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

Curriculum driver(s) -	Aims/Values drivers (taken from school's key aims/values) –
• 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).	• 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.
Key Question drivers 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?	**Authentic Outcome –** • 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.
Visits/Visitors - Egyptian workshop visiting.	**Role play –** Talk for writing but limited role play due to current restrictions.

English

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

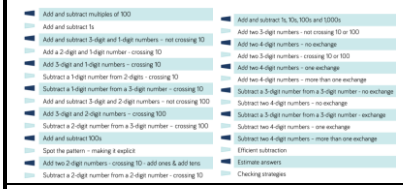
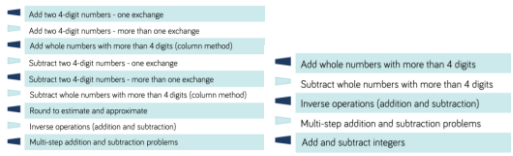
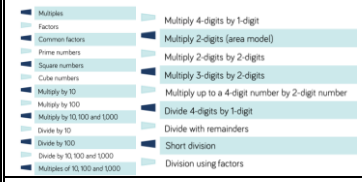
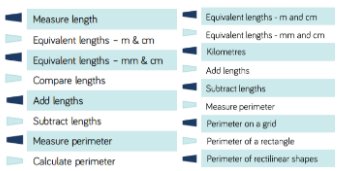
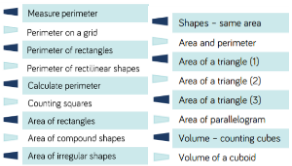
Numeracy

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

Place value

Y3/4

Y5/6

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, +-	Y5 vocabulary: powers of 10, numbers to a million, multiple of, factor of, factor pair, sequence, continue, predict, consecutive, greater than or equal to (≥), less than or equal to (≤), 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,
Y4 Vocabulary: Roman Numerals (I-C),decimal, decimal place, tenths, hundredths, round (to the nearest), thousand more/less, integers, negative integers, zero,	Y6 vocabulary: numbers to ten million, multiple of, factor of, factor pair, sequence, predict, consecutive, greater than or equal to (≥), less than or equal to (≤), 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
Addition and Subtraction	
Y3/4 	Y5/6 
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,	Y5 vocabulary: formal written method, number bonds/pairs/facts, missing number, tens boundary, hundreds boundary, inverse,
Y4 Vocabulary: difference between, equals, is the same as, number bonds/pairs/facts, missing number, inverse, partition, part-whole	Y6 vocabulary: order of operation (BODMAS/BIDMAS), indices, inverse
Multiplication and division	
Y3/4 	Y5/6 
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,	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,
Y4 Vocabulary: multiply, divide, times-tables, partition, array, bar model, part-whole model, remainder, factor pairs, factors, commutative, multiplication facts, division facts, inverse, derive,	Y6 vocabulary: order of operations, common factors, common multiples, square, squared, cube, cubed
Length, perimeter and area	
Y3/4 	Y5/6 

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,	Y5 vocabulary: volume, cube, cuboid, 3D shape, solid, capacity, calculate, estimate, unit cubes, least, greatest,
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 (cm^2)	Y6 vocabulary: area, volume, perimeter, parallelogram, height, enclosed, width, length, squared centimetres (cm^2), squared metres (m^2), base, estimate, formula, compound shape, cubic centimetres (cm^3), cubic metres (cm^3),

Science
(Key Vocabulary and links to programmes of study)

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.

Vocabulary- boiling, freezing, melting, solidify, gaseous, condensation, evaporation, degrees, Celsius, temperature, thermometer, water cycle

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.

Vocabulary- permeable buoyancy, change of state, chemical reaction, dissolving, filtering, sieving, reversible, irreversible, solvent, solute, solution, suspension, electrical and thermal conductivity

Computing
(Key Vocabulary and links to programmes of study)

Y3/4 Drawing and Publishing – 2D drawing
Lines, Grouping, Ordering, Size, Scale, Editing, Manipulating, Detail, Shapes.

Y5/6 Drawing and Publishing – 3D drawing
Edges, Grouping, Ordering, Drawing, Manipulating, Size, Scale, Editing, Detail, Shapes.

Geography
(Key Vocabulary and links to programmes of study)

Studying where Egypt is and the features of the Nile.
Vocabulary: Nile, flood plain, delta, Mediterranean sea, silt, red land, black land, tributary,

Y3/4

- Locate places on larger scale maps;

• 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 • 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 shaduf by: • 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 shaduf by: • 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 alpabet 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.