

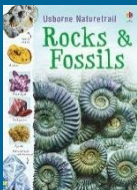
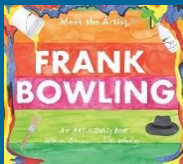
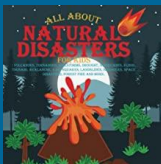
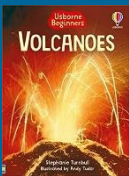
# Curriculum Sequence Autumn – Year 2 and 3

## ‘Ancient Egypt’




<b>Science</b> Rocks and fossils	<b>PE</b> Swimming	<b>Art</b> Cloth, thread, paint	<b>French</b> Introduction to basic French
<b>INTENT</b> Compare different kinds of rocks on the basis of their appearance and simple physical properties. Describe in simple terms how fossils are formed when things that have lived are trapped within rock.	<b>INTENT</b> Children will understand how to stay safe in and around water, as well as improve in ability and confidence.	<b>INTENT</b> Children are introduced to artists that combine paint and sewing, art and craft, to make work. Explore how these artists use fabric, paint and thread to make work in response to landscapes.	<b>INTENT</b> To learn some of the basics of the French language: greetings, exchange names, ask how someone is and follow classroom instructions.
<b>Sequence of lessons:</b> <div>1. We are learning to observe the different qualities and features of rocks.</div> <div>2. I can group rocks in different ways according to their observable features and name 6 common rocks.</div> <div>3. I understand that rocks are formed in 3 different ways.</div> <div>4. I can compare and group together different kinds of rocks on the basis of appearance and simple physical properties.</div> <div>5. I can describe in simple terms how fossils are formed when things that have lived are trapped within rock.</div> <div>6. I can recognise that soils are made from rocks and organic matter.</div>	<b>Sequence of lessons:</b> <div>1. Swim competently, confidently and proficiently over a distance of at least 25 metres.</div> <div>2. Use a range of strokes effectively for example, front crawl, backstroke and breaststroke.</div> <div>3. Perform safe self-rescue in different water-based situations.</div>	<b>Sequence of lessons:</b> <div>1. We are learning about the work of textile artists Alice Kettle and Hannah Rae.</div> <div>2. We are learning to understand how artists use a variety of marks, and to explore this in our own work.</div> <div>3. We are learning to use stitches to create texture, marks and energy on a painted canvas.</div> <div>4. We are exploring how to make painted and sewn squares and use sketchbooks as a tool to develop ideas, explore colour and experiment with mark making.</div> <div>5. We are exploring the “<a href="#">Volcano Painting Inspired by Frank Bowling</a>” to create a painted background.</div> <div>6. I can use stitches to add lava and rocks thinking about energy and flow.</div>	<b>Sequence of lessons:</b> <div>1. We are learning to understand and answer " Ca va?"</div> <div>2. I can answer "Comment t'appelles-tu?"</div> <div>3. We are learning to count to ten in French.</div> <div>4. I can understand and answer "Quel age as-tu?"</div> <div>5. I can understand and answer "As-tu des freres ou des soeurs?"</div> <div>6. We are learning to have a conversation in French.</div>
<b>Outcome/composite</b> Share our learning by creating an Amazing Rock and Fossil Museum. Work as a team to plan and prepare our exhibits and activities.	<b>Outcome/composite</b> Aim to swim a distance of 25m.	<b>Outcome/composite</b> Create an underpainting on cloth, using stitches as an alternative way to make intuitive, textural marks, over the painted backgrounds.	<b>Outcome/composite</b> Children to have a short conversation in French and answer simple questions such as: What is your name and how old are you?

### •Reading opportunities



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<div>RE</div> <div>Who is Muslim and how do they live? What is it like to follow God?</div>	<div>Geography – First half term</div>	<div>History – second half term</div>	<div>PSHE</div> <div>Dreams and Goals</div>
<div>INTENT</div> <div>To explore what people believe and what difference this makes to how they live, so that pupils can gain the knowledge, understanding and skills needed to handle questions raised by religion and belief, reflecting on their own ideas and ways of living.</div>	<div>INTENT</div> <div>To understand how mountain ranges and volcanoes are formed and how physical geographical features impact people.</div>	<div>INTENT</div> <div>Investigate the men and women who studied the kingdoms of Egypt and explore their discoveries. Look at some of the Pharaohs and the development of the pyramids, as well as the mythology that permeated Ancient Egypt. Look at the role the Nile had in allowing this civilisation to flourish and examine daily life, comparing it to our own.</div>	<div>INTENT</div> <div>To understand how it feels to be part of a group and identify a range of feelings about group work.</div>
<div>Sequence of lessons:</div> <div>1 – I can make links between the beliefs of The Five Pillars of Islam and the values associated with Christianity and Judaism.</div> <div>2- We are learning about Muslim prayer – Salah, the second Pillar of Islam.</div> <div>3- We are learning to understand what God is like through the Parable of the Lost Son.</div> <div>4- I can discuss ways in which Christians show their belief in God, as being loving and forgiving.</div> <div>5- We are learning about God’s promise to Noah and how we can make the world a better place.</div> <div>6- We are learning about how some Christians make a promise to God and each other during a wedding ceremony.</div>	<div>Sequence of lessons:</div> <div>1. We are learning about Mount Everest.</div> <div>2. I can name the locations of the main mountain ranges around the world.</div> <div>3. We are learning about how mountain ranges are formed.</div> <div>4. We are learning about how volcanoes are formed and why they erupt.</div> <div>5. We are learning about why people live near volcanoes.</div> <div>6. We are learning about earthquakes.</div>	<div>Sequence of lessons:</div> <div>1. We are learning about the period when the Ancient Egyptians were powerful in the world.</div> <div>2. We are learning about intrepid Egyptologists Champollion and Howard Carter and their incredible discoveries, achievements and methods.</div> <div>3. We are learning about the mighty rulers of Ancient Egypt, their dynasties, battles and burials.</div> <div>4. We are learning about Egyptian tombs.</div> <div>5. We are learning about the myths and tales that the Ancient Egyptians told about the creation of the world and the lives of the gods and goddesses they worshipped.</div> <div>6. We are learning to understand important aspects of the daily life of the Ancient Egyptians; including jobs, food, and games.</div>	<div>Sequence of lessons:</div> <div>1. Achieving realistic goals</div> <div>2. Perseverance</div> <div>3. Learning strengths</div> <div>4. Learning with others</div> <div>5. Group co-operation</div> <div>6. Contributing to and sharing success</div>
<div>Outcome/composite</div> <div>Visit the village church to listen to a Bible story and learn about the simple links between promises in the story of Noah and promises that Christians make at a wedding ceremony.</div>	<div>Outcome/composite</div> <div>Children will conduct an experiment to simulate a volcanic eruption.</div>	<div>Outcome/composite</div> <div>Design and create Egyptian artefacts such as Egyptian style portraits and Canopic Jars.</div>	<div>Computing</div> <div>Internet safety</div>
			<div>INTENT</div> <div>To provide our children with the correct information to stay safe when being online.</div>
			<div>Sequence of lessons:</div> <div>1. We are learning about what we should accept when being online.</div> <div>2. We are learning what we can trust and is reliable online.</div> <div>3. We are learning what information we should keep safe online.</div>
			<div>Outcome/composite</div> <div>Children become responsible online citizens and able to use the internet in a safe way.</div>