

Repton Manor Primary School Medium Term Plan



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| Creating Use info to create something new | Evaluating Critically examine info and make judgements | Analysing Take info apart and explore relationships |
| Applying Use info in a new situation | | |
| Understanding Understand and make sense of info | | |
| Remembering Remember and recall info | | |

Greater Depth Skills

Expected Skills

Emerging Skills

Topic: Ancient Egypt

Year Group: 5

Terms: 1 and 2

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| Subject - Discrete | Maths | | | | |
| Unit And Concepts | Place Value - 3 weeks | Addition and Subtraction - 2 weeks | Statistics - 2 weeks | Multiplication and Division - 3 weeks | Measurement and Perimeter - 2 weeks |
| | <ul style="list-style-type: none"> ▶ 1000s, 100s, 10s and 1s ▶ Numbers to 10,000 ▶ Rounding to the nearest 10 ▶ Rounding to the nearest 100 ▶ Round to nearest 10, 100 and 1,000 ▶ Numbers to 100,000 ▶ Compare and order numbers to 100,000 ▶ Round numbers within 100,000 ▶ Numbers to a million ▶ Counting in 10s, 100s, 1,000s, 10,000s, and 100,000s ▶ Compare and order numbers to one million ▶ Round numbers to one million ▶ Negative numbers ▶ Roman Numerals to 1,000 | <ul style="list-style-type: none"> ▶ Add two 4-digit numbers - one exchange ▶ Add two 4-digit numbers - more than one exchange ▶ Add whole numbers with more than 4 digits (column method) ▶ Subtract two 4-digit numbers - one exchange ▶ Subtract two 4-digit numbers - more than one exchange ▶ Subtract whole numbers with more than 4 digits (column method) ▶ Round to estimate and approximate ▶ Inverse operations (addition and subtraction) ▶ Multi-step addition and subtraction problems | <ul style="list-style-type: none"> ▶ Interpret charts ▶ Comparison, sum and difference ▶ Introduce line graphs ▶ Read and interpret line graphs ▶ Draw line graphs ▶ Use line graphs to solve problems ▶ Read and interpret tables ▶ Two-way tables ▶ Timetables | <ul style="list-style-type: none"> ▶ Multiples ▶ Factors ▶ Common factors ▶ Prime numbers ▶ Square numbers ▶ Cube numbers ▶ Multiply by 10 ▶ Multiply by 100 ▶ Multiply by 10, 100 and 1,000 ▶ Divide by 10 ▶ Divide by 100 ▶ Divide by 10, 100 and 1,000 ▶ Multiples of 10, 100 and 1,000 | <ul style="list-style-type: none"> ▶ Measure perimeter ▶ Perimeter on a grid ▶ Perimeter of rectangles ▶ Perimeter of rectilinear shapes ▶ Calculate perimeter ▶ Counting squares ▶ Area of rectangles ▶ Area of compound shapes ▶ Area of irregular shapes |

| Subjects - Discrete | RE | MLF | PE - Outdoors | PE - Indoors |
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| Unit | Creation and Life after death stories | French Everyday | Rounders and Athletics | Swimming |
| Concepts | <ul style="list-style-type: none"> · Link to Topic – stories of creation and afterlife for Ancient Egyptians, compare to Christian and Hindu beliefs. | <p>From Helen's LTP!</p> <p>Targets:</p> <ul style="list-style-type: none"> -Pick out familiar words and phrases from a spoken sentence. -Say and write a few sentences about themselves in the first person from memory. -Prepare and present some basic instructions for a playground game. - Use knowledge of French phonics to spell some simple words correctly. - Express opinions using basic sentences. <p>Topic: Playtime</p> <ul style="list-style-type: none"> -Learn how to talk about games they like to play - Learn how to talk about active games, board games etc. - Learn some French playground games. | <p>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</p> | <ul style="list-style-type: none"> ● swim competently, confidently and proficiently over a distance of at least 25 metres ● use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] ● perform safe self-rescue in different water-based situations. |
| NC objectives | · | <ul style="list-style-type: none"> · Listening and Speaking · Reading | <ul style="list-style-type: none"> · Play competitive games · Take part in outdoor and adventurous activities both individually and in a team. | <ul style="list-style-type: none"> · Water safety · Swimming competently and confidently and efficiently over 25 meters. · Use a range of strokes · Perform a self safe rescue in a range of situations. |

