

Science; Light and shadows

- To 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 shadows are formed when a light source is blocked by a solid object
- Find patterns in the way that the size of shadows change
- Recognise that light from the Sun can be dangerous and that there are ways to protect our eyes

Why did the tomb get darker the further down you go?
What are the shadows lurking and how did they get there?
What were obelisks?
Can you have light without dark?
Do shadows travel?
Why was Ra important to the Egyptians?

Who were the Ancient Egyptians?

Literacy

Texts

Egyptian Cinderella

The Egyptian Echo

I was there...Tutankhamun's tomb- historical adventure

Marcy and the riddle of the Sphinx

Genres:

To entertain: Mystery and fairy tales with a twist - narratives

To inform: newspaper reports

Golden opportunities: Biography of the pharaohs

Instructions - How to mummify a body

Persuasive- debates



Launch: mummification embalming theatre

Landing: Dress like an Egyptian Museum day

Music: Telford and Wrekin services - recorders

The Big questions...

History:

To build an overview of world history:

Who were the Ancient Egyptians and how do we know about them?
What else was happening in the world at this time?

Geographical history: What were the key physical features of where the Ancient Egyptians lived?

To understand chronology:

Where in history do the Ancient Egyptians sit?

What happened in the period of the Egyptians?

To investigate and interpret the past

What sources of evidence are there from Ancient Egyptians?

What was life like for the Egyptians?

Why was the Nile so significant?

What are the most significant artefacts we draw on today?

What was the Ancient Egyptians lasting legacy?

Who was the most powerful leader - Cleopatra or Queen Victoria?

What other ancient civilisations were comparable to the Egyptians?

Sumer/ Shang Dynasty

Golden threads: settlement, culture, monarchs and leaders

Learning for Life:

British values: Mutual respect

Religious understanding

Personal relationships: family friends and others / when things feel bad

Computing: Animation - creating stop motion animations

Spanish: Where do I live?

PE: swimming

Art:

To take inspiration from the greats:

To study the artist Megan Coyle and her collaging techniques

To develop ideas:

Use my sketchbook to gather ideas about collage and different art based on Egyptian cats

To master techniques:

Build techniques of collaging, montaging and overlapping

To master techniques: using 3D sculpture techniques to create a sturdy canopic jar

Design and Technology- mechanisms

What are shadufs? Create your own shaduf model for a museum

RE:

RE: Called to Change - Sacrament of Reconciliation

How does Jesus call us to change?

How do we describe Gods love? (The Lost Sheep)

What is the meaning of 'reconciliation'?

What happens during the Sacrament of reconciliation?

What do the symbols and actions of reconciliation mean?

Explain why Lent is a time to change