

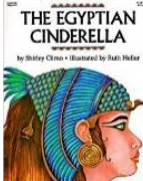
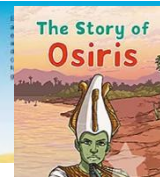

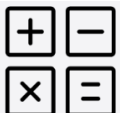


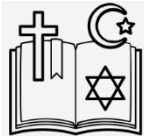







	<h2 style="text-align: center;">Exciting Egyptians – Spring Term 2026</h2> 
<p>English</p> 	<p>We will be using 'The Egyptian Cinderella,' by Shirley Climo 'The Time Slip Scarab' by Pie Corbett and a mythical, original story which is great for introducing the Egyptian Gods to the children called 'The Story of Osiris.' We also use additional books in our learning supporting the idea of the importance of cats to Egyptians and museums as a way to learn about this part of our world history.</p>   
<p>Maths</p> 	<p>This term we will be covering: number and place value, fractions, addition, subtraction, multiplication in the first half term and division, geometry – shape, measurement – money, measurement – time, statistics, geometry - position and direction in the second half term.</p>
<p>Science</p> 	<p>This term we are learning about we will learn about animals including humans, specifically the digestive system and our teeth. We will describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions. We will also construct and interpret a variety of food chains, identifying producers, predators and prey.</p>
<p>History</p> 	<p>In History, we are looking at the achievements of the Ancient Egyptians where we will cover and answer questions such as 'Who Were the Ancient Egyptians?' and 'What Was Life like in Ancient Egypt?' We will explore their jobs and roles, education, leisure, homes, rituals and processes such as mummification, their respected rulers such as Tutankhamun and their beliefs by studying the Egyptian Gods. We will be comparing 'then and now' in respect of The Nile.</p>
<p>RE</p> 	<p>In Religious Education we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a "big question" What is philosophy? How do people make moral decisions? What do Muslims believe about God?</p>
<p>Art</p> 	<p>In Art, we will appreciate how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We will create mixed media portrait pictures, which include paint and collage, including a mood board to choose colours associated with feelings that we want to be portrayed. We will block print our own sketched vase design.</p>
<p>DT</p> 	<p>In Design and Technology, in the first half term, we will be designing wearable technology and developing a program and housing for a Micro:bit. In the second half term, we will learn how to cross stitch and applique to decorate and assemble Egyptian collars, which represent the personality of the child in their design.</p>
<p>Music</p> 	<p>In Music, in the first half term, we focus on pitch and creative composition in a unit called 'Rivers.' We will explore composing and performing melodies using the pentatonic scale. We'll have opportunities to explore writing and combining our own melodies in small groups. We will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. At the end of the unit we will use all the elements to create our own barcarolle.</p> <p>In the second half term, we will explore the language of music through the inter-related dimensions of music, in a unit called, 'Words, Words, Words.' We will deepen our</p>

	knowledge of the inter-related dimensions and extend our musical vocabulary. We will take inspiration from poetry, art and music and use graphic score to record ideas.
PE 	<p>In Physical Education, in the first half term, we will create dances in relation to an idea. We will work individually, with a partner and in small groups, sharing our ideas. We will develop our use of counting and rhythm. We will learn to use canon, unison, formation and levels in our dances. We will be given the opportunity to perform to others and provide feedback using key terminology. We cover the themes of 'A Trip To...' celebrating the idea of Egypt as a destination of choice for tourism and 'Superpowers' in celebration of the superpowers we will learn about that the Egyptian Gods had.</p> <p>In the second half term, we will take part in OAA (Outdoor Adventurous Activities) allowing us to develop problem solving skills through a range of challenges. We will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. We will learn what makes a good team and explore key skills such as inclusion and trust. We will begin to learn to orientate a map, identify key symbols and draw and follow routes.</p> <p>We will also be swimming until the Easter term break.</p>
Computing 	<p>In Computing, this term, both units look at repetition and loops within programming. In the first half term, we will create programs by planning, modifying, and testing commands to create shapes and patterns. We will use Logo, a text-based programming language.</p> <p>In the second half term we will continue with programming. Here we will look at coding a game that includes repeating functions and timing elements. We will be using Scratch software.</p>
PSHE 	<p>In PSHE, we draw from a variety of different schemes and schedules of work, to create a series of lessons that meet the children where they are in the class at the time we teach them. The first half term we will cover 'New Beginnings' in celebration of the New Year and how we can make fresh starts as well as feeling we 'belong.' We also think about 'Money' in the time of the year post the UK Budget and Christmas period, putting the idea of why we have money in a context the children understand. This is ahead of our maths 'money' topic as well.</p> <p>In the second half of the term, we think about relationships, in terms of knowing myself and my feelings and how I manage these using my social skills.</p>
French 	<p>In French, in the first half term, we are studying Les fruits (Fruits). In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.</p> <p>In the second half term, we are studying Je peux... (I Am Able...) In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>