| Topic | Big Questions | Subject Coverage (Subject, Context) | Learning Opportunities | Objectives Covered (Copied from NC) |
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| <p>Class Reader: The Red Pyramid (KANE Chronicles)</p> <p>Stunning Start: Hobgoblin Theatre Show</p> <p>Marvelous Middle: Looking at real-life artefacts (Maidstone Museum)</p> <p>Fantastic Finish: Create own museum collection in the hall/RR (parents in?).</p> | <p>BQ1: What evidence have the Ancient Egyptians left behind for us today? (Weeks 3-7)</p> <p>Big Answer: Museum/Gallery of artefacts that have been researched and written up about (Term 1 Week 7)</p> | <p>Reading: The Red Pyramid by Rick Riordan - VIPERS Skills.</p> <p>Writing: Suspense Story - Howard Carter discovering the tomb of Tutankhamun.</p> <p>GPS: Word Classes, sentence openers, conjunctions and use of semicolons, emotive language and paragraphs.</p> <p>Art: Observational drawing (pencil).</p> <p>History: Ancient Egypt history, Egyptian artefacts, comparing Egypt now and then.</p> <p>Geography: Geography of Egypt, continents, oceans and benefits of location. Map Skills Locate Egypt and River Nile on the map.</p> <p>Art –Observational drawing skills.</p> <p>RE- World Religions. Diversity.</p> <p>Science - Earth and Space</p> | <p>Stunning Start: Hobgoblin Theatre Show. Children to be immersed into Ancient Egypt topic. The show covers a wide range of themes such as Egyptian Gods and Goddesses, Artefacts, Howard Carter, The Afterlife etc. Children will watch the performance, stopping to discuss as we go along. They will then participate in a Drama lesson based on the performance. All of this is led by the Hobgoblin Team.</p> <p>Geography - Where is Egypt? Look at continents and oceans. Discuss location of Egypt in terms of weather, trade, resources. What made them an affluent trading nation?</p> <p>Art/topic - Children explore artifacts by torchlight under tables (observational drawing). Discuss drawings. What could the artefacts have been used for? What can they tell us about Ancient Egyptian life? Why are artefacts often from affluent families/homes?</p> <p>Topic - What is a curator? Children become curators of their own exhibition about Ancient Egypt.</p> <p>History of Ancient Egypt - who were the Egyptians and what developments were made in their history.</p> <p>The history of Howard Carter - who was he and what led him to discover the tomb of Tutankhamun? What artefacts have been discovered and how have they been preserved - looking at pyramids, hieroglyphics and artefacts. Reliability of sources.</p> <p>Reading</p> <ul style="list-style-type: none"> · Predict – What might happen in the The Red Pyramid, using details and images. · Word Meaning - Look at The Red Pyramid text and identify new words and definitions and spellings. · Word choice – Explain why the writer chose particular words to create an effect on the reader. <ul style="list-style-type: none"> · Retrieval – Look at The Red Pyramid text and teach retrieval skills. What information can we gain from the text about the Ancient Egypt? · Inference – Look at The Red Pyramid text and teach inference skills. <p>Writing</p> <ul style="list-style-type: none"> · Learn and unpick model text – Suspense Story (HMSS) · Unpick Suspense Story and features. Look at and compare | <p>Spoken Language (English) - Participate in and gain knowledge, skills and understanding associated with the artistic practice of drama. Pupils should be able to adopt, create and sustain a range of roles, responding appropriately to others in role.</p> <p>History - Achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of Ancient Egypt.</p> <p>Geography - 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. Human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Art - Use drawing, painting and sculpture to develop and share their ideas, experiences and imagination. Develop their techniques, including their control and their use of materials.</p> <p>Science - describe the movement of the Earth, and other planets, relative to the Sun in the solar system describe the movement of the Moon relative to the Earth describe the Sun, Earth and Moon as approximately spherical bodies use the idea of the Earth’s rotation to explain day and night and the apparent movement of the sun across the sky.</p> <p>GPS - in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed, assessing the effectiveness of their own and others’ writing, proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning, using expanded noun phrases to convey complicated information concisely, using commas to</p> |

