Cats Rule in Egypt. Why were they important to the Egyptians?   Year 3/4/5 Class Curriculum

Texts: The Egyptian Cinderella, by Shirley Climo. The Time Travellers cat **Writing:** Plan draft and edit writing through narrative, non-narrative, real events, poetry and writing for different purposes. Proof read their writing for spelling and punctuation errors. Read aloud their own writing to the group or class using appropriate intonation, tone and volume. Develop understanding of grammar concepts and indicate grammatical and other features. Extend vocabulary, grammar and punctuation. Learn to spell more accurately including polysyllabic words that conform to spelling patterns, common exceptions and prefixes and suffixes.

Narrative writing tasks: Write the story of the Egyptian Cinderella with changes and adaptations. To write a diary entry as Cinderella.

Non- Narrative writing tasks: Non Chronological report about cats.

Reading: Retrieve and record and present information from non-fiction books distinguishing between fact and opinion and justifying their views.

EXPLORE (Curriculum Focus)

Geography:
- To know compass direction and locational and directional language.
- To know the names of capital cities in Europe and locate them on a map.
- To know the difference between the British Isles, Great Britain and the United Kingdom.
- To place the country of Egypt on a map of the world.
- To learn about the 'River Nile' and its importance to the ancient civilisation.

Mathematics

- **Fractions and Decimals**: To understand tenths/hundredths/thousandths as fractions as and decimals and be able to place them on a place value grid.
- **Addition and subtraction:** Revision of concepts covered.
- **Multiplication and division:** Revision of concepts covered.
- **Measurement Money**: Revision of concepts covered.

Physical Development: Gymnastics and outdoor games.

Use skills of flexibility, strength, balance, control linked to movement and techniques.

Ancient Egypt

Justice, Power, Wealth, Value, Belief **Core values: Consistency, Continuity, Stability, Significance, Balance, Correctness, decorum and resilience.** Where can we see these values? How did they impact on later cultures?

History:

Discover and explore - Chronological order, evidence, perspective, historical enquiry, empathy, significance, change and continuity.

Use historical skills of: Collecting/recording/evaluating/presenting evidence when exploring and finding answers in the context below.

To have a chronological understanding of Ancient Egypt and a secure understanding of British, local and world history. To establish what society was like in Britain during the Ancient Egyptian civilisation. To label a world history timeline and understand society in Britain in 3000 BCE.: To understand the importance of the River Nile to the Ancient Egyptians to understand how and why the Egyptians built the Pyramids. To know what clues pyramids gave us about the past. To know what clues paintings/artefacts gave us about the past. To know about the processes of mummification. To be able to describe the end of the Ancient Egyptian civilisation. To appreciate the evidence for the Ancient Egypt civilisation that can still be seen today.

Religious Education: Christianity:

Creation stories/ Food rituals/ World views or meaning of life. **Islam Rites of Passage:** The Journey of Life.

Modern Foreign Languages: French

The planets. The 'Euro' Football Tournament 2020.

CREATE (Curriculum support)

ART: Use a program to digitally manipulate a photo or image and to create a piece of Artwork.

Music: Charanga Unit 2

PSHE: Explore ideas of 'Growing and Changing'.

Feelings and emotions.

Growing and changing: Sex education

Valuing difference

STEM

Science: Describe the functions of the digestive system. Identify different types of teeth in humans and their functions. Describe changes as humans develop and grow old. Compare and group materials and know if they are a solid/liquid/gas.

I.T: Develop an understanding of how digital images can be changed and edited, and how they can then be resaved and reused. Consider the