



Federation of Penny Acres and Wigley Primary Schools – Topic Map The Egyptians Autumn 2020 Key Stage 2



<p><u>Curriculum driver(s) –</u></p> <ul style="list-style-type: none"> To teach an inspiring curriculum, led by the ideas of the children and values of today's society; To teach cross-curricular ideas, supported by the core subjects (to help support additional English and maths). 	<p><u>Aims/Values drivers (taken from school's key aims/values) –</u></p> <ul style="list-style-type: none"> To foster a happy, safe and caring atmosphere in which each child can forge, co-operate and support relationships after months away from school, due to the lockdown; To provide a topic that inspires and challenges their thoughts and concepts in relation to ongoing issues (slavery/black lives matter); To develop their respect and knowledge of the world we live in.
<p><u>Key Question drivers</u></p> <p>Who were the Ancient Egyptians? How did they live? What do we know about Egypt? Who are the famous Ancient Egyptians? What legacies have the Egyptians left on society today?</p>	<p><u>Authentic Outcome –</u></p> <ul style="list-style-type: none"> Have an understanding of how the Ancient Egyptians lived and their impact on society today. (Due to Covid) Sharing displays and artefacts made with the parents, using the school website.
<p><u>Visits/Visitors –</u></p> <p>Egyptian workshop visiting.</p>	<p><u>Role play –</u></p> <p>Talk for writing but limited role play due to current restrictions.</p>

English

Reading (including key texts)	Writing	Spelling and Grammar
<p>Y3/4</p> <p>Develop a positive attitude towards reading, increase familiarity with a wide range of books.</p> <p>Texts to include: Secrets of a Sun God</p>	<p>Y3/4</p> <p>Increase legibility, consistency and quality of handwriting.</p> <p>Use simple organisational devices to create a range of text types including both fiction and non-fiction.</p>	<p>Y3/4</p> <p>Indicate grammatical and other features by using some appropriate grammatical devices.</p> <p>Learn a wider range of prefixes and suffixes.</p> <p>/I/ sound spelt y</p>
<p>Y5/6</p> <p>As above plus; Show clear understanding of texts they read. Discuss and evaluate a range of texts.</p> <p>Texts to include: Secrets of a Sun God</p>	<p>Y5/6</p> <p>Plan, draft, evaluate and edit a range of texts using appropriate text features.</p>	<p>Y5/6</p> <p>Indicate grammatical and other features by using a wider range of grammatical devices.</p> <p>/I/ sound spelt y</p> <p>Homophones</p>
<p>Tiered vocabulary</p>	<p>Chariot, mummies, Tut, archaeologist, pyramid, fertile, robes, nobles, tomb, fiction, non-fiction dictionary, argue</p> <p>sacrifice, Valley of the Kings, cap stone, empire, sphinx, saddle quern, after life, purpose, audience, thesaurus, proverb, monologue, telegram, facts, opinion, debate, feature.</p> <p>dynasty, embalm, Atef crown, Rosetta stone, nilometer, hieratic, necropolis, edit, evaluate, civilisation.</p>	

Numeracy

Topics this term include: Place value, addition and subtraction, multiplication and division, perimeter and area.

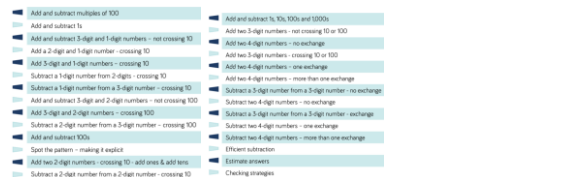
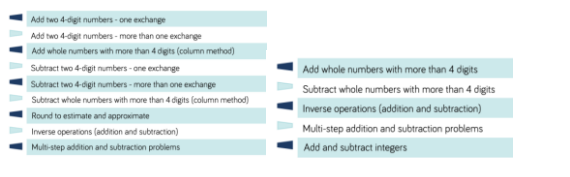
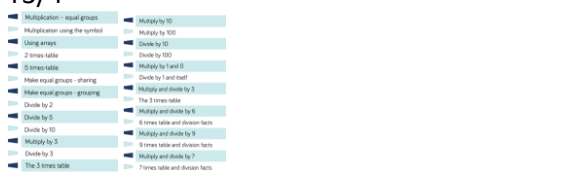
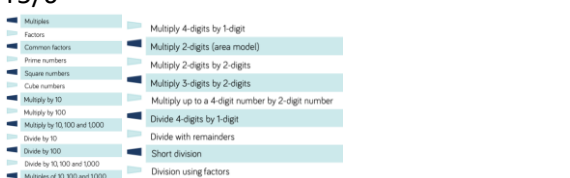
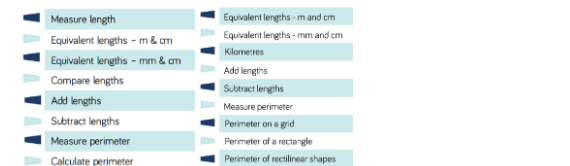
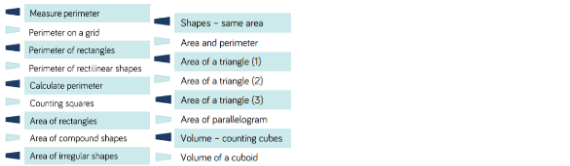
Place value

