/shared. Guided practice Independent practice.</p>	<p>Collaborative learning Learning partners Kagan strategies</p>	<p>Communication Oracy Speaking and listening activities Explicit teaching of vocabulary Modelling by adults Communicating the Curriculum/Voice 21</p>	<p>Active Participation No hands up Lolly sticks Targeted questions</p>	<p>Metacognition Reflection of learning strategies that help them as a learner Modelling/Think aloud by adults Critique/self evaluation/peer evaluation</p>
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ENGLISH

Writing

Core text:

'I am the mummy, Heb-Nefert'

Purpose: Description of a character

Audience: Display/website/twitter/share with author.

Non-fiction text- linked to History.

Purpose: understand and recognise elements of a non-fiction text.

Audience: share Ancient Egyptian pyramid double page spread with another year group.

Reading

Class reading 3 x per week

Independent reading sessions

Library session

TERMLY TOPIC FOCUS:

DISCOVER HISTORY

Who were the Ancient Egyptians and what were their achievements?

ANCIENT EGYPTIANS



MATHEMATICS

WHITE ROSE HUB

AUTUMN BLOCK B: NUMBER, ADDITION AND SUBTRACTION.

AUTUMN BLOCK C: NUMBER, MULTIPLICATION AND DIVISION.

Little Wandle Letters and Sounds – Catch Up

SPaG
Weekly spelling lesson and practice.
Weekly dictation.
Review of phonics/spelling rules and patterns within Handwriting and writing lessons.
Contextualised within writing lesson



GEOGRAPHY

Study the country of Egypt.
Its location – globe.
Historical map of Ancient Egypt.
The area around the river Nile.
Mapping skills- plot boundary of Upper/Lower Nile.
How the landscape was directly related to the Nile.
Settlements, ports, trading routes. –plot on a map. Label, colour coding.
Impact of Nile- drought/flooding.
Relate to own experiences in recent years in UK and Doncaster.
Location of - Valley of the Kings, - Giza.

SCIENCE

SCIENCE: LIGHT
NC objectives:
•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.

Link the importance of the Sun to Ancient Egyptians.

RE

Advent/Christmas- loving.
Visitors- Advent: waiting for the coming of Jesus.

Judaism.

HISTORY

Why did the Ancient Egyptians build pyramids?
Why did the discovery of Tutankhamun’s tomb so important in history?
Should Tutankhamun’s tomb have been left undisturbed?

ART and DESIGN TECHNOLOGY

Printing/Painting-
Block printing with roller. Double/inverse print board.

Stylised shapes/patterns/colours.

PE

Get Set 4 Education

Indoor: dance.
Outdoor: ball skills.

COMPUTING

Teach Computing framework.

-Creating media - Stop-frame animation

Word processing skills.

PSHE RHE

TenTen Scheme

Module 1: Created and Loved by God

MUSIC

Charanga.

Aut 2- unit 2 6 weeks.
Glockenspiel –stage 1.