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| <p>SS: Mystery Taste Test using new vocab</p> | <p>BQ2: What did the Ancient Egyptians eat? (Week 8)</p> <p>Big Answer: Egyptian Feast comparing new and old cuisine.</p> | <p>DT - Food tech (making bread)</p> <p>Geography - Physical Geography of crop growing (Egypt)</p> <p>Reading - Recipes</p> <p>Maths - Measurement</p> | <p>with other familiar suspense stories. Research Topic of Howard Carter. Use understanding of artefacts to describe and explain their uses, appearance and significance.(Deepening)</p> <ul style="list-style-type: none"> · Story Opener -Introduce Characters, setting and build suspense (Innovate) · Plan Suspense Story (Invent) · Write Suspense Story with focus on toolkit. · Edit · Publish <p>GP – Word classes, Sentence Openers, Conjunctions (semi-colons), Emotive Language (metaphors), Commas to avoid ambiguity. Cohesion and Paragraphs.</p> <p>Science: Earth and Space - Describe the movement of the planets in relation to the sun and each other. Describe the movement of the moon in relation to the Earth. Describe and understand day and night. Discuss the beliefs of Ancient Egyptians and how these have changed and why.</p> <p>Computing/Maths - Multimedia – Shape/ Vector drawing (Pyramids and tombs).</p> <p>RE- Religions of the world. Which religions are prevalent in Egypt? How has this changed over time? How has the world diversified?</p> <p>MFL: Targets:</p> <ul style="list-style-type: none"> - Be able to greet each other confidently, and introduce themselves and their family. - Understand the numbers 1-10 and use them to say how old they are. - Understand and respond to some simple questions and instructions. - Recognise some words in their written form and pronounce them accurately. <p>Topic: Family</p> <ul style="list-style-type: none"> -Greeting each other -Introducing themselves -Counting up to 10 -Introducing their immediate family <p>Where does our food come from?</p> <p>Why did crops grow well beside the Nile?</p> | <p>clarify meaning or avoid ambiguity in writing, using relative clauses beginning with who, which, where, when, whose, that or with an implied (i.e. omitted) relative pronoun.</p> <p>History</p> <ul style="list-style-type: none"> · Address and devise historically valid questions about change, cause, similarity and difference, and significance. · Construct informed responses that involve thoughtful selection and organisation of relevant historical information. · Understand how our knowledge of the past is constructed from a range of sources. <p>D.T: understand and apply the principles of a healthy and varied diet. prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p> <p>Geography: human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p> <p>Writing: noting and developing initial ideas, drawing on reading and research where necessary. using further organisational and presentational devices to structure text and to guide the reader.</p> |
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| | | | <p>Introduce new vocabulary for describing tastes.</p> <p>DT- Design (ingredients), Make, Test, Evaluate.</p> <p>Reading - Instructions (layout of non-fiction piece). Analyse features and their effect.</p> <p>Writing - Read and adapt a recipe for making bread to fulfil the brief.</p> <p>Maths - Measurement of ingredients/ reading scales. Addition and subtraction.</p> | |
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| <p>Class Reader: The Red Pyramid</p> <p>Stunning Start: Map out the real size of the great pyramids and the tombs.</p> <p>Marvellous Middle: Mummification of fruit.</p> <p>Fabulous Finish: Build a pyramid using their pulleys?</p> | <p>BQ3: What are the pyramids and what were they used for? (3 weeks) Big Answer: Own choice of presentation - To show the process of mummification (e.g. clay models, animation, storyboarding, drama)</p> | <p>Reading: The Red Pyramid.</p> <p>Linked Text: Secrets of a Sun King.</p> <p>Writing: Instruction writing on Mummification.</p> <p>GPS: Modal Verbs Relative Clauses (& pronouns), Emotive Language (similes), Cohesion and Paragraphs.</p> <p>Science: Forces and Pulleys.</p> | <p>Pyramids:</p> <ul style="list-style-type: none"> - Egyptian tombs and pyramids/burial chambers – research - find out who and who found the tombs (Howard Carter found Tutankhamen) - map a map of the inside of the pyramid and the burial chambers - mini STEM project – make a pyramid, who can make the strongest pyramid? - research booby traps – look at mechanisms in Mouse Trap game - describe and annotate diagrams. - Explore the works of Rube Goldberg https://tinkerlab.com/engineering-kids-rube-goldberg-machine/ - Give chn a box of various materials – boxes, wooden bricks, dominoes, marble run etc. make the ball run from the top to hit the bell at the end. - look at forces and look at the effects of different levers, pulleys and gears - design and make a booby trap which involves a mechanism. <p>Create trioramas depicting inside and outside of the pyramid.</p> <p>Mummification:</p> <ul style="list-style-type: none"> - Mummification (embalming process, research) - Make your own mummies/wrapping activity - Make a cut out Mummy describing each layer of Mummification) - Instructions on how to mummify a body - Canopic jars - clay <p>Reading</p> <ul style="list-style-type: none"> · Word Meaning - Look at Sun King text and identify new words and definitions and spellings. · Word choice – Explain why the writer choose particular words to create an effect on the reader. · Retrieval – Look at Sun King text and teach retrieval skills. What information can we gain from the text about the Ancient Egypt? · Inference – Look at Sun King text and teach inference skills. · Compare – make accurate and appropriate | <p>Science - 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.</p> <p>Writing: identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own. selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning. proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning. using modal verbs or adverbs to indicate degrees of possibility.</p> |
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| | | | <p>comparisons from the text. · Summarise – Explain and discuss main themes of the text.</p> <p>Science: Explain and understand the force of gravity. Identify the effects of air resistance, water resistance and friction. Understand and explain the effect pulleys, levers and gears have on forces.</p> | |
| <p>BQ4: How did religion influence the everyday life of Egyptians? Gods and Goddesses. (4 weeks)</p> <p>Big Answer:</p> <p>Programming – Selection in Quizzes (End of topic quizzes)</p> | <p>Reading, The Sun King, Emma Carrol retrieval and inference</p> <p>Writing, Myth - The creation of the Sphynx/Egyptian Gods/Creation story.</p> <p>GPS: Parenthesis ,Commas, Punctuation, Modal verbs</p> <p>RE: Compare after life beliefs across Ancient Egyptians, Christian, and Hindus</p> <p>History, Archaeological evidence as a source of fact and opinion</p> <p>Computing, internet search engines</p> <p>Life Skills, World knowledge</p> <p>DT – design and make</p> | <p>Writing: - Look at different Gods and Goddesses, and discuss their importance in everyday life.</p> <ul style="list-style-type: none"> - Look at idols, why were these important to Ancient Egyptians, how did they link to religion - sphynx, scarab beetle etc. - Look at structures of Ancient stories - analyse and discuss. - Myths and legends - how has the telling of these changed throughout the years. How would Ancient Egyptians retell and portray legends and myths? - Link to history - famous sphynx statues, how were they made and why. - Plan story linked to what we have learnt. - Write story (several sections done as learning is explored). - Edit - Publish all sections once completed. <p>History:</p> <ul style="list-style-type: none"> - Linked with Writing. - What are artefacts? How can historical evidence change over time? How does opinion influence perceptions of artefacts and what they were used for? - Exploration of artefacts and how they are used to influence our knowledge of History. <p>R.E: Sikhism (Discrete) - Guru Nanak’s birthday and Maghi Festival links (January)</p> <ul style="list-style-type: none"> - Explain how the gurdwara helps Sikhs in their relationship with God. - Find out about a Sikh’s three duties: Nam japna, Kirt Karna and Vand Chakna. Discover how each of these is fulfilled in the gurdwara - What does it mean to be Sikh, and how do Sikhs worship? - Explore why music takes central stage in Sikh worship, and how it is used as a way to alter the emotional state to reach a better understanding of God. The scriptures are written in 60 different melodies that each establish a mood. E.g. Raag Asa (inspiration and courage); Raag Asavari (enthusiasm). | <p>Reading: 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 one paragraph, identifying key details that support the main ideas identifying how language, structure and presentation contribute to meaning</p> <p>Writing: in writing narratives, considering how authors have developed characters and settings in what pupils have read, listened to or seen performed. in narratives, describing settings, characters and atmosphere and integrating dialogue to convey character and advance the action. ensuring the consistent and correct use of tense throughout a piece of writing.</p> <p>History: Children should understand how our knowledge of the past is constructed from a range of sources. They should note connections, contrasts and trends over time and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.</p> <p>A1. Describe and make connections between different features of the religions and worldviews they study, discovering more about celebrations, worship, pilgrimages and the rituals which mark important points in life, in order to reflect</p> <p>B1. Observe and understand varied examples of religions and worldviews so that they can explain, with reasons, their meanings and significance to individuals and communities.</p> <p>C1. Discuss and present thoughtfully their own and others’ views on challenging questions about belonging, meaning,</p> | |

