



## Blue Oak medium term planning

### Spring 1 - Awesome Egyptians

**Learning objectives (KPIs in bold)**

Week	Main focus	Writing/SPaG	Science	Art/DT	Humanities/RE	PE	PSHE/Music/ French/Computing	Intended outcome
1 (4.1.22)	Humanities (history)	<p>Assessment Prediction (from title &amp; prologue) Newspaper article - finding the tomb Plan using a comic strip</p> <p>Individual targets -</p> <p>Composition Step 2 - Describes a picture using a subject, verb and object (active or passive order), e.g. dog chases cat, ball kicked by girl, etc. Step 3 - Identifies different uses for writing Draws or paints a picture to illustrate an event Step 4 - Writes simple sentences sometimes using punctuation Step 5 - Writes simple structures attempting to include basic features of instructions, poetry, narratives (based on personal experience) and story writing Creates own plan for writing after discussion Step 6 - Writes about real events, recording these simply and clearly</p> <p>Vocabulary, Grammar &amp; Punctuation Step 2 - Describes a character or object from a story using a single descriptive word, e.g. boy, red, etc. Step 3 - Expresses ideas in longer phrases using the past tense correctly Step 4 - Punctuates with full stops and capital letters with support Includes 'and' to join words Step 5 - Includes some co-ordination and subordination within their writing after discussion with a member of staff, e.g. or, but, when, because, etc. Step 6 - Uses the present and</p>			<p>Introduction to the Theme History How do we find out about the Ancient past?</p> <p>Discovery of T's tomb Use of artefacts - what were these used for?</p>	Greatest Showman Swimming	British values - ownership of artefacts around the world - should we return these artefacts?	

		past tense mostly correctly and consistently						
2 (11.1.22)	Humanities/ French	Diary: Egyptian farmer Planning using a cyclical diagram			The role of farming & the importance of the River Nile		French : Weather  Circle times.	
3 (18.1.22)	Humanities/ music	Explanation: How were the pyramids built? Planning using a timeline DT			In preparation for next week's DT: Development of the pyramids Mummifying an orange or tomato		Music: Make you feel my love British values/ UNICEF - slavery/ farmers not being paid fairly to build the pyramids. Child labour/ children's rights.	
4 (25.1.22)	DT week	Instructions: How to make a Mummy (link DT) - Talk for writing Planning using a flow chart.		Making a wooden sarcophagus case	The afterlife/ beliefs in death		British values - how does British society 'celebrate' death	
5 (1.2.22)	Computing/ PSHE/ RSHE week	Non-chronological report - roles in Ancient Egypt Planning in paragraphs (link to PSHE/ humanities)			Other roles within Egyptian society - linking to the family/ hierarchy in society/ relationships (PSHE)		Computing: Fusing geometry and art PSHE: Relationships RSHE: The reproductive system  Traditional perceptions of male/ female - Hatshepsut wearing a beard to appear more male (could the female teacher wear a beard?)	
6 (8.2.22)	RE (British values)  (11.2.22 - internet safety day)	Compare the Shahadah to the beliefs of the Ancient Egyptians Compare how the use of the 99 names of Allah to how the Egyptians separated the different attributes into different gods. Write a poem to describe the god			U2.6 What does it mean to be a Muslim in Britain? (7.5 hrs) Religion and the Gods in Ancient Egyptian society		British Values - equality, rights in British society.	

**Spring 2 - (Awesome Egyptians)**

Learning objectives (KPIs in bold)								
Week	Main focus	Writing/SPaG	Science	Art/DT	Humanities/RE	PE	PSHE/Music/ French/Computing	Intended outcome
1 (22.2.22)	RE	Islamic stories - retelling The creation story The Islamic Story of The Prophet and the Ants and The Crying Camel			RE 3 Acts out situations from stories Describes an event in a story Describes an action of the character	OAA Problem solving Swimming	British Values - equality, rights in British society. Where religious groups go for guidance and advice (Qu'ran/ Imam)	
2 (1.3.22)	Art/ French	Comic strip: The book of the dead/ what the AE believed about the afterlife. Planning - story map		Make / design a sarcophagus Constructs and remodels their artwork or product	Retells some details of a historical story Sarcophagus - linking back to mummification		French: Greetings	
3 (8.3.22)	Science (World Book Day)	Balanced argument: Planning and writing up experiments.	Properties of materials (focus on properties) TAPs Suggests where they might find different rocks in their		Materials used by AE - e.g. in buildings Sequences a series of pictures or photos which show the progression of a		British values - living more sustainably for the future	

			environment		scientific concept, and explains obvious relationships between them,			
4 (15.3.22)	Science	Balanced argument: Planning and writing up experiments.	Properties of materials (focus on separating mixtures e.g. dissolving, filtering, evaporating) Inc Forest school - burning TAPS: Sugar cube stacks (gather & record data) Separates mixtures, e.g. using a filter paper Observes and comments on changes to properties of materials, e.g. wax as liquid and when cooled				British values - the laws around property	
5 (22.3.22)	English/ PSHE/ RSHE	Writing a historical story about AE gods evaluation			Suggests what might change or be affected after an event in history, e.g. people lose their homes after the Great Fire of London Describes some aspects of an artefact in simple terms		RHSE: How to heal a Broken Wing PSHE: Relationships part 2	
6 (29.3.22)	English/ music						The Fresh Prince of Bel Air	
1 (22.2.22)	RE	Non-chron report- leaflet about key feature of life for British Muslim e.g. to include - the Qu'ran (how it's different to other religious guidance), Mosques & worship at home. Planning: mindmap			Communicates about how different you might feel on a special/holy day Identifies that some festivals are celebrated with special foods	OAA Problem solving Swimming	British Values - equality, rights in British society. Where religious groups go for guidance and advice (Qu'ran/ Imam)	