Y3/4

Represent numbers to 100	Represent numbers to 1000
Tens and ones using addition	100s, 10s and 1s
Hundreds	Number line to 1000
Represent numbers to 1000	Round to the nearest 10
100s, 10s and 1s	Round to the nearest 100
100s, 10s and 1s	Count in 1000s
Number line to 1000	1000s, 100s, 10s and 1s
Find 1, 10, 100 more or less than a given number	Partitioning
Compare objects to 1000	Number line to 10000
Compare numbers to 1000	Find 1, 10, 100 more or less
1000s numbers	1000 more or less
Count in 50s	Compare numbers

Y5/6

1000s, 100s, 10s and 1s	Numbers to 10000
Numbers to 10000	Numbers to 100,000
Round to the nearest 10	Numbers to a million
Round to the nearest 100	Numbers to ten million
Round to nearest 10, 100 and 1000	Compare and order any number
Round to nearest 1000	Round numbers to 10, 100 and 1000
Round to nearest 10000	Round any number
Round to nearest 100000	Negative numbers
Counting in 10, 100, 1000, 10000 and 100000s	
Compare and order numbers to one million	
Round numbers to one million	
Negative numbers	
Round numbers to 1000	

<p>Y3 vocabulary: ones, tens, hundreds, digit, one-, two-, three-digit number, place, place value, stands, represents, exchange, the same number as, as many as, more, larger, bigger, greater, fewer, smaller, less, fewest, smallest, least, most, biggest, largest, greatest, one more, ten more, one hundred more, one less, ten less, one hundred less, equal to, compare, order, size, first...twenty-first, twenty-second..., last, last but one, before, after, next, between, half way between, above, below, part, whole, part-whole, partition, + -</p>	<p>Y5 vocabulary: powers of 10, numbers to a million, multiple of, factor of, factor pair, sequence, continue, predict, consecutive, greater than or equal to (\geq), less than or equal to (\leq), Roman Numerals to a thousand (I,V,X,L,C,D.M), integer, positive, negative, above/below zero, minus, negative numbers, formula, divisibility, square number, prime number, ascending/descending order, ordinal numbers,</p>
<p>Y4 Vocabulary: Roman Numerals (I-C), decimal, decimal place, tenths, hundredths, round (to the nearest), thousand more/less, integers, negative integers, zero,</p>	<p>Y6 vocabulary: numbers to ten million, multiple of, factor of, factor pair, sequence, predict, consecutive, greater than or equal to (\geq), less than or equal to (\leq), Roman Numerals to a thousand (I,V,X,L,C,D.M), integer, positive, negative, above/below zero, minus, negative numbers, formula, divisibility, square number, prime number, ascending/descending order, ordinal numbers</p>
<p>Addition and Subtraction</p>	
<p>Y3/4</p>  <p>Strategies for Addition and Subtraction (Y3/4):</p> <ul style="list-style-type: none">Add and subtract multiples of 100Add and subtract 10Add and subtract 2-digit and 1-digit numbers - not crossing 10Add a 2-digit and 1-digit number - crossing 10Add 2-digit and 1-digit numbers - crossing 10Subtract a 1-digit number from 2-digits - crossing 10Subtract a 1-digit number from a 2-digit number - crossing 10Add and subtract 1-digit and 2-digit numbers - not crossing 100Add 2-digit and 2-digit numbers - crossing 100Subtract a 2-digit number from a 3-digit number - crossing 100Add and subtract 100sOpen the pattern - making 100sAdd two 2-digit numbers - crossing 10 - add ones & add tensSubtract a 2-digit number from a 2-digit number - crossing 10Add and subtract 10s, 100s and 1000sAdd two 3-digit numbers - not crossing 10 or 100Add two 4-digit numbers - no exchangeAdd two 4-digit numbers - one exchangeSubtract two 4-digit numbers - no exchangeAdd two 4-digit numbers - one exchangeSubtract two 4-digit numbers - more than one exchangeSubtract two 4-digit numbers from a 3-digit number - no exchangeSubtract two 4-digit numbers - one exchangeSubtract a 3-digit number from a 3-digit number - no exchangeSubtract a 3-digit number from a 3-digit number - one exchangeSubtract two 4-digit numbers - more than one exchangeEfficient subtractionEstimate answersChecking strategies	<p>Y5/6</p>  <p>Strategies for Addition and Subtraction (Y5/6):</p> <ul style="list-style-type: none">Add two 4-digit numbers - one exchangeAdd two 4-digit numbers - more than one exchangeAdd whole numbers with more than 4 digits (column method)Subtract two 4-digit numbers - one exchangeSubtract two 4-digit numbers - more than one exchangeSubtract whole numbers with more than 4 digits (column method)Round to estimate and approximateInverse operations (addition and subtraction)Multi-step addition and subtraction problemsMulti-step addition and subtraction problemsAdd and subtract integersAdd whole numbers with more than 4 digitsSubtract whole numbers with more than 4 digitsInverse operations (addition and subtraction)Multi-step addition and subtraction problemsAdd and subtract integers