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| | | | <p>Explain why music can be seen as a spiritual form of expression.</p> <p>MFL (discrete) - Core Unit 2</p> <p>Targets:</p> <ul style="list-style-type: none"> - Recognise some familiar words and phrases in a spoken story. - Use numbers and colours in descriptions. - Say and write from memory several sentences about where they live and their daily routine, with good pronunciation. - Respond to a spoken question with a written answer in a full sentence. - Confidently say sentences where the word order differs to English. - Be able to give the gender of a noun from its article. <p>Topic: My Home</p> <ul style="list-style-type: none"> - Difference between dans and a for places - Ask where do you live? - Describe rooms in their home - Describe simple daily routines. <p>Music - Writing music, using symbols and basic terminology. Write and compose new verse for "Walk like an Egyptian." Digital composition.</p> | <p>purpose and truth, applying ideas of their own in different forms including (e.g.) reasoning, music, art and poetry.</p> <p>Music:</p> <p>Pupils should be taught to sing and play musically with increasing confidence and control.</p> <p>They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory.</p> <p>Pupils should be taught to: play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression improvise and compose music for a range of purposes using the inter-related dimensions of music listen with attention to detail and recall sounds with increasing aural memory use and understand staff and other musical notations appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians develop an understanding of the history of music.</p> |
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| British Values: | | | | |
| Democracy | Rule of law | Tolerance of different cultures and religions | Mutual respect | Individual liberty |
| . | . | · Ancient Egypt compared to Christianity and Hinduism | . | . |