



Medium Term Planning – Class 2- Autumn Term 1

Key dates/ themed days: 15 th September- Yom Kippur 1 st October- 31 st October- Black History Month (Influential black people over time- Rosa Parks, Harriet Tubman and Martin Luther King)								
	History	Jigsaw (PSHCE)	Computing	Art and Design	P.E.	R.E	Science	Geography
National Curriculum Links Learn more, know more, remember more	Early civilisation achievements and an in-depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty.	Being Me in My World	Understand computer networks including the internet; how they can provide multiple services such as the world wide web; and the opportunities they offer for communication and collaboration	Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at individuals or groups. Design Technology Understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed	Play competitive games, modified where appropriate, such as football, netball, rounders, cricket, hockey, basketball, badminton and tennis and apply basic principles suitable for attacking and defending.	Study at least two other religions in depth. Global Neighbours Reflect on the relevance of faith in people's lives and consider the impact it has on the lives of believers about injustice.	Plants Look at the function of plant parts of flowering plants, requirements of growth water transportation in plants, life cycles and seed dispersal. Evolution and inheritance	Uses maps, atlases, globes and digital/ computer mapping to locate countries and describe features studied.
Lesson 1	Ancient Egypt Knowledge- Introduction to the Egyptian Civilisation and exploring their similarities and differences between life as an Egyptian vs life now.	British Values: What do they mean to me?	Use of search engines- Is that article reliable or unreliable?		Throwing and catching	What is Judaism? What are their beliefs? How do they worship?	Tree parts	Egypt, where are you?

Knowledge and Skills	<p>Expected: I can use evidence to ask questions and find answers to questions about the past asking questions such as what was it like for people? What happened? How long ago?</p> <p>Exceeding: I can use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</p> <p>Activity: Creating mind maps using questioning and knowledge on features of the Ancient Egyptian civilisation.</p>	<p>Expected: I can listen to other people's point of view.</p> <p>Exceeding; I can describe the points of view of others.</p> <p>Activity: Identify what each value means to them. Add comments to display.</p>	<p>Expected: I can understand online risks and the age rules for sites.</p> <p>Exceeding: I can understand how online services work.</p> <p>Activity: Purple Mash-Fake or Fact</p>		<p>Expected: I can throw and catch with control and accuracy.</p> <p>Exceeding: I can pass to team mates at appropriate.</p>	<p>Expected: I can describe some of the ways in which people describe god.</p> <p>Exceeding: I can identify some similarities and differences between ideas about what God is like in different religions.</p> <p>Activity: Create a fact file on the Judaism religion.</p>	<p>Expected: I can identify and name a variety of common plants, including garden plants, wild plants and trees and those classified as deciduous and evergreen.</p> <p>Exceeding: I can identify and describe basic structure of a variety of common flowering plant, including roots, stem/ trunk, leaves and flowers.</p> <p>Activity: Create a nature diagram of a tree and label the different parts.</p>	<p>Expected: I can ask and answer geographical questions (such as: What does this place lie? What or who will I see in this place? What do people do in this place?).</p> <p>Exceeding: I can use maps, atlases, globes and digital. Computer mapping to locate countries and describe features.</p> <p>Activity: Plot Egypt on a world map and describe it.</p>
Lesson 2	Roles of Ancient Egyptian Society	Me and my self-worth	Social networking- Is it good or bad?	Come dine with me: Egyptian Edition	Throwing and acting	Who is Muslim? What do they believe?	Plant parts	Compare that landmark
Knowledge and Skills	<p>Expected: I can recognise that there are reasons why people in the past acted the way they did and recount changes/ differences in their own lives or the lives of others around them.</p> <p>Exceeding: I can describe the characteristic features of the past including ideas, beliefs, attitudes and experiences of men, women and children.</p> <p>Activity: Role play a role in Ancient Egyptian society and create a job description/ advertisement for said role.</p>	<p>Expected: I can recognise my worth and identify positive things about myself and my achievements.</p> <p>Exceeding: I can value myself and know how to make someone else feel welcome and valued.</p> <p>Activity: My self-worth sheet. Chn identify positive things about themselves and note how they will strive to achieve personal goals</p>	<p>Expected: I can participate in class social media accounts.</p> <p>Exceeding: I can contribute to blogs that are moderated by teachers.</p> <p>Activity: Purple Mash-Social Networks Debate</p>	<p>Expected: I can measure, or weigh using measuring cups or electronic scales to assemble or cook ingredients.</p> <p>Exceeding: I can follow a recipe to assemble or cook ingredients (controlling the temperature of the oven or hob if cooking).</p> <p>Activity: Chn to work collaboratively to follow a set of instructions to make traditional Egyptian bread.</p>	<p>Expected: I can throw and catch with control and accuracy.</p> <p>Exceeding: I can maintain possession of the ball.</p>	<p>Expected: I can describe some of the ways in which Muslims describe god.</p> <p>Exceeding: I can identify some similarities and differences between ideas about what God is like in different religions.</p> <p>Activity: Create a fact file on the Muslim religion.</p>	<p>Expected: I can identify and classify.</p> <p>Exceeding: I can record findings using simple scientific language, drawings and labelled diagrams.</p> <p>Activity: identify, label and describe the function of various plant parts on a diagram.</p>	<p>Expected: I can understand geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Exceeding: I can understand and identify geographical similarities and differences between a small area of the United Kingdom and of a contrasting non-European country.</p> <p>Activity: Create a Venn diagram of the life of people in Egypt vs the UK.</p>
Lesson 3	Egyptian religion and beliefs	How to tackle challenge positively	Communication- Email	Come dine with me: Egyptian Edition-Evaluation	Throwing and catching	Who is Christian? What do they believe?	Plant growth	

