

# Cultural Capital Opportunities: Mummification Workshop with Liverpool Museum

## Writing

I can write an Egyptian Mystery Narrative  
I can write a Secret Diary  
I can express time, place and cause using adverbs e.g. then, next  
I can express time, place and cause using prepositions e.g. (before, after, during, in, because of)  
I can use paragraphs as a way to group related material  
I can use headings and sub-headings to aid presentation  
I can use inverted commas to indicate speech

## History - Ancient Egypt

I can produce an ongoing timeline of the Ancient Egyptians.  
I can compare the achievements of the Ancient Egyptians with what was happening in Britain at the same time.  
I can use a range of artefacts and sources to find out about life during the Ancient Egyptian period.  
I can ask questions and suggest how artefacts were made or used and what life was like in the Ancient Egyptian period.  
I can investigate the ways in which early civilisations had commonalities eg: river location, development of writing  
I can explore how Britain was influenced by the Ancient Egyptians.  
**I can show understanding of the word "civilisation."**  
I can use key vocabulary linked to the Ancient Egyptians.

## P.E. - Athletics

I can perform jumps with the correct technique.  
I can use the correct sprinting technique.  
I can overarm throw for distance using the correct technique.  
I can adapt running technique over varying distances and understand how to apply pacing during running challenges.  
I can show effective use of take off and landing techniques when jumping for distance.

## Topic Driver

### History

### Key Question

Who were the Ancient Egyptians?

**Opportunities to apply British Values**

## Reading

I can develop an enjoyment of reading by increasing my understanding of themes in different books  
I can develop an enjoyment of reading by discussing words that capture my imagination.  
I can use non-fiction text to find out new information on a subject  
I can tell you what a book that I am reading is about  
I can understand what might happen by predicting from clues in the text  
I can tell someone the main ideas from a paragraph

## D.T Constructing a Castle

I can construct a range of 3D shapes using nets  
I can understand that wide and flat based objects are more stable  
I can understand the importance of strength and stiffness in structures

## Science - Plants

I can understand the function of different parts of flowering plants.  
I can know about the requirements of plants for life and growth.  
I can understand the way in which water is transported in plants.  
I can explain the part that flowers play in the life cycle of flowering plants.  
I can explain how seeds are dispersed.  
I can plan an investigation on the growth of plants

## Spanish

I can remember fruit and vegetable nouns and play a board game.  
I can write sentences using a model.  
I can name and label food items to take on a picnic.  
I can listen to, read and understand a picnic story.  
I can write phrases to build my own picnic story.  
I can understand familiar vocabulary and use the phrase "I live".  
I can ask the question "where do you live" and understand the answer.  
I can apply my language detective skills to learn another language.

## Geography

I can compare the earliest settlements in the UK during the Stone Age with the civilisations which thrive on rivers such as the Nile.

## Maths Angles, Perimeter and Shape

I can identify right angles in an object, shape.  
I can identify acute and obtuse angles  
I can make turns using angles vocabulary  
I can identify, define and create perpendicular and parallel lines.  
I can find and calculate the perimeter of a shape  
I can draw 2D shapes  
I can describe and compare 3D shapes  
I can find and calculate the perimeter of a shape

## Art - Sculpture - Canopic Jars

I can shape, form model and construct using clay.  
I can add colour to a clay sculpture  
I can generate ideas from stimuli (significant historical/contemporary creative practitioners' work/other), using sketch books to support work  
I can consider creative practitioners' reasons for working  
I can consider similarities/difference between the kinds of work creative practitioners' create  
I can describe how I might develop my work further

# Ancient Egypt

## PSHE

**I can recognise that some words are used in a hurtful way.**

**I can tell you about a time when my words affected someone's feelings and what the consequences were.**

I can understand that God is Love as shown by the Trinity - a 'communion of persons supporting each other in their self-giving relationship'

I can understand that the human family can reflect the Holy Trinity in charity and generosity.

The Church family comprises of home, school and parish (which is part of the diocese).

I can know that God wants His Church to love and care for others and devise practical ways of loving and caring for others.

**I can start to recognise stereotypical ideas I might have about parenting and family roles.**

I can identify what I am looking forward to when I am in Year 4 by starting to think of changes I will make.

## Computing - Computer Systems and Networks

I can identify input and output devices  
I can explain that a computer system accepts an input and processes it to produce and output  
I can explain how a computer network can be used to share information  
I can explain the role of a switch server  
I can identify network devices around me

## Music - Singing

I can sing as part of a choir  
I can demonstrate good singing posture  
I can perform actions confidently and in time to a range of action songs  
I can sing songs from memory and/or from notation.  
I can sing with awareness of following the beat.  
I can copy back simple melodic phrases using the voice  
I can copy back simple rhythmic patterns using minims and their rests  
I can copy back simple melodic patterns (up to three notes)  
I can identify the beat of the music  
I can clap a steady beat, changing the speed as the tempo of the music changes  
I can identify some instruments I can hear in a song  
I can talk about the style of the music  
I can talk about what the song or piece of music means (WD)

## RE

### Celebrating Easter & Pentecost

I can explore how the Church celebrates the Resurrection of Jesus.  
I can know that Jesus appeared to some of his disciples on the road to Emmaus.  
I can know what Jesus said to Thomas when he didn't believe.  
I can know that Jesus returned to heaven.  
I can know what happened at Pentecost.  
I can know about the fruits of the Holy Spirit.

### Being a Christian

I can begin to understand what being a Christian involves.  
**I can know what Jesus teaches about helping others.**  
I can know how St Paul had to learn to be a Christian.  
I can know that the Sacraments are a meeting with Jesus.  
**I can know about people who use their gifts to help others.**  
I can begin to understand the importance of prayer.