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| Foxgloves – Term 3 |  | Ancient Egypt |
| Hook | Imagination Area- Ancient Egyptian post office | |
| 3G Lesson | Wow table- pyramid building | |
| Visit/Visitor | | |
| Celebration | Presentation of facts to clover class | |
| Children’s Choice for this topic | | |
| British Values covered | | |
| Genres Coverage Writing to entertain | <ul style="list-style-type: none"> • Fact writing • Poetry | |
| Suitable Literacy Text | <ul style="list-style-type: none"> • Pandora’s box ebook • Non-fiction books • Traditional tales (for last week of reading enjoyment) | |
| Maths | Subtraction and column subtraction | |
| <p>Science (See Andrew Berry/Twinkl plans)</p> <p>Magnets/paper clips to test strength – How many can hold... Fair testing?</p> | <p>Forces and Magnets</p> <ul style="list-style-type: none"> • Compare how things move on different surfaces • Notice that some forces need contact between two objects, but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing. | |
| History/Geography | <p>Ancient Egypt - History</p> <ul style="list-style-type: none"> • Mummies • Tutankhamun • hieroglyphics <p>Ancient Egypt – Geography</p> <ul style="list-style-type: none"> • using map skills to find Egypt, terrain, temperature • Use of the River Nile • Pyramids | |
| <p>Art/DT</p> <p>Canopic Jars</p> | <p>Clay</p> <ul style="list-style-type: none"> • use research • develop design criteria • investigate and analyse a range of existing products • generate, develop, model and communicate their ideas through discussion, annotated sketches and prototypes • select from and use a wider range of tools and equipment to cut, shape, join and finish accurately • apply their understanding of how to strengthen, stiffen and reinforce more complex structures • evaluate their ideas and products against their own design criteria | |

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| | <ul style="list-style-type: none"> • consider the views of others to improve their work • understand how key events and individuals in design and technology have helped shape the world |
| ICT (Twinkl) | Internet research and communication |
| Gym/Dance (Val Sabin) | Symmetry and Asymmetry |
| Games (PE Team) | Dodgeball and Hockey |
| Music (Charanga) | Glockenspiel |
| PSHE (SEAL) | Going for goals |
| RE | <p>Christian bible stories</p> <ul style="list-style-type: none"> • the fall of Jericho • David and Goliath • Walking on Water |