

History – Ancient Egypt

	I understand that a timeline can be divided into BC and AD. I can order events chronologically.	
	I can use a range of different sources (including artefacts) to ask and answer questions about the past.	
	I can summarise achievements of the Ancient Egyptians.	

Hi2/2.3 Ancient Civilizations: Pupils should be taught about the achievements of the earliest civilizations.

Music – Glockenspiel Stage 2 (Charanga)

	I can listen and copy back. Using your instruments, listen and play using notes: C, D, E, F and G.	
	I can repeat a simple rhythm. I can compose my own piece of music using the notes C, D, E, F and G.	
	I can evaluate the success of my performance.	

Mu2/1.1 play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression.

Mu2/1.2 improvise and compose music for a range of purposes using the interrelated dimensions of music.

Art – Faces and Profiles

	I can observe and draw detail. I can examine the artwork of David Hockney.	
	I can apply scale and proportion in my work. I can use charcoal to show light and dark marks.	
	I can review and revisit ideas in my sketchbook. I can evaluate my finished portrait.	

Ar2/1.1 to create sketch books to record their observations and use them to review and revisit ideas.

Ar2/1.2 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.

Geography – Egypt

	I can locate Egypt on a map. I can describe the Ancient Egyptian landscape.	
	I can examine how Ancient Egyptian people used their land.	
	I can explain the significance of the River Nile in Ancient Egyptian life.	

Ge2/1.1a locate the world's countries, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.

Ge2/1.4a use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

Ancient Egypt Term 2



Computing – Animation

	I understand how animations can be created by hand.	
	I can add backgrounds and sounds to animations. I can use the Onion Skin tool to create an animated image.	
	I can create my own Ancient Egyptian animation (2Animate).	

Co2/1.1 design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

Co2/1.2 use sequence, selection, and repetition in programs; work with variables and various forms of input and output.

DT – Lights! (Linked to Science)

	I understand how electrical systems have helped to shape the world we live in. I can make a product which contains a working circuit to light a bulb.	
	I can draw a simple annotated design. I can develop my own design criteria, reflecting on the purpose of my product.	
	I can evaluate my product against my design criteria.	

DT2/1.4c understand and use electrical systems in their products.

DT2/1.1b generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams.

Science – Electricity (see science books)

	I can name common appliances that run on electricity. I can list the components of a simple electrical circuit. I can recognise some common conductors and insulators.	
	I can construct a simple series electrical circuit. I can identify whether a circuit is complete or incomplete. I can recognise that a switch opens and closes a circuit.	
	I can set up a simple practical enquiry to test my hypothesis. I can evaluate my scientific inquiry, reflecting on my hypothesis.	

Sc4/4.2 Electricity

RE: see individual books and class big book

What does it mean to be a Hindu in Britain today?

French: see class big book

Family

PSHE: see class big book

Diversity and Respect: How do we treat each other with respect?