**Our Termly Learning Journey**

**Year Group: Silver Birch** **Term and Year:** Autumn 2024  **Cycle:** A

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| **Big Question** | **Other questions** | | **Links to Bolney/21st C** | **Key Vocab** | | **Whole Class Reading Text** | **Film Unit Literacy Shed** | **Key figures** |
| What is the concept behind life after death? | Was the social hierarchy of Ancient Egypt fair? What does it mean by the phrase ‘Walk like an Egyptian’? What were the Ancient Egyptian Pyramids? | | The use of paper, maths, sports, medicine, the calendar, toothpaste, glass | Canopic jar, Cartouche, Hieroglyphics, Irrigation, Mummy,  Sarcophagus, Scarab, Tomb, Papyrus, Pyramids, Afterlife, Akhet, Dynasty,  Egyptologist, Pharaoh | | Secrets of a Sun King by Emma Carroll | <https://www.edshed.com/en-gb/resource/ancient-egypt-9-11-en-gb> | Mo Salah (Footballer)  Howard Carter |
| **Links to Bolney characteristics** | **Project overview** | **Hook/Wow Starter Project Outcome/Fantastic Finish** | **Links to Interplayland** | **Driver Subjects**  **(Part of project and discrete)** English, maths, science, RE, PE, French and RHE plus: | | **Other Core Texts** | **Other suggestions** | **Visits / Visitors** |
| Team Players  Values  Friends | Ancient Egyptians | Mantle of the Expert  Egyptian tomb excavation  Mummifying fruit  Class gallery/museum display celebrating Egyptian achievements | What might the inside of a pyramid look like | Art  Computing  D and T  History  Geography | Art  Computing  D and T  History  Geography | Pharaoh’s Fate by  Camille Gautier | A History of My Weird by Chloe Heuch  The Final Year by Matthew Goodfellow | Horsham Museum  Table Talk, first two sessions (September and November)  Godly Play (September to start) |

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| **As writers we will…** | **As mathematicians we will…** | **As geographers we will…** | **As musicians we will…** | **In RE we will…** |
| write a character description, informal and formal letters, write in role as one of the characters from the text  Write a diary from the point of view of an Egyptian pyramid builder. Show historical understanding and empathy for someone displaced from their home | start with place value, swiftly followed by revisiting the four operations. Year 5’s will be revisiting Roman Numerals but now investigating them with numbers up to 1000. Year 6’s will be exploring numbers up to 1,000,000. Finally to finish the autumn term, fractions. | understand the importance of rivers to the development of civilization and farming e.g. the Nile delta  Use maps, globes, atlases to locate different rivers and regions | explore an artist and their influence on us and the World, learn about posture for singing and evaluate our performance. | consider why Humanists believe happiness is the goal of life.  Contrast and compare the beliefs of humanists and religious people |
| **As readers we will…** | **As designers we will…** | **As artists we will…** | **As historians we will…** | **As linguists we will…** |
| listen and focus for extended periods of time.  Ask and answer questions arising from plots and characters.  Infer information and give evidence for opinions.  Retrieve information efficiently – by scanning or using features such as subtitles, glossaries and content pages.  Evaluate the validity of information found online. Double check information against different sources. | consider what the inside of a pyramid looks like and design an interplaylands around this. | be using mixed media to design our Nemes head-dresses and use clay to make our own Sarcophagus. | discover what the Egyptians believed about the afterlife and how this contributed to their organisation of civilization and culture.  Understand the roles of different Gods in Ancient Egypt.  Understand how the Egyptians used cubits, shadufs, astronomy and maths to build impressive structures e.g. pyramids, cities, farms etc |  |
| **As speakers and listeners we will…** | **As programmers in computing we will…** | **As scientists we will…** | **As young people we will…** | **As a sportsperson we will…** |
| use class discussion, hot seating and role play  techniques to explore questions in interviews between characters and key figures.  Debate whether western museums e.g. British Museum should return ancient artefacts to Egypt, Greece, regions of Africa etc. | firstly remind ourselves how to be safe online by completing a variety of online tasks. Secondly, we will develop our understanding of computer systems and how information is transferred between systems and devices. We will consider small-scale systems as well as large-scale systems. We will be able to explain the input, output, and process aspects of a variety of different real-world systems. Later, we will discover how information is found on the World Wide Web, through learning how search engines work (including how they select and rank results) and what influences searching, and through comparing different search engines. | be exploring the circulatory system: - describing the function of the blood, heart and blood vessels, the heart & lungs, arteries, veins and capillaries, heart rate & physical fitness.  In addition, we will learn about healthy lifestyles – recognising the impact of diet, exercise, drugs and lifestyle on the way our bodies function. | consider the obligations and moral responsibilities of archaeologists and historians when uncovering the past.  Work towards leadership roles – researching, applying for responsibilities, caring for younger children, being responsible, being proactive. | be using our characteristics of Team Players and Values in team games. We will learn the skills to play Hockey.  We will also become dancers and perform dances using a range of movement patterns, develop flexibility, strength, technique, control and balance and compare performances with previous ones in the lessons. |