

Africa (Tomb Raiders)

By the end of this topic we will...



Art

- Have explored the varying colours, patterns and tones used in African art.
- Have explore silhouette art.
- Have identified the style and content of ancient Egyptian art –colour, tone and texture)
- Have worked with papyrus to create Egyptian self portraits.
- Have explored the varying artistic styles of the African continent.
- Explore Art which includes hieroglyphics.

Computing

- Have used word processing documents to present work.
- Have used a variety of features for formatting text (including selecting words; using bold, italics or underline; cut, copy and paste; and changing case
- Have thought about ways to present work effectively
- Have used undo and redo
- Have inserted images
- Have formatted images
- Have used spell check
- Have recognise acceptable and unacceptable ways to behave online, with a particular focus on cyberbullying

History

- Be able to name a key event in Ancient Egyptian history.
- Have identified some famous ancient Egyptian pharaohs and explain why they are remembered.
- Understand that the ancient Egyptians worshipped lots of different gods and goddesses.
- Know that the pyramids of Egypt were the tombs of the pharaohs.
- Have suggested how the inventions and achievements of the ancient Egyptians impact our lives today.
- Have explored what artefacts can tell us about how Ancient Egyptians lived their lives.
- Have used different sources to explore the ancient Egyptians

PE

- Have practised throwing and catching with control when under limited pressure
- Be aware of space and use it to support team-mates and cause problems for the opposition
- Know and use rules fairly to keep games going
- Keep possession with some success, when using equipment that is not used for throwing and catching skills
- Have gained confidence in the water, swimming appropriate distances
- Have used a range of swimming strokes

Geography

- Have identified that Africa is a continent made up of lots of countries.
- Have named the countries that border South Africa. And Egypt.
- Have identified the major cities and province in South Africa/Egypt.
- Have explored the human and physical features of South Africa. And Egypt.
- Have used maps to identify landscapes
- Have discussed the effects of drought on a local community.
- Have understood the importance of the River Nile

RE

- Have described some of the ways in which Christians and Muslims describe God.
- Have retold and suggested the meanings of stories from sacred texts about people who encountered God.
- Have asked questions and suggest some of their own responses to ideas about God.

Music

- Have played along with a range of musical styles.
- Have learnt about notation, rests, beat, tempo.
- Have been introduced to a new instrument and learnt how to hold it correctly.

PSHE

- Have identified how to listen and respond respectfully to a wide range of people.
- Have recognised the differences and similarities between people, but understand everyone is equal.
- Have recognised the nature and consequences of discrimination.
- Have recognised and challenged stereotypes.
- Have explored what bullying is including cyberbullying and suggested ways to prevent bullying.

Languages

- Have recognised, recalled, remembered and spelt up to 10 animals with their indefinite article.
- To say which animal they prefer using the correct sentence structure

Design and Technology

- Have discovered what foods the ancient Egyptians would have eaten and followed a recipe to make Egyptian bread.
- Have designed and created a Ndebele house used knowledge on materials and joining techniques.
- have used papier-mâché techniques to design and create an Egyptian death mask.