



I want my mummy and who let the Gods out?

English Intent

The English curriculum at Zetland Primary teaches pupils to speak and write fluently so that they can communicate their ideas and emotions to others and through their reading and listening, others can communicate with them. Through reading in particular, pupils have a chance to develop culturally, emotionally, intellectually, socially and spiritually. Literature, especially, plays a key role in such development. Reading also enables pupils both to acquire knowledge and to build on what they already know. Pupils are taught spelling, handwriting and composition and are taught how to plan, revise and evaluate their writing.

English – National Curriculum and skills

Composition

- Non chronological report * A diary Instructional text * Biography *Narrative *Report *Informal tone information messages *
Devise their own set of values
- Identify the audience and purpose for my writing. Plan writing by noting and developing initial ideas, drawing on reading
Draft write by selecting appropriate grammar and vocabulary, Understanding how such choices can change and enhance meaning. Describe settings and characters. Draft and write narratives describing the atmosphere. Evaluate and edit by proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. Ensure consistent/correct use of tense mostly in a piece of writing. Proof read for spelling and punctuation. Use expanded noun phrases to convey complicated information concisely. Use literary features such as: alliteration, onomatopoeia, figurative language. Select and use appropriate vocabulary to engage and/or inform the reader. Can use a wide range of devices to build cohesion within and across paragraphs: (determiners, pronouns, conjunctions, adverbs & ellipsis of expected words). Can evaluate and edit by assessing the effectiveness of their own and others' writing. Can ensure consistent/correct use of tense mostly in a piece of writing.

Overview

The children will look at the locality of the river Nile and state in a Non Chronological report why it was so important for the Ancient Egyptians.

They will write a biography on Howard Carter. Research and select information to include in their biographies of Howard Carter; varying sentence starters and using relative clauses.

They will write instructions on the process of mummification.

The Children will pick their favourite Egyptian God and



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Year Group: 5/6

Vocabulary, Punctuation and Grammar

Can write complex sentences selecting and using an increasing range of coordinators and subordinators. Can use brackets, dashes or commas to indicate parenthesis. Can use semi-colons, colons or dashes to separate main clauses within compound sentences. Can use relative clauses (who, whom, those, which, that). Can use further organisational devices to structure text and to guide the reader (for example: headings, bullet points, underlining).

- Children will increase their familiarity with a wide range of books including myths and legends.
- Children will use spoken word to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- Children to speak audibly and fluently with an increasing command of Standard English.
- Children to participate in discussions, presentations, performances, role play, improvisations and debates.
- Consider and evaluate different viewpoints, attending to and building on the contributions of others.

produce a non chronological report on them.

Children will write several diary entries from Hercules on his labours adding settings, integrating dialogue and describing events and characters. They will include thoughts and feelings that are told through the myth.

Children to use the myth of Persephone and the pomegranate seed to write a missing persons description and a police report on the incident.

Children to devise their own set of value that they could live by (British Values)



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History - National Curriculum and skills	Overview
<p>To know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind</p> <p>To understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses</p> <p>To understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p> <p>To study the achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt. To study Ancient Greece – a study of Greek life and achievements and their influence on the western world.</p>	<p>An overview of Why the Nile was so important to the Ancient Egyptians</p> <p>Aspects of daily life from Ancient Egypt:</p> <ul style="list-style-type: none"> • Food and diet • Homes and shelter • Beliefs and mummification <p>Position of the Ancient Egyptians in relation to other historical events</p> <p>Aspects of daily life from Ancient Greece:</p> <ul style="list-style-type: none"> • Food and diet • Homes and shelter • Beliefs and democracy <p>Position of the Ancient Greeks in relation to other historical events</p>

Design Technology - National Curriculum and skills	Overview
<p>Through a variety of creative and practical activities, pupils should be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making.</p> <p><u>Design</u></p> <ul style="list-style-type: none"> • use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose 	<p>Research, design and make their own Egyptian jewellery.</p> <p>Children to design and create their own book of the dead – which contains a papyrus scroll. The book of the dead has to be constructed. Children to have cross-curricular links with science constructing the circuits linked to Tutankhamen’s doorbell, light switch and burglar alarm problem.</p>



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- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams

Make

select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately

Children to construct a labyrinth out of construction straws to help Theseus evade the minotaur.

Children to create Greek urns out of clay and decorate them appropriately.
Children to cook and eat typical Greek food and explore food from different cultures.

Art - National Curriculum and skills

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. Pupils should be taught:

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Overview

Using Andy Warhol as an influence – children to recreate themselves as Egyptian Gods
Egyptian Jewellery (DT link) – colour mixing
Terracotta tiles and pots linked to Greek pots.

Science - National Curriculum and skills

Pupils should be taught:

- associate the brightness of a lamp or the volume of a buzzer with the number and voltage of cells used in the circuit
- compare and give reasons for variations in how components function, including the brightness of bulbs, the loudness of buzzers and the on/off position of switches
- use recognised symbols when representing a simple circuit in a diagram

Overview

With the ancient Egyptians as the driving force, children will work systematically identifying the effect of changing one component at a time in a circuit; designing and making a set of traffic lights, a burglar alarm or some other useful circuit. Children will know how to set up a series circuit (not a parallel circuit), understand the terminology of circuits as well as being able to show a circuit as a diagram. They will have opportunities to know when and how to set up comparative and fair tests and explain which variables need to be controlled and why. Children will design and create a burglar alarm for a tomb; a light switch for Tutankhamun's tomb and a fan for Cleopatra's bathroom



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Key Questions	Wider Experiences	Vocabulary
<ul style="list-style-type: none">• How have humans changed over time?• What did life look like in Ancient Egypt and Ancient Greece. What's the same and what is different?• How and why did the Egyptians look after their dead?• Where do ancient civilisations fit into the timeline of events I already know?	Trip to Dorman Museum to link into topic and to look at the local lady – Gertrude Bell (who spent a long time in Egypt)	Irrigation Silt Hieroglyphics Cartouche God and goddess names Democracy

Linked Texts	Home Learning Opportunities
Orchard – Greek myths and legends The Egyptian Cinderella Secrets of a sun king	To make their own death mask To construct their own pyramid.