

## Repton Manor Primary School Medium Term Plan

<b>Creating</b> Use info to create something new	<b>Evaluating</b> Critically examine info and make judgements	<b>Analysing</b> Take info apart and explore relationships	<b>Greater Depth Skills</b>
<b>Applying</b> Use info in a new situation			
<b>Understanding</b> Understand and make sense of info			
<b>Remembering</b> Remember and recall info			<b>Emerging Skills</b>

**Topic:** Ancient Egypt

**Year Group:** 5

**Terms:** ¾

<b>Subject - Discrete</b>	Maths					
<b>Unit</b>	<b>Multiplication and division -1 weeks</b>	<b>Fractions -5 weeks</b>	<b>Decimals – 3 weeks</b>	<b>Percentages -3 weeks</b>		
<b>Concepts</b>	<ul style="list-style-type: none"> <li>• Multiply 4-digits by 2-digits</li> <li>• Divide 4-digits by 1-digit</li> <li>• Divide with remainders</li> </ul>	<ul style="list-style-type: none"> <li>• Equivalent fractions</li> <li>• Improper fractions to mixed numbers</li> <li>• Mixed numbers to improper fractions</li> <li>• Number sequences</li> <li>• Compare and order fractions</li> <li>• Add and subtract fractions</li> <li>• Add 3 or more fractions</li> <li>• Add and subtract mixed numbers</li> <li>• Subtract – breaking the whole</li> <li>• Subtract 2 mixed numbers</li> <li>• Multiply unit fractions by an integer</li> <li>• Multiply non-unit fractions by an integer</li> <li>• Multiply mixed numbers by integers</li> <li>• Fraction of an amount</li> <li>• Using fractions as operators</li> </ul>	<ul style="list-style-type: none"> <li>• Decimals up to 2 d.p.</li> <li>• Decimals as fractions (1)</li> <li>• Decimals as fractions (2)</li> <li>• Understand thousandths</li> <li>• Thousandths as decimals</li> <li>• Rounding decimals</li> <li>• Order and compare decimals</li> </ul>	<ul style="list-style-type: none"> <li>• Understand percentages</li> <li>• Percentages as fractions and decimals</li> <li>• Equivalent F.D.P.</li> </ul>	•	•

Subjects - Discrete	RE	MLF	PE - Outdoors	PE - Indoors
Unit	Creation and Life after death stories	French Everyday	Orienteering and Hockey	Swimming
Concepts	<ul style="list-style-type: none"> <li>• Link to Topic – stories of creation and afterlife for Ancient Egyptians, compare to Christian and Hindu beliefs.</li> </ul>	<ul style="list-style-type: none"> <li>• Greetings: How are you, My name is</li> <li>• Numbers 1 – 12 , then numbers to 31</li> <li>• Classroom language</li> <li>• Ages and Birthday song</li> <li>• Days of the week</li> <li>• Writing the date</li> <li>• Cultural comparisons</li> </ul>	<p><b>Orienteering:</b></p> <ul style="list-style-type: none"> <li>• Gym maps</li> <li>• Follow the router</li> <li>• Where am I?</li> <li>• Cone orienteering</li> <li>• Netball numbers</li> <li>• Geocaching upper</li> </ul> <p><b>Hockey:</b></p> <ul style="list-style-type: none"> <li>• Switch box</li> <li>• Transition challenge</li> <li>• The interceptor</li> <li>• Transfer races</li> <li>• 1v1 head to head</li> <li>• Overloaded keep ball</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>
NC objectives	<ul style="list-style-type: none"> <li>•</li> </ul>	<ul style="list-style-type: none"> <li>• Listening and Speaking</li> <li>• Reading</li> </ul>	<ul style="list-style-type: none"> <li>• Play competitive games</li> <li>• Take part in outdoor and adventurous activities both individually and in a team.</li> </ul>	<ul style="list-style-type: none"> <li>• Water safety</li> <li>• Swimming competently and confidently and efficiently over 25 meters.</li> <li>• Use a range of strokes</li> <li>• Perform a self safe rescue in a range of situations.</li> </ul>

