Medium Term Topic Plan
Temples, Tombs and Treasures

Term	Spring 1 (7 weeks)	**Curriculum Strands**	Death, Disaster and Conflict, Rulers and Monarchy, Beliefs and Society and Culture
Classroom Environment	Ancient Egyptian Board - Temples, Tombs and Treasures Year group appropriate historical vocabulary Range of topic books including different genres and text types	**Super Starter (Hook) & Education Visit/Visitor**	Egyptian Day Visit from Horsham Museum - 2 workshops Artefacts and Mummification Drama - discover Tut's tomb, dressed as explorers, imagining they are Howard Carter
Key Texts	**Secrets of a Sun King by Emma Carroll (AR Level 5.0)** Egyptian Cinderella by Shirley Climo	**End Product**	Share with Year 3s and SLT (covid allowing) Death Masks
English	Explanation of how to build a pyramid – write to inform – 3 weeks Newspaper report on Howard Carter's discovery of Tutankhamun's tomb – write to inform – 3 weeks Diary entry based on Egyptian Cinderella – write to inform – 2 weeks		
Science	<u>States of Matter</u> **N.C Obj.** Compare and group materials together, according to whether they are solids, liquids or gases **N.C Obj.** Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) **N.C Obj.** Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <u>Working Scientifically</u> **N.C Obj.** Asking relevant questions and using different types of scientific enquiries to answer them **N.C Obj.** Setting up simple practical enquiries, comparative and fair tests **N.C Obj.** Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers **N.C Obj.** Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions **N.C Obj.** Recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables **N.C Obj.** Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions **N.C Obj.** Using straightforward scientific evidence to answer questions or to support their findings		
P.E.	<u>Swimming & Water Safety</u> **N.C Obj.** Swim competently, confidently and proficiently over a distance of at least 25 metres **N.C Obj.** Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] **N.C Obj.** Perform safe self-rescue in different water-based situations. <u>Outdoor P.E.</u> **N.C Obj.** Play competitive games [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending <u>Gymnastics</u> **N.C Obj.** Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] **N.C Obj.** Long distance running- compare their performances with previous ones and demonstrate improvement to achieve their personal best. **N.C Obj.** Volleyball - use running, jumping, throwing and catching in isolation and in combination, play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending		
History	**N.C Obj.** Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt. Significant people: **Howard Carter** and **Tutankhamun**		
Geography	<u>Egypt</u> **N.C Obj.** Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities **N.C Obj.** Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region in North or South America		
D&T	<u>Electric torches</u> <u>Design</u> **N.C Obj.** use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups **N.C Obj.** generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer aided design <u>Make</u> **N.C. Obj.** select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing) accurately. **N.C. Obj.** select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities <u>Evaluate</u> **N.C. Obj.** investigate and analyse a range of existing products		

	N.C. Obj. evaluate their ideas and products against their own design criteria and consider the views of others to improve their work **N.C. Obj.** understand how key events and individuals in design technology have helped shape the world <u>Technical knowledge</u> **N.C. Obj.** apply their understanding of how to strengthen, stiffen and reinforce more complex structures **N.C. Obj.** understand and use mechanical systems in their products (for example, gears, pulleys, cams, levers and linkages) **N.C. Obj.** understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors) **N.C. Obj.** apply their understanding of computing to program, monitor and control their products