

Curriculum Overview for Sycamores class – Summer term 2018 – We are archaeologists - Egyptians

<p>Debate poetry and poetry that tells a story</p>	<p>English</p>	<p>Art & Design</p>	<p>Computing</p>
<p>Essential books:</p> <p><i>The Dispute of Coffee and Tea</i> Hamilton Group Reader <i>Sensational! poems inspired by the five senses</i> chosen by Roger McGough, Macmillan</p> <p>Grammar includes: Using elaborated descriptive language; using expanded noun phrases; using and understanding grammatical terminology.</p> <p>Spellings: Y5/6 words most common on SATs</p> <p>Classic novels</p> <p>Essential books:</p> <p><i>The Jungle Book</i> by Rudyard Kipling Writing complex and compound sentences; using elaborated language of description, including expanded noun phrases, adjectives, adverbials and, particularly, relative clauses; using accurate sentence and speech punctuation.</p> <p>Spellings: Y5/6 words most common on SATs</p>	<p>Argument and debate</p> <p>Essential books:</p> <p><i>Arguments for and against use of CCTV cameras</i> (provided)</p> <p>Grammar includes: Dialogue, direct/indirect speech punctuation, reported speech; using of passive form to present information; using semi-colons and dashes to mark boundaries between independent clauses; using commas to clarify meaning. Recounts</p> <p>Egyptians – servants</p> <p>Spellings – hyphenated words – argument and debate vocabulary</p> <p>Persuasive writing -Essential books:</p> <p><i>Various persuasive texts</i> (provided)</p> <p>Grammar includes:</p> <ul style="list-style-type: none"> Understanding and using modal verbs in persuasive writing; using apostrophes correctly; using correct sentence punctuation. 	<ul style="list-style-type: none"> Sketching techniques to create front covers for topic books Explore drawing and painting techniques to create maps <p><i>Learn how figures were represented in Ancient Egyptian art; draw and paint figures in the Ancient Egyptian style.</i></p> <p>Finishing touches</p> <p><i>Construct a 3D model staircase from 2D pieces of card and add finishing touches to your model tomb.</i></p>	<ul style="list-style-type: none"> Databases Scratch programming E-safety Email Structure of the internet
<p>Spelling words</p>	<p>Spelling words</p>	<p>Design & Technology</p> <ul style="list-style-type: none"> Designing: ideas for my product <ul style="list-style-type: none"> Designing: improving and developing the best ideas for my product Designing: presenting my selected design idea ideas to modify their design Making: selecting the tools, equipment, materials and components Making: further improving my design while I am making it A presentation drawing of my finished product Evaluating: my own thoughts about my product 	<p>Geography</p> <ul style="list-style-type: none"> Locate the world's countries, using maps and focussing on their environmental regions and key physical characteristics. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe and understand key aspects of physical and human geography. Describe the terrain and climate of Britain at the start of the Ancient Egyptian civilisation. Explain where Ancient Egypt was located. Label a map of Ancient Egypt and its surroundings.
<p>Mathematics</p> <p>Number and Place Value to include revision for Y6 SATs</p> <p>Place Value and Roman Numerals</p> <p>Multiplication, division and Fractions and percentages to include scaling for Y6</p> <p>Shape, measures, statistics and algebra</p> <p>Fractions and subtraction</p> <p>Multiplication/division and ratio</p> <p>Multiplication and division</p>	<p>Mathematics</p> <p>Time, line graphs and rate</p> <p>Decimals and subtraction</p> <p>Multiplication and Fractions</p> <p>Addition and subtraction, Multiplication and division- context problems and reasoning</p>	<p>Modern Languages</p> <p>French</p> <p>Conversational French</p> <p>Where do you live?</p> <p>School life and equipment</p> <p>Weather</p> <p>Festivals</p>	<p>Music</p> <ul style="list-style-type: none"> perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
<p>Science</p> <p><i>Pupils work scientifically by asking questions, observing systematically, performing practical enquiries, recording, reporting, evaluating and concluding their findings using scientific explanations and evidence which link back to the enquiry focus; analysing the outcomes.</i></p> <p>Opportunities to gain scientific knowledge and conceptual understanding linked to programme of study:</p> <ul style="list-style-type: none"> The art of being human – blood composition The Heart Nutrient detective Circulatory systems Healthy body, diet and exercise and lifestyle Changing materials – solutions, changing state, oxidation 	<p>History</p> <p>Back in time</p> <p>Place the Ancient Egyptian civilisation on a world history timeline; describe what society was like in Britain, the terrain and climate of Britain at the start of the Ancient Egyptian civilisation.</p> <p>Explain where Ancient Egypt was located and label a map; describe Ancient Egypt as being part of the Fertile Crescent (Cradle of Civilisation); describe the terrain and climate of Egypt.</p> <ul style="list-style-type: none"> Pharaohs, tombs, Egyptian life 	<p>Physical Education</p> <ul style="list-style-type: none"> play competitive games, modified where appropriate [for example, cricke, rounders and tennis], and apply basic principles suitable for attacking and defending use running, jumping, throwing and catching in isolation and in combination take part in outdoor and adventurous activity challenges both individually and within a team compare their performances with previous ones and demonstrate improvement to achieve their personal best 	<p>Religious Education</p> <ul style="list-style-type: none"> Hindu festivals, teachings and religious texts Understanding and respecting the beliefs of different religions Pupils compare how Christians, Muslims, Hindus or humanists celebrate a marriage and express and argue for ideas of their own about partnership, in discussions. <p>Linking to English, pupils consider how some texts from the Torah (e.g. the Shema), the Bible (e.g. 1 Corinthians 13) and the Qur'an (e.g. The 1st Surah, the Opening) are seen as sources of wisdom in different traditions. They respond to the ideas found in the texts with ideas of their own</p>
<ul style="list-style-type: none"> Chemists Fair testing 			

