

**Prime Learning Challenge: Egyptians: Awful or awesome?**  
**Year: 5/6**

**Driver : History**

**Term: Autumn 2**

**Teacher: KMa, KeMa, EPu HGo**

**Product: Corridor Display**

**Driver text: Egyptian Cinderella**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3 Judaism Week</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>	<b>Week 8</b>
<b>Weekly Challenge</b>	Can you take Cinderella to Egypt?		Can you journey with Moses?		Who was the most important God?		Egyptians: Awful or Awesome?	
<b>Maths Focus</b>	Multiplication/Division	Adding and Subtracting fractions (Y6) Addition and Subtraction (Y5)	Measures	FDP	Area	Data	Algebra Y5 - Number including Roman Numerals	Shape
<b>Wider curriculum maths challenge</b>	Journey to Egypt - Units of time and measure		Nets of Pyramids		Link to ICT - Presenting Data		Egyptian Numerals and Hieroglyphics	
<b>Writing Objective</b>	Retell the story of Egyptian Cinderella (Narrative)  Post: Retell story with a twist		Retell the story of Moses freeing the Israelites (Narrative)  GDS: Can choose own text type to present/other perspective		Fiction - Retell an Egyptian Myth based on the Gods  GDS to present in two different ways: narrative and non-narrative		Y5 - Non chronological report to answer the question 'Egyptians: Awful or Awesome?'  Y6 - Balanced argument to discuss the fortnightly question	
<b>Reading Objective</b>	Y5: Make connections between other similar texts, prior knowledge and experience. - Make comparisons between books  Y6: Make comparisons within and across books. - Compare different versions of texts.		Y5: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions.  Y5: Present a personal point of view based on what has been read.  Y6: Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and develop explanations.  Y6: Present an oral overview or summary of a text.		Y5: Can you read a range of texts including myths and legends?  Y6: Can you read and discuss an increasingly wide range of fiction from our literary heritage and books from other cultures and traditions?		Y5: Make connections between other similar texts, prior knowledge and experience. - Make comparisons between books  Y6: Make comparisons within and across books. - Compare different versions of texts.  Y5 - Read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks	

<b>Supporting story/text</b>	Egyptian Cinderella	Moses and the Egyptians	Egyptian Cinderella Myths and Legends	Non-Fiction
<b>Language Focus</b>	Y5: Can you develop ideas and opinions providing relevant detail? Y6: Can you explain ideas and opinions giving reasons and evidence?	Y5: Can you engage the listener by varying the expression and vocabulary? Y6: Can you engage listeners through appropriate vocabulary and register matched to context?	Y5 - Can you use standard English in formal situations (Presentation of the Gods)  Y6 - Can you talk confidently and fluently in a range of situations using formal and standard English.	Y5: Can you express your point of view? Y6: Can you sustain and argue a PoV in a debate using the formal language of persuasion?
<b>Scripture Stories</b>	Jairus' Daughter Mark 5:38-42		"Do not hide your light under a bushel' Matthew 5: 14-16: Your light must shine for all people!	
<b>Science Knowledge</b>	Diagnostic (Pre-Learn) Can you describe and understand reversible and irreversible changes?	Y5: Can you compare and group together materials on the basis of their properties? Y6: Can you use knowledge to suggest ways to classify?	Y5: Can you give reasons based on evidence for the uses for everyday materials? Y6: Can you work out which materials are most effective for keeping us warm/cold?	End of topic test
<b>Working Scientifically</b>	Y5: L.C. Can you plan and carry out an enquiry including controlling variables? Y6: Can you plan and carry out an investigation which controls variables fairly and accurately?	Y5 and Y6: Can you report and present findings from enquiries through written explanations and conclusions?	Y5: Can you record more complex data and results using diagrams, labels, classification keys and labels? Y6: Can you record your measurements in different ways?	End of topic test
<b>Computing</b>	<u>Skills (Digital Literacy)</u> Y5 & Y6: Can you use a search engine using key words? (Research location of Egypt)  <u>Algorithms</u> - 'De-bug' - How to multiply, which line of code is wrong - Link to Maths	<u>Digital Literacy</u> Discuss the risks of online use of technology (Link to Anti-bullying)  Y5 - Refer to and adapt week 2 online safety lesson (Online Pledge)  Y6 - Refer to and adapt Week 4 online safety lesson (What's cyber bullying?)	<u>Algorithms and Programming</u> Y5: Can you create graphs and tables? Y6: Can you present information from a database?  <u>Algorithms and Programming</u> Database to organise information about the Gods Can you search databases using symbols? Can you create formulae?	<u>Presentation</u> Embedded -Can you make a multimedia presentation which includes sound, video and animation? Met: Can you use a range of presentation applications?  Y6 - Can you present a sophisticated presentation? Embedded - Can you incorporate graphics using most appropriate text wrapping formats?
<b>Foundation Subject - World</b>	Geography - <b>Locate Egypt on the map</b> Can you use maps/globes/atlas to locate major countries? Y5: Can you explain how a location fits in to its wider location?	Can you name and locate world's major rivers?  Can you name and locate canals which link to different	Y5 Can you explain why people are attracted to living by rivers?  Y5 Can you explain why water is a valuable commodity?	

	<p>Y6: Can you describe the human and physical features of Egypt?</p> <p>History</p> <p>Y5: Can you draw a timeline showing key historical event or lives of significant people?</p> <p>Y6: Can you place features of historical events in a chronological framework?</p>	<p>continents?</p> <p>History</p> <p>Y5: Can you appreciate how historical artefacts have helped us to understand how Egyptians lived in the past?</p> <p>Y6: Can you describe features of people from past societies?</p>	<p>History:</p> <p>Y5: Can you compare two or more historical periods explaining things which changed/stayed the same.</p> <p>Y6: Can you identify and explain differences and changes between different periods of history. Then vs Now</p>		
<p><b>Foundation Subjects - Expressive Arts</b></p>	<p>Make an Egyptian head dress using own photos</p> <p>Y5 Produce a piece of art which includes digital images you have taken</p>	<p>Plaited bread</p> <p>Y5: Can you describe how to be hygienic and safe?</p> <p>Y6: Can you explain how a product should be stored with reasons?</p>	<p><b>Design a new shoe for Cinderella (Link to materials)</b></p> <p>Y5: Can you take in the user's view when designing?</p> <p>Y5: Can you make your product attractive and strong?</p> <p>Y6: Can you consider culture and society in your designs?</p> <p>Y6: Can you consider what could improve your product further?</p>	<p>Egyptian Music</p>	
<p><b>British Values</b></p>	<p>Individual Liberty</p> <p>Mutual respect and tolerance for those with other faiths.</p>				
<p><b>Additional Experiences e.g. WOW days UNICEF R&amp;R, cooking, catholic social teaching</b></p>		<p>Judaism week Cooking</p>		<p>WOW Day Mummified Nutella</p>	<p>INSET DAY Friday 22<sup>nd</sup></p>

## Assessed tasks