

## Tomb Raiders

The main Class Texts and Poems for this theme are:

### **Fiction:**

- Flat Stanley: The Great Egyptian Grave Robbery Sara Pennypacker
- Princess and the Pea (Hans Christian Anderson)
- The Proudest Blue (Ibithai Muhammad)

### **Non-fiction:**

- Pharaoh's Fate – Camille Gautier and Stephanie Vernet
- The Story of Tutankhamun – Patricia Cleveland-Peck and Isabel Greenberg

### **Poetry:**

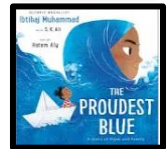
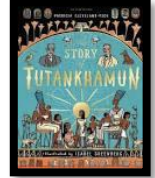
- Sound Collector (Roger McGough)

### **Play:**

- The smell of Cakes (Pearson)

### **Additional cross curricular texts linked to theme**

- Myth: Ancient Egypt: Tales of Gods and Pharaohs Marcia William
- Howard and the Mummy – Tracey Fern
- Egyptian Tales: The Plot on the Pyramid by Terry Deary
- There's A Pharaoh In Our Bath!



## **During this theme we will develop as**

### Mathematicians

As mathematicians, the children will focus on:

- Multiplication and division
- Deriving multiplication and division facts
- Time
- Fractions

We follow the Mathematics Mastery scheme of learning.

### Speakers, readers and writers

During the Spring term, the children will write a:

- Character/setting description
- Letter
- Balanced argument
- Short narrative (5 part)
- Journalistic report
- Review

We follow the SpellingShed scheme of learning to develop our spelling knowledge and understanding.

### Scientists

As scientists, the children will learn about;

- Lights and shadows
- Magnets and forces

### Geographers

As geographers, the children will find out about the world learning about:

- Mapping countries
- continents
- Identify lines of latitude and longitude
- Identifying time zones

### Theologians (RE)

As theologians, the children will discuss:

- Why people pray?
- Why festivals are important to religious communities?

We will follow the Doncaster Agreed syllabus for RE

### Historians

As historians, the children will go back to Ancient Egyptian times to find out about:

- Who were the pharaohs of Ancient Egypt?
- How did Egyptians impact civilisation?
- Why was the river Nile important?

### Linguists

As French linguists, we will cover the following units:

- Core Vocabulary - Core Unit 3 (*Spring 1*)

### Citizens (PSHE)

The children will focus on 'Dreams and Goals' and 'Healthy Me' units in PSHE. We will learn how to:

- Identify a dream/ambition that is important to me

<ul style="list-style-type: none"> <li>Animals (A) (<i>Spring 2</i>)</li> </ul> <p>We follow the <u>CGP</u> scheme of learning for Modern Foreign Languages.</p>	<ul style="list-style-type: none"> <li>Be motivated and enthusiastic about achieving new challenges</li> <li>Recognising obstacles which might hinder my achievement and take steps to overcome them.</li> <li>Understand how exercise</li> <li>Identify when something feels safe or unsafe</li> <li>affects the body and how why my heart and lungs are such important organs.</li> </ul> <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE.</p> <p>This is not a statutory subject and schools have the flexibility to decide on their own content, based on their context.</p>
<p><u>Artists</u></p> <p>As artists, we will create a detailed self portrait by:</p> <ul style="list-style-type: none"> <li>Drawing and sketching</li> <li>Recreating Tutankhamun's mask</li> <li>Experiencing different grades of pencil and other implements to show line, tone and texture.</li> <li>Beginning to show consideration in the choice of pencil grade we use to demonstrate light and shadow effect.</li> <li>Beginning to use media and techniques (line, tone and colour) to show representation of movement in figures and forms.</li> </ul>	<p><u>Designers</u> (D&amp;T)</p> <p>As designers, we will prepare and cook a healthy soup (considering seasonality):</p> <ul style="list-style-type: none"> <li>Researching existing products</li> <li>Designing our own products</li> <li>Making their products using a range of tools and know how to use kitchen equipment safely.</li> <li>Sharing and evaluating their products</li> </ul>
<p><u>Musicians</u></p> <p>As musicians, the children will listen to a range of songs, sing and play instruments.</p> <p>We will focus on the following units:</p> <ul style="list-style-type: none"> <li>Three Little Birds – Reggae style</li> <li>The Dragon Song</li> </ul> <p>We follow the <u>Charanga</u> scheme of learning for music.</p>	<p><u>Users of technology</u> (Computing)</p> <p>In computing, the children will learn about:</p> <ul style="list-style-type: none"> <li>Online Safety</li> <li>Spreadsheets</li> <li>Touch-typing</li> </ul> <p>We follow the <u>Purple Mash</u> scheme of learning for computing.</p>
<p><u>Sports People</u></p> <p>As athletes, the children will focus upon Invasion Games in Spring 1 Our unit is called Passing for Possession.</p> <p>For Spring 2 we will focus upon Outdoor Adventure Activities. Our unit is called Thinking Aloud.</p> <p>We follow the <u>IPEP</u> and <u>KIXX</u> scheme of learning for PE.</p>	<p><u>Spiritual, Moral, Social and Cultural (SMSC) citizens</u></p> <p>The children will focus on:</p> <ul style="list-style-type: none"> <li>How to be a good British Citizen</li> <li>Our cultural</li> <li>Our historical past</li> </ul> <p>We follow the <u>JIGSAW</u> scheme of learning for PSHE, which incorporates SMSC</p>
<p>If you would like any further information about your child's learning then please do not hesitate to get in touch with the class teacher.</p>	