<p style="text-align: center;">Knowledge and Skills</p>	<p>Expected: I can describe signification people and figures from the past, both mythical and real.</p> <p>Exceeding: I can describe the social, ethnic, cultural or religious diversity of a past society.</p> <p>Activity: Create an Egyptian god fact file and identify their function in Ancient Egyptian society.</p>	<p>Expected: I can face new challenges positively, make responsible choices and ask for help when I need it.</p> <p>Exceeding: I can recognise how it feels to be happy, scared or sad and am able to identify if other people are feeling these emotions.</p> <p>Activity: Growth mindset task- What can I say instead?</p>	<p>Expected: I can use a range of applications and devices in order to communicate ideas, work and messages.</p> <p>Exceeding: I can use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.</p> <p>Activity: Purple Mash- 2Email scenarios</p>	<p>Expected: I can explore objects and designs to identify likes and dislikes of the designs.</p> <p>Exceeding: I can improve upon existing designs, giving reasons for choices.</p> <p>Activity: Produce an evaluation of their Egyptian bread making project.</p>	<p>Expected: I can maintain possession of the ball.</p> <p>Exceeding: I can choose appropriate tactics to cause a problem for the opposition.</p>	<p>Expected: I can describe some of the ways in which Christians describe god.</p> <p>Exceeding: I can identify some similarities and differences between ideas about what God is like in different religions.</p> <p>Activity: Create a fact file on the Christian religion.</p>	<p>Expected: I can use observations and ideas to suggest answers to questions based on simple tests.</p> <p>Exceeding: I can explore the requirements of plants for life and growth (air, light, water nutrients from soil and room for growth) and how the vary from plant to plant.</p> <p>Activity: Conduct an observation over time experiment subjecting plants to various conditions and report which conditions were best.</p>	
<p>Lesson 4</p>	<p>How to embalm a mummy?: A step-by-step guide.</p>	<p>Black Lives Matter movement</p>	<p>How to embalm a mummy?: A step-by-step guide.</p>	<p>How to embalm a mummy?: A step-by-step guide.</p>	<p>Throwing and catching</p>	<p>Why do some people believe God exist?</p>	<p>Plant growth</p>	<p>Exploring Egypt: Compass work</p>

Knowledge and Skills	<p>Expected: I can use artifacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Exceeding: I can suggest suitable sources of evident for historical enquiries.</p> <p>Activity: Use technology to create a video on the steps involved in creating a mummy.</p>	<p>Expected: I can understand current matters that are affecting the world today.</p> <p>Exceeding: I can use my knowledge on current affairs to spread a positive message.</p> <p>Activity: Create a poster to spread the message of the BLM movement.</p>	<p>Expected: I can use artifacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Exceeding: I can suggest suitable sources of evident for historical enquiries.</p> <p>Activity: Use technology to create a video on the steps involved in creating a mummy.</p>	<p>Expected: I can use digital media to create different textures, lines, tones, colours and shapes.</p> <p>Exceeding: I can create images, video and sound recording and explain why they were created.</p> <p>Activity: Use technology to create a video on the steps involved in creating a mummy.</p>	<p>Expected: I can maintain possession of the ball.</p> <p>Exceeding: I can choose appropriate tactics to cause a problem for the opposition.</p>	<p>Expected: I can identify how and say why it makes a difference in people's lives to believe in God.</p> <p>Exceeding: I can discuss and present my own ideas about why there are many ideas about God and express their own understanding of God through words, symbols and the arts.</p> <p>Activity: If God was a..... activity</p>	<p>Expected: I can use observations and ideas to suggest answers to questions based on simple tests.</p> <p>Exceeding: I can Explore the requirements of plants for life and for growth (air, light, water nutrients from soil and room for growth) and how the vary from plant to plant.</p> <p>Activity: Conduct an observation over time experiment subjecting plants to various conditions and report which conditions were best.</p>	<p>Expected: I can use compass directions (north, south, east and west) and locational language (e.g. near and far) to describe the location of features and routes on a map.</p> <p>Exceeding: I can use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</p> <p>Activity: Pharaoh's treasure map- follow compass directs to find the pharaoh's treasure.</p>
Lesson 5	Howard Carter's discovery: Tutankhamun	Rules: Why are they needed?		Lois Mailou Jones artwork	Rugby club	Do we need to prove God's existence?	Water transportation	Create your own Egypt map
Knowledge and Skills	<p>Expected: I can use artefacts, pictures, stories, online sources and databases to find out about the past.</p> <p>Exceeding: I can use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Activity: Use knowledge learnt and research to create a newspaper article reporting the discovery of Tutankhamun's tomb.</p>	<p>Expected: I can understand why rules are needed and how they relate to rights and responsibilities.</p> <p>Exceeding: I can understand how to make others feel valued.</p> <p>Activity: Creating out own class contract full of rules that we will strive to adhere to.</p>		<p>Expected: I can use of the ideas of artists studied to create pieces.</p> <p>Exceeded: I can create original pieces that are influenced by studies of others.</p> <p>Activity: Children are to create an original piece inspired by Lois Mailou Jones artwork.</p>	<p>Expected: I can follow the rules of the game and play fairly.</p> <p>Exceeding: I can choose appropriate tactics to cause a problem for the opposition.</p>	<p>Expected: I can describe some things we cannot see but believe in.</p> <p>Exceeding: I can express my own understanding of God.</p> <p>Activity: Create their own vision of what God looks like to them with labels and description.</p>	<p>Expected: I can identify and classify as well as gather and record data to help in answering questions.</p> <p>Exceeding: I can investigate the way in which water is transported within plants.</p> <p>Activity: Label and describe the different parts of water transportation.</p>	<p>Expected: I can devise a simple map; and use and construct basic symbols in a key.</p> <p>Exceeding: I can describe key aspects of physical and human geography.</p> <p>Activity: Using grid paper can you follow instruction to create a map of ancient Egypt.</p>
Lesson 6	The Egyptian Monarchy	Attitudes and actions		Death masks for traditional Egyptian burial of pharaohs	Rugby club		Plant life cycle	Lands of Egypt