Topic	Big Questions	Subject Coverage (Subject, Context)	Objectives Covered (Copied from NC)
<p><b>Class Reader:</b> The Sun King, Emma Carrol</p> <p><b>SS:</b> Hieroglyphics decoding message</p> <p><b>MM:</b> Museum trip</p> <p><b>FF:</b> Ancient Egypt Dress up Day</p> <p><b>Learning Environment:</b></p>	<p><b>BQ1:</b> <b>What does the evidence tell us about the Ancient Egyptians? (3 weeks)</b></p> <p><b>Big Answer:</b> <b>A written non chronological report about each artefact and the evidence it gives about the Ancient Egyptians.</b></p>	<p><b>Reading,</b> The Sun King, Emma Carrol retrieval and inference</p> <p><b>Writing,</b> Non Chronological report (An Archaeologist report for The British Institute of Ancient Egypt)</p> <p><b>GPS:</b> Parenthesis ,Commas, Punctuation, Modal verbs</p> <p><b>History,</b> Archaeological evidence as a source of fact and opinion</p> <p><b>Computing,</b> internet search engines</p> <p><b>Geography,</b> Map Skills Locate Egypt and River Nile on the map.</p> <p><b>Life Skills,</b> World knowledge</p> <p><b>Art</b> –Observational drawing skills.</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Art</b></p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials</li> <li>about great artists, architects and designers in history.</li> </ul> <p><b>Computing</b></p> <ul style="list-style-type: none"> <li>understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration</li> <li>use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</li> <li>select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information</li> <li>use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul> <p><b>Geography</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
	<p><b>BQ3:What did the Ancient Egyptians believe? (3 weeks)</b></p> <p><b>Big Answer:</b> <b>Write their own version of either the creation or life after death story.</b></p>	<p><b>Reading,</b> The Sun King, Emma Carrol retrieval and inference</p> <p><b>Writing,</b> A rewrite of the Egyptian Afterlife journey.</p> <p><b>GPS:</b> Parenthesis ,Commas, Punctuation, Modal verbs</p> <p><b>RE:</b> Compare after life beliefs across Ancient Egyptians, Christian, and Hindus</p> <p><b>History,</b> Archaeological evidence as a source of fact and opinion</p> <p><b>Computing,</b> internet search engines</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Design using research and following criteria. Generate, develop, model and communicate ideas through a variety of ways.</li> <li>Make – select appropriate tools and materials according to their functional properties and ability to perform tasks.</li> <li>Evaluate ideas and products against their own design criteria .</li> </ul>

		<p><b>Life Skills</b>, World knowledge</p> <p><b>DT</b> – design and make</p>	<ul style="list-style-type: none"> <li>Use their own understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p><b>RE</b></p>
<p><b>BQ4:</b> <b>What are the pyramids and what are they used for? (5 weeks)</b></p> <p><b>Big Answer:</b> A adventure story about the discovery of an Ancient Egyptian Tomb – incl. how they got inside and what they discovered.</p>	<p><b>Reading</b>, The Sun King, Emma Carrol retrieval and inference</p> <p><b>Writing</b>, An adventure story of discovery</p> <p><b>GPS</b>, Speech</p> <p><b>History</b>, Archaeological evidence as a source of fact and opinion</p> <p><b>Computing</b>, internet search engines</p> <p><b>Geography</b>, Map skills locate the Pyramids on the map of Egypt.</p> <p><b>Life Skills</b>, World knowledge</p> <p><b>Art</b> –Observational drawing skills.</p>	<p><b>History</b></p> <ul style="list-style-type: none"> <li>Address and devise historically valid questions about change, cause, similarity and difference, and significance.</li> <li>Construct informed responses that involve thoughtful selection and organisation of relevant historical information.</li> <li>Understand how our knowledge of the past is constructed from a range of sources.</li> </ul> <p><b>Science</b></p> <ul style="list-style-type: none"> <li>explain that unsupported objects fall towards the Earth because of the force of gravity acting between the Earth and the falling object</li> <li>identify the effects of air resistance, water resistance and friction, that act between moving surfaces</li> <li>recognise that some mechanisms, including levers, pulleys and gears, allow a smaller force to have a greater effect.</li> </ul> <p><b>DT</b></p> <ul style="list-style-type: none"> <li>Design using research and following criteria. Generate, develop, model and communicate ideas through a variety of ways.</li> <li>Make – select appropriate tools and materials according to their functional properties and ability to perform tasks.</li> <li>Evaluate ideas and products against their own design criteria .</li> <li>Use their own understanding of how to strengthen, stiffen and reinforce more complex structures.</li> </ul> <p><b>Geography</b></p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	

<b>British Values:</b>				
<b>Democracy</b>	<b>Rule of law</b>	<b>Tolerance of different cultures and religions</b>	<b>Mutual respect</b>	<b>Individual liberty</b>
<ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li>Ancient Egypt compared to Christianity and Hinduism</li> </ul>	<ul style="list-style-type: none"> <li></li> <li></li> </ul>	<ul style="list-style-type: none"> <li></li> </ul>