



MEDIUM TERM PLAN

TOPIC: LIGHT AND SHADOW

CLASS: SAPLINGS

TERM: AUTUMN

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| <p><u>Visit/Visitors:</u> Norwich Castle Museum – Ancient Egypt Day (if possible)</p> | <p><u>Class Novel:</u> <i>The Time Travelling Cat and the Egyptian Goddess</i> – Julia Jarman <i>Shadow Forest</i> – Matt Haig</p> | <p><u>Learning Environment:</u> Wall display of children’s work and information about Ancient Egypt. Vocabulary displays.</p> | <p><u>Local/Topical Element:</u> If possible (depending on Covid restrictions) children will have the opportunity to visit Norwich to explore the Ancient Egyptian relics at the Castle Museum there.</p> |
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| <p><u>Drama:</u> Role playing aspects of Ancient Egyptian life <i>Exploring shadow and light through drama</i> <i>Drama activities linked to parts of the class novels.</i> <i>Debate – taking on the role of archaeologist vs Ancient Egyptian</i></p> | <p><u>Philosophy:</u> Exploring life and death, the triumph of good over evil, should archaeologists be allowed to explore ancient tombs? – linked to the themes in our class novel and history topic.</p> | <p><u>Outdoor Opportunities:</u> Exploring shadows outdoors. Lessons will be taught outside in a range of subjects when this fits.</p> | <p><u>SMSC Provision:</u> Spiritual - exploring symbols in RE, exploring life and death through class novels, links to philosophy. Moral – explored through the PSHE topics Social – working with others in the classroom in a variety of teams. Working with children from other schools through the Day with the Egyptians day at Norwich Castle Museum. Cultural – Develop an understanding of an Ancient Culture.</p> |
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| <p><u>Science: Light & Shadows</u></p> <ul style="list-style-type: none"> ○ recognise that they need light in order to see things and that dark is the absence of light ○ notice that light is reflected from surfaces ○ recognise that light from the sun can be dangerous and that there are ways to protect their eyes ○ recognise that shadows are formed when the light from a light source is blocked by a solid object ○ find patterns in the way that the size of shadows change. | <p><u>Geography: Locational Knowledge – Focus on Egypt</u></p> <ul style="list-style-type: none"> ○ use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. ○ Physical geography of Egypt | <p><u>History: Chronology and Ancient Egypt</u></p> <ul style="list-style-type: none"> ○ Know and understand the history of these islands as a coherent, chronological narrative. ○ Know about the achievements of the earliest civilizations with an in-depth study of Ancient Egypt. |
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| <p><u>Art and Design: Ancient Egypt themed art e.g. painting pyramids, hieroglyphics. Focus on black and white and shadow work.</u></p> <ul style="list-style-type: none"> ● to create sketch books to record their observations and use them to review and revisit ideas ● to improve their mastery of art and design techniques, including drawing and painting. (colour mixing, shades and tints, colour wash, perspective) | <p><u>Design Technology: How will you store your favourite things?</u></p> <ul style="list-style-type: none"> ● Children will design, make, create and evaluate a storage box working on the Nuffield Design and Technology Unit with the above title. | <p><u>Music:</u> <i>Music lessons will recommence in the Spring term.</i></p> |
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Languages: German

- *listen attentively to spoken language and show understanding by joining in and responding*
- *explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words*
- *engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help*
- *speak in sentences, using familiar vocabulary, phrases and basic language structures*
- *develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases*
- *present ideas and information orally to a range of audiences*
- *read carefully and show understanding of words, phrases and simple writing*
- *appreciate stories, songs, poems and rhymes in the language*

RE:

- *How do Christians show that reconciliation with God and others is important?*
- *How does a Muslim show their submission and obedience to Allah?*

PE: Tennis and Dance

- *play competitive games and apply basic principles for attacking and defending*
- *perform dances using a range of movement patterns*
- *compare their performances with previous ones and demonstrate improvement to achieve their personal best.*

PSHE: Being Me in My World We are following the Jigsaw PSHE scheme and will cover:

- *recognise my worth and identify positive things about myself and my achievements.*
- *can set personal goals*
- *can face new challenges positively, make responsible choices and ask for help when I need it*
- *understand why rules are needed and how they relate to rights and responsibilities*
- *understand that my actions affect myself and others and I care about other people's feelings*
- *can make responsible choices and take action*
- *understand my actions affect others and try to see things from their points of view*

We are also using the Stepping Back into School support package in the first half of the Autumn term which covers:

- *Pupils will identify their daily routines and understand the positive impact that a secure routine has upon their emotional resilience.*
- *Pupils will understand that they may experience many different emotions and will consider how to recognise and explain them.*
- *their own feelings - the feelings of others around them and begin to identify what 'empathy' looks like*
- *pupils will be able to discuss their feelings in relation to kindness*

Mathematical Links:

Links to the topic of Ancient Egypt will be delivered through maths wherever it is possible to create a link e.g. through Ancient Egypt themed word problems, etc.

Computers:

Introduction to PowerPoint

- *select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information*

Using the Internet

- *understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration*
- *use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content*

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| <ul style="list-style-type: none"> • <i>To encourage pupils to identify the different emotions and feelings they have experienced during the coronavirus pandemic and to begin developing effective self-regulating strategies to support them with managing such feelings.</i> • <i>To introduce mindfulness and the concept of acknowledging and letting go of thoughts</i> • <i>Beginning to encourage pupils to: - Have a positive image of themselves – Being able to say what they are good at</i> • <i>To understand what mindfulness is and how it can impact positively on wellbeing.</i> • <i>To engage in a range of mindfulness and relaxation activities that could be used independently.</i> • <i>To understand the benefits of doing nothing and living in the now and doing one thing at a time</i> • <i>To understand the concept of personal strengths and the notion of ‘character strength’ as being something we can all use in times of stress and to further build our strength and resilience.</i> | | |
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Objectives linked to termly topic / Objectives to be taught as a non-topic based, standalone lesson