

<p><u>Social Studies – I can:</u></p> <ul style="list-style-type: none"> • Explain what is meant by ‘evidence’ in terms of information that helps us learn about the past. • Explore images and video clips of ancient Egyptian artefacts and discuss with my partner. • Discuss where we get evidence about the past from, and explore images of archaeologists as they carry out their work. • Explore timelines of ancient Egypt. • Explore the important part that the River Nile played in Peoples everyday lives. • Explore scenes of daily life and talk about how our lives today are different. • Explore the role of pharaohs. • Discuss some facts about Tutankhamun. • Explore and discuss how some ancient Egyptian inventions impact on our lives today, for example, papyrus and ink. 	<p><u>Expressive Arts – I can:</u></p> <ul style="list-style-type: none"> • Explore images of ancient Egyptian art, jewellery, sculptures and create a piece of my own artwork supported by what I see. • Use clay to create my own piece of art inspired by the ‘sunk relief’ style seen in ancient Egypt. • Design an ancient Egyptian death mask. • Design a canopic jar. 	<p><u>Literacy & English – I can:</u></p> <ul style="list-style-type: none"> • Discuss our topic with a partner and with our class. • Listen for information and discuss what I have heard. • Say what I already know. • Explore non-fiction texts about ancient Egypt. • Use the contents page to help me find information. • Demonstrate my understanding by answering simple comprehension questions based on something that I have read. • Create a coded message using hieroglyphics. • Create a poster to encourage people to visit the pyramids. • Design a postcard from Egypt. • Use a storyboard format to show the process of mummification. • Write to display my learning. • Write or draw to create a mind map about ancient Egypt, showing how much I have learned.
	<h2>Ancient Egyptians</h2> <p><u>Numeracy – I can:</u></p> <ul style="list-style-type: none"> • Explore the ancient Egyptian number system. • Use the number system to create simple sums for my partner to answer. • Explain how we can tell if Egyptian pyramids are square-based, or triangular based. • Using 3D nets, explain the difference between square-based pyramids and triangular-based pyramids. • Use art straws and pipe cleaners to create a ‘skeleton’ of a square-based pyramid. 	<p><u>Health & Wellbeing – I can:</u></p> <ul style="list-style-type: none"> • Contribute a fact to a whole-class PowerPoint about ancient Egypt. • Work with a partner to search for images of the pyramids, a sphinx, the River Nile, Tutankhamun’s death mask, and other aspects of our topic.

Pupil Questions:

How did they build the pyramids?

What was it like living in Egypt?

Where is Egypt?

Ancient Egypt

What pupils want to find out/learn about...

Term 1 High Quality Assessment:

I can create a PowerPoint about what I have learned.

Social Studies	Numeracy	Literacy
I can create a fact file about Tutankhamun.	I can use art straws to create a square-based pyramid.	I can create a coded message using hieroglyphics.
Evaluation:		