<p>Y3 vocabulary: addition, add, more, and, make, sum, total, altogether, double, near double, half, halve, one more, two more, ten more, one hundred more..., subtract, take away, how many are left/left over? how many have gone? One less, two less, ten less, one hundred less, difference between, equals, is the same as, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary,</p>	<p>Y5 vocabulary: formal written method, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary, inverse,</p>
<p>Y4 Vocabulary: difference between, equals, is the same as, number bonds/pairs/facts, missing number, inverse, partition, part-whole</p>	<p>Y6 vocabulary: order of operation (BODMAS/BIDMAS), indices, inverse</p>
<p>Multiplication and division</p>	
<p>Y3/4</p>  <p>Strategies for Multiplication and Division (Y3/4):</p> <ul style="list-style-type: none">Multiplication - equal groupsMultiplication using the symbolUsing arrays3 times table5 times tableMake equal groups - sharingMake equal groups - groupingDivide by 2Divide by 5Divide by 10Multiply by 5Divide by 3Divide by 3 times tableMultiply by 10Multiply by 100Divide by 10Divide by 100Divide by 10, 100 and 1000Multiples of 10, 100 and 1000Multiplication using factorsMultiply by 10Divide by 10Multiply by 100Divide by 100Multiply by 10 and 1000Divide by 10Divide by 100Divide by 10, 100 and 1000Multiples of 10, 100 and 1000Division using factors	<p>Y5/6</p>  <p>Strategies for Multiplication and Division (Y5/6):</p> <ul style="list-style-type: none">MultiplesFactorsCommon factorsPrime numbersSquare numbersCube numbersMultiply by 10Multiply by 100Divide by 10Divide by 100Divide by 10, 100 and 1000Multiples of 10, 100 and 1000Multiplication using factorsMultiply 4-digits by 1-digitMultiply 2-digits (area model)Multiply 2-digits by 2-digitsMultiply 3-digits by 2-digitsMultiply up to a 4-digit number by 2-digit numberDivide 4-digits by 1-digitDivide with remaindersShort divisionDivision using factors
<p>Y3 vocabulary: multiplication, division, statement, number sentence, compare, more than, less than (<), greater than(>), equal (=), equally, least, most, remainder, share, partition, multi-step, product, scale up, multiply, multiply by, multiple, factor, groups of, times, product, repeated addition, grouping, sharing, share equally, doubling, halving, array, row, column, number patterns, multiplication table, multiplication fact, division fact,</p>	<p>Y5 vocabulary: multiply, divide, add, subtract, place value, partition, equal, factor, multiple, remainder, sum, total, factor pairs, composite numbers, prime numbers, prime factors, square numbers, cubed numbers, multiplication fact, division fact, inverse, square/squared, cube/cubed,</p>
<p>Y4 Vocabulary: multiply, divide, times-tables, partition, array, bar model, part-whole model, remainder, factor pairs, factors, commutative, multiplication facts, division facts, inverse, derive,</p>	<p>Y6 vocabulary: order of operations, common factors, common multiples, square, squared, cube, cubed</p>
<p>Length, perimeter and area</p>	
<p>Y3/4</p>  <p>Strategies for Length, Perimeter and Area (Y3/4):</p> <ul style="list-style-type: none">Measure lengthEquivalent lengths - m & cmEquivalent lengths - mm & cmAdd lengthsCompare lengthsSubtract lengthsMeasure perimeterCalculate perimeterEquivalent lengths - m and cmEquivalent lengths - mm and cmKilometresSubtract lengthsMeasure perimeterPerimeter on a gridPerimeter of a rectanglePerimeter of rectilinear shapesShapes - same areaArea and perimeterArea of a triangle (1)Area of a triangle (2)Area of a triangle (3)Area of parallelogramVolume - counting cubesVolume of a cuboid	<p>Y5/6</p>  <p>Strategies for Length, Perimeter and Area (Y5/6):</p> <ul style="list-style-type: none">Measure perimeterPerimeter on a gridPerimeter of rectanglesPerimeter of rectilinear shapesCalculate perimeterCounting squaresArea of rectanglesArea of compound shapesArea of irregular shapesShapes - same areaArea and perimeterArea of a triangle (1)Area of a triangle (2)Area of a triangle (3)Area of parallelogramVolume - counting cubesVolume of a cuboid

