Year Group: Year 5

Term: Spring 19

School Theme

Humanities: The Ancient Egyptians

Essential Question

Ancient Egypt- a land of great wonder?

Authentic Outcome

Come up with a way to reflect on and assess own progress of skills development

Legacy:

A self-reflective assessment/ tracking system for skills to be used across the school

Trips, Experiences & Making Community Links

- Garstang museum – visiting the oldest mummy and creating hieroglyphics (historians and researchers) at University of Liverpool.
- Pupil and university student collaboration event at Liverpool Hope University – an opportunity for pupils to showcase and explain to teacher trainees about the REAL project approach to learning.

RE Curriculum Topics & Additional Links

Mission

Memorial Sacrifice

Sacrifice

Technology

VR headsets - using technology to bring to life the life of Ancient Egyptians

Using seesaw to document and share learning – using technology to record and learn independently

Purple mash:

(Unit 5.5 Game Creator) – Design their own Ancient Egyptian game using animations, with a focus on skills of debugging. Evaluate their own game to improve future design.

(Unit 5.6 3D Modelling) – Design and create Ancient Egyptian pyramids – linked with the 3D printing machine.

Mini Outcomes

Mini Outcome 1: Speaking and listening focus

Create a large 'talking map' which can be used as a visual tool for talking someone through our understanding and research. Who were the Ancient Egyptians?

Mini Outcome 2: Art focus

To create a piece of art linking to Ancient Egypt- professional artist to take lead on this.

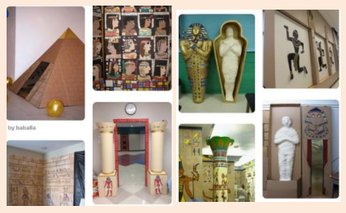
Mini Outcome 3: Writing/speaking and listening focus

To prepare and deliver a short presentation to governors about Learning skills and proposal for tracking system.

Immersive Environment

Considering pupil preferences and individual needs to provide an environment which best suits the[illegible]y.

- Number of individual workstations
- Collaboration area
- Whole-class gather area
- Workshop space
- An Ancient Egyptian learning journey displayed across a large wall
- Hieroglyphics models
- Mannequin of Ancient Egyptian attire



Outcomes for this Term/National Curriculum Links and Coverage

Maths

Unit 6 Fractions and decimals (3 weeks):

- compare and order fractions whose denominators are all multiples of the same number
- recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents
- recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements > 1 as a mixed number
- identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths
- read and write decimal numbers as fractions
- round decimals with two decimal places to the nearest whole number and to one decimal place
- read, write, order and compare numbers with up to three decimal places

Unit 7 Angles (2 weeks):

- know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles
- draw given angles, and measure them in degrees
- identify: angles at a point and one whole turn; angles at a point on a straight line and half a turn; other multiples of 90 degrees

Unit 8 Fractions, decimals and percentages (3 weeks):

- add and subtract fractions with the same denominator and denominators that are multiples of the same number
- multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams
- solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates
- recognise the per cent symbol (%) and understand that per cent relates to 'number of parts per hundred', and write percentages as a fraction with denominator 100, and as a decimal
- solve problems which require knowing percentage and decimal equivalents of one half, one quarter, one fifth, two fifths, four fifths and fraction and decimal equivalents of percentages that are multiples of 10 and 25
- solve problems involving number up to three decimal places
- use all four operations to solve problems involving measure (for example length, mass, volume, money) using decimal notation, including scaling
- associate a fraction with division (Y6)
- use common factors to simplify fractions; use common multiples to express fractions in the same denomination (Y6)

English

Word Reading

- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English appendix 1, both to read aloud and to understand the meaning of new words that they meet
- read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Comprehension

Maintain positive attitudes to reading and an understanding of what they read by:

- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks
- reading books that are structured in different ways and reading for a range of purposes
- increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions
- recommending books that they have read to their peers, giving reasons for their choices
- identifying and discussing themes and conventions in and across a wide range of writing
- making comparisons within and across books
- learning a wider range of poetry by heart
- preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience

Understand what they read by:

- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context
- asking questions to improve their understanding
- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence
- predicting what might happen from details stated and implied
- summarising the main ideas drawn from more than 1 paragraph, identifying key details that support the main ideas
- identifying how language, structure and presentation contribute to meaning
- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader
- distinguish between statements of fact and opinion
- retrieve, record and present information from non-fiction
- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
- explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary
- provide reasoned justifications for their views

Writing pieces (PC/MD):

- **Reflective Recount**– recount of launch activities and reflection on the essential question and learning skills.

REAL Project

HUMANITIES

History

- The achievements of the earliest civilizations (Ancient Egypt) – an overview of where and when the first civilizations appeared and how society has become more advanced over time.

Geography:

- locate the world's countries, using maps to focus on the UK and Europe, concentrating on their environmental regions, key physical and human characteristics, countries
- Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom and a region in European country
- human geography, including: types of settlement and land use
- use maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.

