

<p><b>Stunning Starter: Welcome to Egypt - Mummy Madness!</b></p>	<p><b>Magnificent Middle: Achievements of the earliest civilizations - Write like an Egyptian!</b></p>	<p><b>Fantastic Finish: A trip down the river (Trip to Ty Mawr River - Covid Permitting)</b></p>
<p><b>English - Text:</b> Journey by Aaron Becker. <b>Additional texts:</b> Tilly Mint Tales by Berlie Doherty. <b>Writing outcome:</b> Write an adventure story based on Journey using the language of Berlie Doherty. <b>Greater depth writing outcome:</b> Include a new setting route to lead from one place to another.</p> <p><b>Spoken language:</b> Build vocabulary. Articulate and justify answers. Use spoken language: speculating, hypothesising, imagining and exploring ideas. Participate in discussions, presentations, performances, role play, improvisations and debates. Consider and evaluate different viewpoints <b>Illustrated Atlas of Britain and Ireland Reading comprehension:</b> Identify themes and conventions. Discuss words and phrases that capture the reader's interest and imagination. Explain meaning of words in context. Draw inferences (characters' feelings, thoughts and motives); justify with evidence. Predict from details stated and implied. Participate in discussion about books. <b>Writing composition:</b> Plan writing by discussing the structure, vocabulary and grammar of similar writing. Compose and rehearse sentences orally. Build a varied and rich vocabulary. Build an increasing range of sentence structures. In narratives, create settings, characters and plot. Propose changes to grammar and vocabulary to improve consistency. Proof-read for spelling and punctuation errors. Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear. <b>Spelling</b> - Revise suffixes (-ed, -ing, -s, -es, -ness, -ful, -less and -ly) Suffix '-ly' with root words ending in 'le' and 'ic'. Apostrophes for contractions. Rare GPCs (/i/ sound) Vowel digraphs. Strategies for learning words: words from statutory and personal spelling lists. Grammar: Prepositions, conjunctions, and adverbs. Handwriting - Join formation as, es, sh, oa, ad, ee, ea, ed, ow, ov, ox.</p>	<p><b>Mathematics</b></p> <p><b>Time:</b> Tell and write the time from: an analogue clock and 12-hour and 24-hour clocks; an analogue clock, including using Roman numerals from I to XII. Estimate and read time with increasing accuracy to the nearest minute. Record and compare time in terms of seconds, minutes and hours. Use vocabulary such as o'clock, a.m./p.m., morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events [for example to calculate the time taken by particular events or tasks].</p> <p><b>Geometry</b></p> <p>Draw 2-D shapes and make 3-D shapes using modelling materials. Recognise 3-D shapes in different orientations and describe them. Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.</p> <p><b>Multiplication &amp; Division - Times tables</b></p>	<p><b>Science</b></p> <p><b>Light and Dark:</b> Recognise the need for light to see things, and that dark is the absence of light.</p> <p><b>Reflective Surfaces:</b> Investigate which surfaces reflect light.</p> <p><b>Marvellous Mirrors:</b> Use mirrors to reflect light and explain how mirrors work.</p> <p><b>Sun Safety:</b> recognise that light from the sun can be dangerous and that there are ways to protect our eyes by designing and advertising a pair of sunglasses or a sun hat.</p> <p><b>Making Shadows:</b> To recognise that shadows are formed when the light from a light source is blocked by a solid object.</p> <p><b>Changing Shadows:</b> To find patterns in the way that the size of shadows change by investigating what happens when you change the distance between the object and the light source.</p>
<p><b>Knowledge &amp; Understanding of the World including British Values and What's in the news &amp; Where is in World?</b></p> <p><b>History: Ancient Egypt</b></p> <p>Who Were the Ancient Egyptians?</p> <p>Find out about ancient Egyptian life by looking at artefacts.</p> <p>What Was Life Like in Ancient Egypt?</p> <p>Understand what was important to people during ancient Egyptian times.</p> <p>Mummies - understand and explain the ancient Egyptian ritual of mummification</p> <p>Tutankhamun - learning about the discovery of the tomb of Tutankhamun.</p> <p>Write Like an Egyptian - exploring ancient Egyptian writing systems.</p> <p>Egyptian Gods - compare and contrast the powers of different Egyptian gods.</p> <p><b>French:</b> Our School &amp; Time</p>		<p><b>Life Skills, Safety &amp; Careers</b></p> <p><b>ICT:</b> I-Safe &amp; Coding</p> <p><b>Science:</b> Sun Safety</p> <p><b>Construction - Bridges (DT)</b></p> <p><b>River Safety</b></p> <p>We will also be looking at Covid safety in school and in the wider community.</p>
<p><b>Physical Health &amp; Well-being including outdoor learning mindfulness/reflection/looking after ourselves - PE - Dance &amp; Athletics. PSHE: Relationships and Changes RE: How do people make sense of hardship and suffering? Learning behaviours: Zones of regulation.</b></p>	<p><b>Community Curriculum</b></p> <p>Looking at local bridges, the aqueduct and viaduct.</p>	<p><b>Creative Curriculum - DT:</b> design and make a bridge to cross the moat into the citadel - research and evaluate bridges and test and evaluate materials. <b>Music:</b></p>

		Listening appraising and singing - 'Bringing us together'.
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