

Medium Term Plan

Year 6 Term 1 Topic Name: Ancient Egypt				
Overarching Question?	Who's the mummy?			
Stunning Start	Egyptian Day- cooking, pottery etc			
Fantastic Finish	Create own museum			
Subject		NC Programme of study	Possible Tasks	Outcomes 'I can .....
English Genres and Focus	Poetry settings - similes and metaphors Persuasive Adverts (NF) Journey Stories focus on story openings (F)	Poetry: Focus on rich language to describe settings. Range of poems describing Egypt.  Fiction – A Journey Tale – The Ice Forest Focus: Opening  Non-fiction: Persuasion	Write Egypt themed poetry Setting Descriptions  Write a journey tale set in Ancient Egypt. Learn model text, verbally rehearse, write own version focussing on openings.  Write persuasive advert for artefacts in after-life.	Write for a range of purposes.  <i>I can plan a detailed character and / or setting to have an effect on the reader and use ideas from what I have read, heard and seen in other stories, plays or films.</i>
Maths	Number - place value, addition, subtraction, multiplication, division	Number - place value, addition, subtraction, multiplication, division		Add and subtract using negative numbers. Perform mental calculations, including with mixed operations and large numbers. Divide numbers up to 4-digits by a 2-digit whole number up to 20 using the efficient written method and interpret remainders as whole number remainders, fractions or by rounding, as appropriate for the context. Solve multi-step problems involving the 4 rules and use estimations to check answers to calculations. Use my knowledge of the order of operations to carry out calculations involving the 4 operations.
		Plan different types	Mummify Apples –	I can plan different

<p><b>Science</b></p>		<p>of scientific enquiries to answer their own or others' questions, including recognising and controlling variables where necessary (Year 6 focus). Take measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate (Year 6 focus).</p>	<p>Measure the difference in weight from first instance to after mummification. Record findings in tables.</p>	<p>types of scientific enquiries to answer questions, including recognising and controlling variables where necessary.</p> <p>I can take accurate measurements, using a range of scientific equipment, taking repeat readings when appropriate.</p>
<p><b>PE</b></p>		<p>Active Leaders Invasion Games</p>	<p>In indoor PE, children in groups to plan activities to deliver to their peers in outdoor PE developing skills of attacking and defending.</p>	<p><i>I can plan a course of actions against an opponent based on my strengths and their weaknesses</i> <i>I can advise others in my team of the best strategy based on the combined strengths and weaknesses of everyone</i></p>
<p><b>Art/DT</b></p>		<p>Produce intricate patterns and textures in a malleable media  Create intricate printing patterns by simplifying and modifying sketchbook designs Use research he/she has done into famous designers and inventors to inform the design of his/her own innovative products</p>	<p>Profile portraits Hieroglyphics Clay Sarcophagus Canopic Jars Create Egyptian 'Artefacts'</p>	<p>I can produce intricate patterns in a malleable media  I can create intricate printing patterns by simplifying and modifying sketchbook designs I can use research I have done into famous designers and inventors to inform my designs</p>
<p><b>PSHE</b></p>	<p>See PSHE plans</p>			
		<p><b>CREATION</b> Creation and science:</p>	<p>Read Genesis 1:1–2:3</p>	<p>Outline the importance of</p>

<b>RE</b>		<p>conflicting or complementary? in the wider context of 'Big Questions'</p>	<p>Sum up the key message of the text, writing seven key words onto their sketches and a brief explanation of their ideas on the back.</p> <p>Introduce pupils to a scientific account of cosmology (the beginning of the universe) and of evolution (the development of living beings)</p> <p>Debate the conflicting ideas.</p>	<p>Creation on the timeline of the 'big story' of the Bible. Identify what type of text some Christians say Genesis 1 is, and its purpose. Taking account of the context, suggest what Genesis 1 might mean, and compare their ideas with ways in which Christians interpret it, showing awareness of different interpretations. Make clear connections between Genesis 1 and Christian belief.</p>
<b>Computing</b>		<p>Be discerning when evaluating digital content.</p> <p>Use filters in search technologies effectively and is discerning when evaluating digital content/</p>	<p>Research Egypt Coding Tomb Raider game</p>	<p>I can recognise trustworthy sources of information on the internet I can use a broad range of resources online to find exactly what I'm looking for</p>
<b>Geography</b>		<p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Locate Ancient Egyptian Poster on features.</p> <p>Create maps of Ancient Egypt.</p> <p>Use co-ordinates to read Maps and Atlas.</p>	<p>I can use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>
<b>History</b>		<p>Address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance Understand how our knowledge of the past is constructed from a range of sources Construct informed responses that involve thoughtful selection and</p>	<p>Adverts for canopic jars.</p> <p>Research Egyptian Gods.</p> <p>Research Life as an Ancient Egyptian</p> <p>Research the Process of mummification.</p>	<p>I can address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance I can understand how our knowledge of the past is constructed from a range of sources I can construct informed responses that involve thoughtful selection and</p>