<p>Y3 vocabulary: length, height, width, perimeter, distance, centimetres (cm), millimetres (mm), metres (m), unit of measurement, measure, add, subtract, multiply, equivalent, convert, greater than (>), less than (<), ruler, metre stick, perimeter, metre stick, tape measure,</p>	<p>Y5 vocabulary: volume, cube, cuboid, 3D shape, solid, capacity, calculate, estimate, unit cubes, least, greatest,</p>
<p>Y4 Vocabulary: length, height, width, perimeter, distance, centimetres (cm), millimetres (mm), metres (m), unit of measurement, measure, add, subtract, multiply, equivalent, convert, greater than (>), less than (<), ruler, metre stick, perimeter, metre stick, tape measure, square centimetre (cm²)</p>	<p>Y6 vocabulary: area, volume, perimeter, parallelogram, height, enclosed, width, length, squared centimetres (cm²), squared metres (m²), base, estimate, formula, compound shape, cubic centimetres (cm³), cubic metres (m³),</p>
<p>Science (Key Vocabulary and links to programmes of study)</p>	
<p>Y3/4 States of Matter Compare and group/classify solids, liquids and gases based on their characteristics. Test the differences between materials, and link to properties of solids, liquids and gases. Suggest materials that are suitable for different jobs. Use a thermometer to measure temperatures. Explore the freezing, melting and boiling of water. Measure and research the temperature that different materials change state. Explore examples of evaporation and condensation in the home. Investigate how temperature affects evaporation and condensation and explore how the water cycle works.</p> <p>Vocabulary- boiling, freezing, melting, solidify, gaseous, condensation, evaporation, degrees, Celsius, temperature, thermometer, water cycle</p>	
<p>Y5/6 Properties and changes of materials Study the properties of solids, liquids and gases in terms of particles and compare the hardness, solubility and transparency of materials. Compare the conductivity (electrical and thermal) and magnetism of everyday materials. Explore the uses of different materials and give reasons for their use based on evidence from tests. Observe reversible changes: melting/freezing, evaporation/condensation, and dissolving. Investigate mixing/separating by sieving and filtering and how you can recover a dissolved substance using evaporation. Explore irreversible changes and study famous scientists.</p> <p>Vocabulary- permeable buoyancy, change of state, chemical reaction, dissolving, filtering, sieving, reversible, irreversible, solvent, solute, solution, suspension, electrical and thermal conductivity</p>	
<p>Computing (Key Vocabulary and links to programmes of study)</p>	
<p>Y3/4 Drawing and Publishing – 2D drawing Lines, Grouping, Ordering, Size, Scale, Editing, Manipulating, Detail, Shapes.</p>	
<p>Y5/6 Drawing and Publishing – 3D drawing Edges, Grouping, Ordering, Drawing, Manipulating, Size, Scale, Editing, Detail, Shapes.</p>	
<p>Geography (Key Vocabulary and links to programmes of study)</p>	
<p>Studying where Egypt is and the features of the Nile. Vocabulary: Nile, flood plain, delta, Mediterranean sea, silt, red land, black land, tributary,</p>	
<p>Y3/4</p> <ul style="list-style-type: none"> Locate places on larger scale maps; 	