Knowledge and Skills	<p>Expected: I can show an understanding of concepts such as a civilisation, monarchy, parliament, democracy and war and peace.</p> <p>Exceeding: I can place events, artefacts and historical figures on a timeline using dates.</p> <p>Activity: Creating a timeline of influential Egyptian monarchs and their impact on Egyptian civilisation.</p>	<p>Expected: I can understand how my attitudes and actions make a difference to the class team.</p> <p>Exceeding: I can understand how good it feels to be included in a group and understand how it feels to be excluded.</p> <p>Activity: Scenario role play- Chn address how to make someone feel included and how it would feel to be excluded.</p>		<p>Expected: I can use techniques such as rolling, cutting, moulding and carving.</p> <p>Exceeding: I can use clay and other mouldable materials and add materials to provide interesting detail.</p> <p>Activity: Create a miniature model of a tradition death mask.</p>	<p>Expected: I can follow the rules of the game and play fairly.</p> <p>Exceeding: I can choose appropriate tactics to cause a problem for the opposition.</p>		<p>Expected: I can observe and describe how seeds and bulbs grow into mature plants.</p> <p>Exceeding: I can explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>Activity: Role play and describe the plant life cycle.</p>	<p>Expected: I can use basic geographical vocabulary to refer to key physical features, including desert, soil, weather, etc.</p> <p>Exceeding: I can use a range of resources to identify the key physical and human features of a location.</p> <p>Activity: List the purpose, advantages and disadvantages of red and black land.</p>
Lesson 7	Black influences in time.	Importance of school community	Black influences in time.	Death masks for traditional Egyptian burial of pharaohs	Rugby club		Plants assessment	
Knowledge and Skills	<p>Expected: I can describe historical events and significant people of the past.</p> <p>Exceeding: I can suggest causes and consequences of some of the main events and changes in history.</p> <p>Activity: Use technology to create a presentation focused on Harriet Tubman, Martin Luther King or Rosa Parks.</p>	<p>Expected: I can understand who is in my school community, the roles they play and how I fit in.</p> <p>Exceeding: I can take on a role in a group and contribute to the overall outcome.</p> <p>Activity: Team building tasks</p>	<p>Expected: I can use simple databases to record information in areas across the curriculum.</p> <p>Exceeding: I can devise and construct databases using applications designed for this purpose in areas across the curriculum.</p> <p>Activity: Use technology to create a presentation focused on Harriet Tubman, Martin Luther King or Rosa Parks.</p>	<p>Expected: I can use techniques such as rolling, cutting, moulding and carving.</p> <p>Exceeding: I can use clay and other mouldable materials and add materials to provide interesting detail.</p> <p>Activity: Create a miniature model of a tradition death mask.</p>	<p>Expected: I can follow the rules of the game and play fairly.</p> <p>Exceeding: I can choose appropriate tactics to cause a problem for the opposition.</p>		<p>Expected: I can gather and record data to help in answering questions.</p> <p>Exceeding: I can gather, record, classify and present data in a variety of ways to help in answering questions.</p> <p>Activity: Complete a test of the knowledge they have learnt about plants.</p>	