		<p>organisation of relevant historical information</p> <p>Make confident use of a variety of sources for independent research</p> <p>Describe the achievements of the earliest civilizations - an overview of where and when the first civilizations appeared.</p>		<p>organisation of relevant historical information</p> <p>I can make confident use of a variety of sources for independent research</p> <p>I can describe the achievements of the earliest civilizations and a deeper knowledge of one of them</p>
<b>KS2 MFL</b>		<p>Understand longer and more challenging texts on a range of topic areas, recognising some details and opinions heard</p> <p>Apply knowledge of phonemes and spelling to attempt the reading of unfamiliar words</p> <p>Write a range of phrases and sentences from memory and adapt them to write his/her own sentences on a similar topic</p> <p>Select appropriate adjectives to describe a range of things, people and places and appropriate verbs to describe actions</p> <p>Begin to use some adverbs</p> <p>I am beginning to use some adverbs</p> <p>Engage in longer conversations, asking for clarification when necessary</p> <p>Create his/her own sentences using knowledge of basic sentence structure</p> <p>Use pronunciation</p>	<p>Listen to a description of an Egyptian God or Goddess and deduce meaning through previously learned language or cognates.</p> <p>Use text to investigate which God is being described.</p>	<p>I can understand the main points and some details from spoken passages on a range of subjects</p> <p>I can use my knowledge of spelling to help me read unfamiliar words</p> <p>I can write several phrases and sentences from memory and can change them to express my own ideas</p> <p>I can choose the best adjectives to describe people, places and things and the right verb to describe an action</p> <p>I can discuss a topic with others giving my own ideas and asking for help when I need it</p> <p>I can create my own extended sentences</p> <p>I can use the way I speak to make my meaning clear and keep my audience interested</p> <p>I can understand the main points and some details from a text which includes unfamiliar language</p> <p>I can try to read and understand a range of different texts using clues to help me</p>

		<p>and intonation effectively to accurately express meaning and engage an audience</p> <p>Read aloud and understand a short text containing unfamiliar words, using accurate pronunciation</p> <p>Attempt to read a range of texts independently, using different strategies to make meaning</p> <p>Use vocabulary learnt from reading in different contexts and use dictionaries to find a wide range of words</p> <p>Know how to conjugate a range of high frequency verbs</p> <p>Understand how to use some adverbs in sentences</p> <p>Have an awareness of similarities and differences in grammar between different languages</p>		<p>I can use words and phrases I have learnt from reading and from dictionaries</p> <p>I know the different forms of a variety of verbs and when to use each form</p> <p>I understand how to use some adverbs in sentences</p> <p>I know that different languages have different rules about grammar</p>
<b>Music</b>		Play and perform in solo or ensemble contexts with increasing accuracy, control, fluency and expression	Harvest Festival Song.	<i>I can sing as part of an ensemble with full confidence and precision</i>
<b>Key Vocabulary</b>	Coffin – sarcophagus, king – Pharaohs, pyramid, mummification, writing/symbols - hieroglyphics.			
<b>Language Enrichment Opportunities</b>	<p>'R-Time'</p> <p>Talk for writing – drama and oral rehearsals</p> <p>Group discussions around topic: using Subject Specific Language</p>			
<b>Local focus</b>				
<b>Visitors or trips</b>				
<b>Special Focus Days/Weeks</b>	Egyptian Day – pottery, cookery and art.			