Maths Cross –curricular opportunities:

- Collecting data
- Graphs and presenting data
- Length
- Measuring
- Investigate

DESIGN & TECHNOLOGY

Design

Evaluate

ART & DESIGN

- Gill Taylor – expert resident artist from Liverpool Hope (Egyptian art)

PC/MD PROGRESSION:

Exemplar/ WAGOLL/ Model

The quality of exemplar will automatically determine the quality of pupil product/ service. This should be the BEST example of product/ service available whilst also ensuring the exemplar is age and stage appropriate.

Exemplar Critique

Pupils deconstruct exemplar work themselves to create and develop rubrics.

RE

Spring: MISSION

Explore: The mission of inspirational leaders.

Reveal: Dioceses continue the work and mission of Jesus including ecumenism.

Respond: Acquire the skills of assimilation, celebration and application of the above.

Spring: MEMORIAL SACRIFICE

Explore: The mission of inspirational leaders.

Reveal: The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.

Respond: Remembering, celebrating and responding to how memories are kept alive. The Eucharist keeps the memory of Jesus' sacrifice alive and present in a special way.

Spring: SACRIFICE

Explore:

Giving or refusing to give; appreciating the cost of giving.

Reveal:

Lent a time of giving in preparation for the celebration of the sacrifice of Jesus.

Respond:

Remembering, celebrating and responding to giving and refusing to give and appreciating the cost of giving and Lent as a time of giving in preparation for the celebration of the sacrifice of Jesus.

Other Subjects

SCIENCE

Properties and changes of materials

- compare and group together everyday materials on the basis of their properties, including their hardness, solubility, transparency, conductivity (electrical and thermal), and response to magnets
- know that some materials will dissolve in liquid to form a solution, and describe how to recover a substance from a solution
- use knowledge of solids, liquids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating
- give reasons, based on evidence from comparative and fair tests, for the particular uses of everyday materials, including metals, wood and plastic
- demonstrate that dissolving, mixing and changes of state are reversible changes
- explain that some changes result in the formation of new materials, and that this kind of change is not usually reversible, including changes associated with burning and the action of acid on bicarbonate of soda

Forces

- explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object
- identify the effects of air resistance, water resistance and friction, that act between moving surfaces
- recognise that some mechanisms including levers, pulleys and gears allow a smaller force to have a greater effect

COMPUTING

Unit 5.5 Game Creator – Design their own Ancient Egyptian game using animations, with a focus on skills of debugging. Evaluate their own game to improve future design.

Unit 9 Transformations (2 weeks): - identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shape has not changed - use the properties of rectangles to deduce related facts and find missing lengths and angles - describe positions on the full coordinate grid (all four quadrants) (Y6) - interpret negative numbers in context, count forwards and backwards with positive and negative whole numbers, including through zero - use negative numbers in context, and calculate intervals across zero (Y6)	• **<u>Non-chronological report (information text)</u>** – based on aspects of Ancient Egyptian life. • **<u>Formal letter</u>** – write a thank you letter for visit to Liverpool Hope University for allowing us the opportunity to share our learning and discuss the REAL project approach to curriculum delivery. • **<u>Journalistic writing (newspaper report)</u>** – based on an Ancient Egyptian event. **Writing basic skills coverage:** - Ensure the consistent and correct use of tense throughout a piece of writing - Ensure correct subject and verb agreement when using singular and plural, distinguishing between the language of speech and writing and choosing the appropriate register - Proof-read for spelling and punctuation errors - Recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms. - Use passive verbs to affect the presentation of information in a sentence - Use the perfect form of verbs to mark relationships of time and cause - Use expanded noun phrases to convey complicated information concisely - Use modal verbs or adverbs to indicate degrees of possibility - Use relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun **Punctuation:** - Use commas to clarify meaning or avoid ambiguity in writing - Use hyphens to avoid ambiguity - Use brackets, dashes or commas to indicate parenthesis - Use semi-colons, colons or dashes to mark boundaries between independent clauses - Use a colon to introduce a list - Use bullet points consistently **PC/MD:** - I have proof read my work for accuracy. - I have used critique during the writing process. **Spelling:** - tious/cious - cial/tial - -ant/-ance/-ancy - -ent/-ence/-ency - ible/able - fer - i before e - ough - homophones 1 and 2 **Handwriting:** Write legibly, fluently and with increasing speed by: - Choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - Choosing the writing implement that is best suited for a task - I write legibly and fluently using cursive and I have progressed to using pen.	<u>Co-construction of Rubric</u> Pupils work together to develop rubrics (success criteria). <u>Gallery Critique</u> Pupils work independently and in small groups to gallery critique a piece of work. They can specifically identify strengths and suggest areas for development and ask deep questions, which seek to unpick misconceptions or prompt/ promote ideas for editing. <u>Peer Critique</u> Pupils can specifically state (in relation to the rubric) the strengths of another pupil's piece of work, using age- appropriate and subject- specific vocabulary. They can also ask deep questions, which seek to unpick misconceptions or prompt/ promote ideas for editing. <u>Multiple Drafts</u> Pupil work has gone through multiple drafts (following critique), each improving the work significantly.		Unit 5.6 3D Modelling – Design and create Ancient Egyptian pyramids – linked with the 3D printing machine. **SPANISH** **P.S.H.E- Jigsaw programme**