

Big Question: How can we rediscover the wonders of the ancient world?

Year:	Term:	
<p>During the pre-learning challenge, introduce the children to the big question for this half term: <i>'How can we rediscover the wonders of the ancient world?'</i> and explain how it fits in with the whole school theme of <i>'Wonders of the World'</i>.</p> <p>Show the children pictures from the four civilisations to be covered and ask them to discuss what they notice and what evidence they can see for when these civilisations were around and what they could do (use examples from the ebooks – saved in the resources folder). Give them the definition of a civilisation and ask them to think about what a civilisation needs in order to grow and prosper.</p> <p>By the end of the series of lessons, the children need to be able to name the 5 steps to developing a civilisation:</p> <ol style="list-style-type: none"> 1) People learned how to grow crops (agriculture). 2) People built permanent homes. 3) People began to develop technology. 4) People made intellectual achievements. 5) People began to create laws and rules to help them live together. <p>Ask the question: 'What is needed in order for a civilisation to grow and be successful?' Model an idea on the board before the children complete their pre-learning challenge.</p>		
English	Maths	Geography and History
Narrative x 6 weeks Poetry x 1 week Texts linked to Black History Month and multiculturalism: <i>-Diver's Daughter</i> <i>-Some Places More Than Others</i> <i>-Rebound</i> (narrative poetry) Poems by Joseph Coelho – Children's Laureate 2022	<u>Number and Place Value</u> Children will build on their knowledge of recognising, identifying, ordering and comparing numbers up to one million. They will also learn strategies in how to round to the nearest thousand and one hundred thousand.	Overview of: Shang Dynasty Indus Valley Ancient Sumer Ancient Egypt including where these civilisations were situated and a brief look at the main developments within these civilisations
Art and Design	Design and Technology	PSHE and Citizenship
<u>Terms</u> <i>Kapow Scheme of Work</i> <u>Painting and mixed media</u> Portraits	<u>Terms</u> <i>Kapow Scheme of Work</i> <u>Digital World</u> Monitoring Devices	<i>Jigsaw Scheme of Work</i> Puzzle 1 – Being Me in my World
Science	RE	Computing
Properties and Changes in Materials	<i>2022 Newham Agreed Syllabus</i> <u>How do beliefs influence actions? Investigating the relationship between beliefs and actions.</u> <i>What do religions and world views believe about God?</i>	<i>NCE Scheme of Work</i> <u>Computing Systems and Networks: Systems and Searching</u> <i>Recognising IT systems in the world and how some can enable searching on the internet.</i>
PE	Music	Spanish
Complete PE Scheme of Work <u>PE Coach</u> Games	<i>Transportation and Minimalism</i>	<i>Me and My world</i> <u>Portraits</u>

Dodgeball <u>Class Teacher Inside</u> Athletics <u>Class Teacher Outside</u> Outdoor Adventure Activities Problem Solving		Book: <i>Monstruo triste, monstruo feliz</i> by Ed Emberly and Anne Miranda
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SMSC

Spiritual	Moral	Social	Cultural
-Awe and wonder at the world we live in. -Feeling of understanding and empathy towards the people of the ancient world. -Consider what people will say about us in a couple of thousand years.	-Talk about some of the behaviours and actions of the people in the ancient world and how today they are considered to be wrong.	-An understanding of how other people in the world live. -Encourage sharing in the art lessons, not just of materials and tools but also ideas, skills and knowledge.	-Discussions about the cultural events the children and their families take part in. -Be able to talk about how the culture of the ancient world was similar and different to ours.

BRITISH VALUES

Democracy	Individual Liberty	Tolerance and Mutual Respect	Rule of Law
-Compare our democracy with the rulers in ancient civilisations. -Use any opportunities for voting for something as a chance to discuss what a democracy is. -Participation in class councils.	-Look at what freedoms the everyday person in the ancient world would have had and reflect on how we live today. -Our friends and family can choose what they believe in. -We are allowed to like or dislike a piece of artwork and we can justify our reasons.	-When talking about someone else's work, we speak to them and about them respectfully. -Learning about others and how to show respect in order to live together peacefully. -How to negotiate with friends in a respectful way. -Treating visitors to the class politely.	-How were these civilisations led? -Discuss the rules of the school and of your class with your children. Ensure that they understand the reasons behind each rule.

Links to Rights Respecting Schools

Article 2 (non-discrimination) The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

Article 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up.

Article 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in

schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this.

Links to Safeguarding

Computing – keeping safe whilst using technology.