


<p>As DESIGNERS we will:</p> <ul style="list-style-type: none"> Design an ancient Egyptian 'death mask' Use tools and materials precisely Come up with a way to test and evaluate our final products 	<p style="text-align: center;"> Greenfields Community Primary School, Nursery & Pre-School </p>  <p style="text-align: center;"> Key Stage 2- Spring 1 CURRICULUM OVERVIEW </p> <p style="text-align: center; background-color: #90EE90;"> What if we lived in Ancient Egypt? </p>	<p>As MATHEMATICIANS we will:</p> <ul style="list-style-type: none"> Ensure we are confident in the use of place value, including large numbers and decimals Apply all of our skills to multi-step problems
<p>As MUSICIANS we will:</p> <ul style="list-style-type: none"> Compare and contrast different music from different times and the impact they had 		<p>As CITIZENS we will:</p> <ul style="list-style-type: none"> Discuss our hopes, dreams and aspirations for the future Identify the steps to success in achieving our goals
<p>As COMPUTER TECHNOLOGISTS we will:</p> <ul style="list-style-type: none"> Use the computer software 'Scratch' to create games linked to our Egypt topic 	<p>As LINGUISTS we will:</p> <ul style="list-style-type: none"> Describe the positions of key places in the city Practice speaking French out loud confidently 	<p>As ARTISTS we will:</p> <ul style="list-style-type: none"> Say what their work is influenced by
<p>As READERS we will:</p> <ul style="list-style-type: none"> In English, we will read extracts from the novel 'The Mummy' and study the characters and their actions Read non-fiction texts about life in Ancient Egypt and how archaeologists and historians have found out about their lifestyle 	<p>As THEOLOGIANS we will:</p> <ul style="list-style-type: none"> Identify the main beliefs of the Islam religion and the different ways in which they worship 	<p>As GEOGRAPHERS we will:</p> <ul style="list-style-type: none"> Use maps, atlases and aerial photos to describe what a locality might be like Describe how some places are similar and others different in relation to human and physical features
<p>As AUTHORS we will:</p> <ul style="list-style-type: none"> Write diary entries, putting ourselves into the shoes of the characters from the story and justifying their actions Take part in discussions or debates about what the characters should do next, giving reasons and justifying our opinions when writing Apply our knowledge from Spelling & Grammar lessons into our writing to improve it Begin to self-assess and edit our own writing in order to make it better 	<p>As SPORTS SCIENTISTS we will:</p> <ul style="list-style-type: none"> Refine our practice across a range of sports in our Multi-Skills sessions 	<p>As SCIENTISTS we will:</p> <ul style="list-style-type: none"> Be investigating our big question 'What if your heart and lungs didn't work together?' Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way our bodies function Describe the way in which nutrients and water are transported within animals, including humans Link to our topic of Ancient Egypt by looking at some of their rituals that took place after death
	<p>As HISTORIANS we will:</p> <ul style="list-style-type: none"> Place features of historical events and people from the past in an appropriate chronological framework Summarise the main events from a main period in history, explaining the order in which key events happened Identify how Britain has learned from other countries and civilisations Look at two different versions of a historical event and recognise why authors give different viewpoints 	