



<p>As <b>AUTHORS</b> we will:</p> <ul style="list-style-type: none"> <li>• Write letters based on the characters in "The Time Travelling Cat and the Egyptian Goddess"</li> <li>• Write diary entries imagining that we're the time travelling cat</li> <li>• Include fronted adverbials and various clauses in our writing according to the text type</li> </ul>	<p style="text-align: center;">Greenfields Community Primary School, Nursery &amp; Pre-School</p>  <p style="text-align: center;">Key Stage 2- Spring 1 Year 5 CURRICULUM OVERVIEW</p> <p style="text-align: center; background-color: #90EE90;">What if you lived in Ancient Egypt?</p> 	<p>As <b>CITIZENS</b> we will:</p> <ul style="list-style-type: none"> <li>• Discussing the importance of healthy eating</li> <li>• Understanding the responsible use of drugs</li> </ul>
<p>As <b>MUSICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Research Egyptian sounds and songs.</li> <li>• Sing in harmony and follow the correct rhythm of Egyptian songs.</li> </ul>		<p>As <b>HISTORIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Draw a time line with different time periods outlined, - looking at the Ancient Egyptian civilisation in comparison to other historical periods that we know of</li> <li>• Summarise the main events from a specific period in History - investigating the culture and beliefs in Ancient Egypt and the Gods they believed in</li> <li>• Investigate how Ancient Egypt was ruled and how the rich &amp; poor lived</li> <li>• Use non-fiction text books to find out about life on the banks of the Nile in 3100BC</li> </ul>
<p>As <b>COMPUTER TECHNOLOGISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Practising digital imagery - finding out about repeated patterns and their effect</li> <li>• Recreating these repeated patterns using digital art tools on laptops</li> <li>• Editing repeated patterns using digital art tools</li> </ul>	<p>As <b>LINGUISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Remind ourselves about the French terms for different sports.</li> <li>• Broaden our vocabulary using French sentences about sport</li> <li>• Describe sports using French adjectives.</li> <li>• Write more extensive sentences and form paragraphs using French vocabulary</li> </ul>	<p>As <b>ARTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Evaluate ancient pieces of artwork that depict some of the Gods, drawn on papyrus</li> <li>• Use sketch books to develop our designs for a piece of art.</li> </ul>

<p>As <b>READERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Study a wide range of fiction and non-fiction texts, including the diary of Howard Carter ( a British Egyptologist)</li> <li>• Read the fantasy novel "The Time Travelling Cat" by Julia Jarman in our English lessons</li> <li>• Make inferences about life in Ancient Egypt by looking at pictures, representations and drawings</li> </ul>	<p>about sport.</p> <p>As <b>THEOLOGIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Investigate, discuss and understand the religion of Islam.</li> </ul> <p>As <b>SPORTS SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Learn the rules of football and practise them in games with each other.</li> <li>• Improve our stability, control, balance, stamina and strength gym work on apparatus.</li> </ul>	<p>As <b>GEOGRAPHERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Plan the journey of an Egyptologist to the Valley of the Kings, taking account of distance and time.</li> <li>• Explain why a location fits into its wider geographical location with reference to physical features e.g. Understand why people settled next to the River Nile</li> <li>• Discuss the importance of the River Nile to Egyptian civilisation</li> </ul>
<p>As <b>DESIGNERS</b> we will:</p> <ul style="list-style-type: none"> <li>• Research fashion, clothing and jewellery and design our own accessory inspired by the Ancient Egyptians</li> <li>• Create our own sarcophagus using recycled materials</li> <li>• Look into the design, structure and construction of the pyramids - who built them, how were they built, why was this design chosen?</li> <li>• Make a model pyramid, explaining how they have strengthened, stiffened or reinforced a complex structure</li> </ul>	<p>As <b>MATHEMATICIANS</b> we will:</p> <ul style="list-style-type: none"> <li>• Understand how weighing and balancing was important in Ancient Egypt; in particular for the "Weighing of the Heart ceremony"</li> <li>• Look at the symbols that were used for their ancient mathematical system</li> </ul>	<p>As <b>SCIENTISTS</b> we will:</p> <ul style="list-style-type: none"> <li>• Understand the changes in humans as they develop from birth to old age</li> <li>• understand the effects of these changes</li> <li>• incorporate our science principles in our science lessons</li> </ul>