<ul style="list-style-type: none"> • Begin to match boundaries (E.g. find same boundary of a country on different scale maps.) • Begin to identify significant places and environments; • Identify features on aerial/oblique photographs.
Y5/6 <ul style="list-style-type: none"> • Investigate places with more emphasis on the larger scale; contrasting and distant places; • Collect and record evidence unaided; • Compare maps with aerial photographs; • Begin to use atlases to find out about other features of places.
History (Key Vocabulary and links to programmes of study)
Y3/4 Children will learn about the achievements of the earliest civilisations. Develop a chronologically secure knowledge and understanding of world history.
Y5/6 As above including building on historical vocabulary. See tiered vocabulary as all English lessons are cross-curricular to the topic Ancient Egyptians.
RE/PSHE/Modern British Values (Key Vocabulary and links to programmes of study)
RE Key Question L2.9 What can we learn from religions about deciding what is right and wrong? Emerging: Rules for living and how to live a good life. Expected: Make connections between stories and discuss ideas about how people decide what is right and wrong. Exceeding: Explain some similarities and differences between codes for living and express ideas of right and wrong. Vocabulary: Ten commandments, The Fall, Humanists, promotes, discourages, charter, kindness, lying, bullying, theft, Judaism, Christianity, compare, Moses inspirational
RE Key Question L2.1 What do different people believe about God? Emerging: Identify the beliefs about God for Christians, Hindus and/or Muslims. Expected: Describe some of the ways in which Christians, Hindus and/or Muslims describe God and suggest some of their own responses to ideas about God. Exceeding: Discuss and present their own ideas about why there are many ideas about God. Vocabulary: trust, faith, attributes, encounters, revelation, conversion, Trinity, Holy Spirit, Allah, Trimurti, Brama, Vishnu, Shiva
PSHE: Emotions. Rules.
PSHE: Emotions. Rules.
Art (Key Vocabulary and links to programmes of study)
Y3/4 Pharaoh Portraits – mixed media, oil pastel, watercolour, collage, sketching, texture, colour & tone, blending, photography, landscapes.
Y5/6 Pharaoh Portraits – mixed media, oil pastel, watercolour, collage, sketching, texture, colour & tone, blending, photography, landscapes.
DT
Y3/4 Design and make a death mask or shadow by: <ul style="list-style-type: none"> • Generate ideas, considering its purpose and the users; • Identify a purpose and establish criteria for a successful product; • Plan the order of their work before starting; • Explore, develop and communicate design proposals by modelling ideas • Make drawings with labels when designing.
Y5/6 Design and make a death mask or shadow by: <ul style="list-style-type: none"> • Select appropriate tools and techniques for making their product; • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques ; • Join and combine materials and components accurately in temporary and permanent ways.
Music (Key Vocabulary and links to programmes of study)

Penny Acres – Music mainly led by Wider Opportunities – the children will be learning how to play the steelpan drum.

Wigley - Music mainly led by Wider Opportunities – the children will be learning how to play the violin.

PE
(Key Vocabulary and links to programmes of study)

Penny Acres – Children to work with Mr Hawke every Tuesday.

Wigley – A revised PE timetable. Children to complete low contact team games activities.

French

Greetings/the alphabet

Create a 'passport with details such as name, family and location. Look at the French phonetic alphabet and use to help with pronunciation of words.

The Green Monster: book study

Design and describe your own monster, after learning body parts and revising colours.

HOMEWORK OPPORTUNITIES

1. Create your own tomb or coffin for a mummy. Remember they are decorated with a picture of the person and show off their wealth.



2. Research what ancient Egyptian homes looked like, then show in pictures, words or a model.



3. Research the ancient Egyptian hieroglyphic alphabet and write them out. Then create your own and use it to write your name.



4. Create a word search or crossword about ancient Egypt. This can be about only one topic if you want.



5. Make a simple game about ancient Egypt e.g. snap, uno, snakes and ladders etc.



6. Create a fact file about ancient Egypt. Think about the river Nile, the Pyramids, the gods, food and drink, their clothing and the houses.



7. Using the words – Ancient Egypt create an acrostic poem.



8. List ten things that we would not see in Ancient Egypt and why.

AND

- List ten things that we would see in Ancient Egypt and why.

