

Topic Title – Curious Cases and Murderous Mysteries (Ancient Egypt)		
<p>Science</p> <p><b>Focus - Term 3 and 4</b>  <b>Animals including humans</b></p> <p><u>Key Skills/Objectives</u></p> <ul style="list-style-type: none"> <li>- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>- Describe the ways in which nutrients and water are transported within animals, including humans.</li> </ul> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Asking relevant questions and using different types of scientific enquiries to answer them setting up simple practical enquiries, comparative and fair tests</li> <li>- Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</li> <li>- Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</li> <li>- Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</li> </ul>	<p>Geography</p> <p><b>Focus - Human &amp; Physical Geography:</b>  <b>Physical/human characteristics and environmental regions</b> – Understanding geographical similarities and differences through the study of a UK region (East Sussex) and other locations. Identify environmental regions, key physical and human characteristics and major cities/towns (link to Egypt exploration).</p> <p><b>Focus – Human Geography:</b> identify settlement and land use within Egypt, explore economic activity including trade links, and the distribution of natural resources (link to study of Egypt).</p> <p><b>Focus – Geographical skills:</b> use maps, atlases, globes and digital mapping to locate countries, describe features studied and complete research for own lines of enquiry</p>	<p>History</p> <p><b>Focus - Ancient Egypt</b></p> <p><b>Overall focus:</b> Exploring and understanding Egyptologists and their work. Learning about Pharaohs, their roles and influence. Exploring the Pyramids and how these were built and their influence in the modern world. Learning about Ancient Egyptian mythology, beliefs and daily life.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Understanding different types of causes of an event/s</li> <li>- Describe and make links between events/changes</li> <li>- Give detailed reasons for events and changes</li> <li>- Use sources of information to support ideas</li> </ul>

<p>Art and design  <b>Focus – Board Games and Advertising</b>          Exploring artwork used in board games and advertising. Exploring digital media to create own imagery and advertisements for Design and Technology board games project</p>	<p>Design Technology  <b>Focus – Board Games</b>          Children will explore a range of board games and the components that make them work. They will research and investigate popular board games from across the years. Children will design and create their own mystery board game, applying their understanding from Design and Technology as well as their topic understanding from their <b>Curious Cases and Murderous Mysteries</b> unit of work.</p> <p><u>Key skills:</u></p> <ul style="list-style-type: none"> <li>- Collect ideas</li> <li>- Design products with a clear purpose</li> <li>- Communicate ideas through discussions, explanations and drawings</li> <li>- Explore and use suitable materials</li> <li>- Reflect on designs</li> <li>- Use measuring accurately</li> <li>- Shape and mould materials to match purpose/design</li> <li>- Create and build products</li> <li>- Test products with a focus audience</li> <li>- Evaluate and review final product</li> </ul>	<p>Computing  <b>Focus – We are APP planners</b>          Learning about computer networks and how these can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration. Use search technologies effectively and evaluate digital content. Select, use and combine a variety of software to design and create programs, systems and contents. Understand the capabilities of smartphones and tablets. Consider a problem that a smartphone or tablet app could solve, then design and pitch the idea for their app.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- To research capabilities of smartphones and tablets, understanding the logistics of these</li> <li>- To understand how smartphones and tablets support communication and collaboration in the modern world</li> <li>- To continue to learn to stay safe when using the internet and computer devices</li> <li>- To explore how apps are created and the logistics behind these</li> <li>- To investigate a problem that could be solved by using a smartphone or tablet app</li> <li>- To design an APP based on research (for investigation problem)</li> <li>- To pitch ideas and share detailed designs</li> <li>- To use correct ICT terminology</li> <li>- To review designs and share these</li> </ul>
<p>French  <u>Key skills:</u></p>	<p>Religious Education  <b>Justice and freedom</b> – looking at a range of different religious views on justice and freedom and comparing</p>	<p>Music  <b>Focus – Old School Hip Hop (Term 3 and 4)</b></p>

<ul style="list-style-type: none"> <li>- Explore and collect visual and written information</li> <li>- Take part in short conversations</li> <li>- Ask and answer simple questions</li> <li>- Talk about interests</li> <li>- Use short phrases to respond</li> <li>- Develop a growing vocabulary</li> <li>- Write sentences using expressions learnt</li> <li>- Apply skills taught through oral conversations and extra-curricular events (<i>French Market days, Y6 French trip</i>)</li> </ul>	<p>them.</p> <p><b>Justice</b> – Comparing The Judgement of King Solomon (Judeo-Christian) and The Crying Camel (Islam) story with their view of justice.</p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Describe and understand religious sources, stories and beliefs</li> <li>- Suggest similarities and differences between beliefs and religions studied</li> <li>- Describe the importance of key figures in a religion and reasons why they were influential</li> <li>- Recognise places of worship and why these are important</li> <li>- Recognise key religious festivals and why these are celebrated</li> </ul>	<p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Listen and complete music appraisal for a range of old school hip hop numbers</li> <li>- Develop understanding of the style of music of hip hop</li> <li>- Practise and develop rhythm and beat to the style of hip hop</li> <li>- Play and perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression.</li> <li>- Develop confidence with using voice</li> <li>- Develop and strengthen vocal range</li> <li>- Listen with attention to detail and recall sounds with increasing aural memory.</li> <li>- Understand and use musical terminology correctly</li> </ul>
<p>Physical Education</p> <p><b>Focus – Hockey and gymnastics (Term 3)</b>  <b>Focus - Netball and dance (Term 4)</b></p> <p><u>Key Skills:</u></p> <ul style="list-style-type: none"> <li>- Understand and use principles of warm up and good health</li> <li>- Control, catch and accurately pass whilst moving</li> <li>- Participate in games with understanding of tactics and rules</li> <li>- Move with the ball in opposed situations</li> <li>- Understand defence and attack tactics</li> <li>- Demonstrate precision, control and fluency</li> <li>- Demonstrate precision, control and fluency in response to dance stimuli</li> <li>- Vary dynamics and develop actions with a partner</li> </ul>	<p>Forest School</p>	<p><b>Stunning start: The Pharaoh’s Fate</b>  On arrival, children will be transported to Thebes and the year 1255 BC. A serious plot has been uncovered which threatens the life of the Pharaoh – Ramesses II, the King of Egypt. As a loyal subject to the King, the children must use their knowledge of Ancient Egypt to solve a series of clues and protect the Pharaoh. His life is in their hands!</p> <p><b>Marvellous middle: Sleuthing in the Pyramids!</b>  A tomb has recently been discovered and the distinguished Lord Gabriel Montgomery has led an expedition to uncover its secrets. However, in the night, just after the tomb had been broken into, Lord Montgomery was murdered! Local rumours claim he fell victim to a terrible curse however his family insist otherwise and demand answers. The expedition has</p>

or group

- Understand and use rhythm and spatial awareness
- Understand, use and demonstrate dance terminology and technique
- Modify performances and look for ways to improve

ground to a halt and Year 6 are needed to solve the case! **Whodunnit? That is for Year 6 to decide!**

Arriving for the day as a 1920's Egyptologist, Year 6 will have 7 suspects to investigate, a crime scene to explore and evidence to analyse as they race against time to find the true suspect...

**Fabulous finish: Unwrapping Treasures**

Year 6 will have the opportunity to follow the footsteps of Howard Carter and his team as they desperately work to uncover the missing tomb of King Tutankhamen. Using a range of sources, Year 6 will explore the discovery of the tomb, sort fact from fiction, study artefacts found and complete their own lines of enquiry about this famous event.