

Our topics this half-term is called: **Who were the Ancient Egyptians?** History & English will lead this topic for most of the half term with links to Computing and Maths.



As **writers**, we will be planning and writing our own version of Cinderella of the Nile, which we will be sharing with parents. During the writing process, we will be developing and using expanded noun phrases and direct speech. We will also be using fronted adverbials in recounts linked to Howard Carter's finding of the tomb of King Tut. We will also complete a short Christmas poetry unit in which we will prepare and perform.

As **readers**, we will be using retrieval skills (Rocket Retriever) to find information to answer questions about the texts we read and to start to infer characters (Crimson Clue Hunter), thoughts and feelings from their actions. We will also be developing our decoding strategies (Dark Decoder) to find out the meanings of new words, so that we can use them in our writing.



As **mathematicians**, we will be developing our mental arithmetic skills for all four operations as well as improving our written methods for multiplication and division. We will continue to read, write and convert time between analogue and digital 12 and 24-hour clocks. We build on our knowledge and understanding of the properties of 2-D shapes by identifying parallel and perpendicular lines, identifying lines of symmetry and identifying and ordering angles. We will also be measuring length and calculating the perimeters of shapes.

As **historians**, we will be travelling back in time to Ancient Egypt. We will kick start this topic with a visit from 'The History Man' who will bring to life many aspects of Ancient Egypt with his replica artefacts and hands on activities. Throughout the topic, we will be studying what life was like in Ancient Egypt by observing artefacts and using our research skills. We will study the importance of the River Nile for travel, food & farming and daily life. We will compare and contrast the Egyptian writing system with ours, look into the powers of the Egyptian Gods and also find out about how and why the Egyptians carried out mummification process.



As **computer users**, we will be developing our desktop skills. Through our work on Ancient Egypt, we will format text boxes and images to create a report about 'Life in Ancient Egypt'.



As **sports people**, we will continue to explore different ways of balancing, jumping and travelling to create sequences in gymnastics. We will also be developing our striking and fielding skills including our communication in games and when umpiring through Cricket. We will work alongside a cricket coach for 6 weeks. Children will need to wear their PE kits every **Monday and Friday**.

As **musicians**, we will be creating rhythms and adding words and percussion instruments to create a piece of music to celebrate Christmas. We hope you enjoy it!



As **linguists**, we will be learning all about time in French with Mrs Boswell every Tuesday afternoon. We will learn how to say the days of the week and months of the year and combine these different aspects when speaking and writing in French.

As **theologians** we will be focusing on the Hindu Dharma. We will revisit the story of Rama and Sita and explore the theme of good overcoming evil. We will discuss what a Hindu might learn through celebrating Diwali by learning more about the festival's celebrations. We will reflect on the symbolism of light within all human cultures, and consider how light might be a universal symbol of goodness and hope. We will share ideas and examples about things that give us hope and discuss why having hope is so important.



Next, we will be answering the question How and Why might Christians use the Bible? Pupils will understand that the Bible is not one book but a collection of books, written by different people at different times. They should know that the Bible contains two main sections – the Old Testament (which is the Jewish scriptures) and the New Testament (about Jesus and the early Church). RE will continue to be taught by Mrs Taylor on a Tuesday afternoon.



As **educated citizens**, we will be learning about our value of **Respect**. We will be developing our understanding of difference (e.g. disabilities, families, religion, the way others look, hobbies etc). We will listen to each other calmly and fairly and speak to each other in a positive and respectful manner. We will focus on treating others how we would like to be treated, as well as caring for our property and community.

**Topic Vocabulary:** Ancient Egypt, civilisation, dynasty, locality, River Nile, irrigation, achievements, excavation, archaeologist, mummification, Pharaoh, hieroglyphics, pitch, volume, muffled, fair test

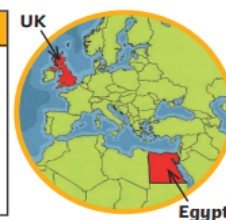
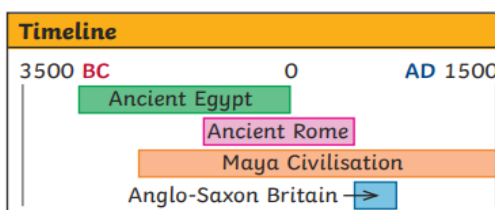
**Star Words:** *pharaoh, bandit, vast, jostled, seized, captives, archaeologist, governed, successor*

**Spellings** will continue to be handed out every Friday and tested weekly on the following Friday. We will have key **times tables** to learn weekly, which are personalised based on Times Tables Rocks Stars (TTRS).

**Reading targets** are checked every Friday. Children will be expected to complete at least one reading quiz a week (80+%) to achieve their reading target. Remember, plenty of reading please with an adult so support can be provided with unfamiliar vocabulary and checking for understanding. You might find our reading videos useful which are on our website:

<http://www.mossgate.lancs.sch.uk/page/home-reading-homework/26819>

Key Vocabulary	
<b>BC</b>	Used to show that a date is before the year 0. This is counted backwards, so 200 <b>BC</b> is before 100 <b>BC</b> .
<b>AD</b>	Used to show that a date is after the year 0. This is counted forwards, so <b>AD</b> 100 is before <b>AD</b> 200.
<b>irrigation</b>	A system of canals or channels Egyptians dug to supply water to grow crops over a larger area than the water would reach naturally.
<b>silt</b>	Fine particles of soil, clay or sand carried and left by water.
<b>hieroglyphics</b>	A system of writing that used pictures and symbols (hieroglyphs) instead of letters.
<b>cartouche</b>	An oval shape in which the names of kings and queens were often written in hieroglyphics to show that they were special.
<b>pharaoh</b>	A ruler of ancient Egypt.



Writing
Hieroglyphs were written by scribes, who had to go to a special school to learn how to write. Almost all scribes were men, although there is some evidence of female doctors being able to read hieroglyphs in medical texts.
Hieroglyphs were used for religious texts and inscriptions on statues and tombs. They were also used for counting crops and animals so that the right taxes could be taken.
The Rosetta Stone, discovered in 1799, was written in hieroglyphs and two other languages, including ancient Greek, which linguists (language experts) could still read.
Linguists translated the hieroglyphs by comparing the languages. It took 20 years to translate all the text into modern language.

The Nile
The river Nile was essential to life in ancient Egypt. Every year, it flooded, leaving behind a black <b>silt</b> that enriched the soil for growing crops. The river was also used to <b>irrigate</b> fields in other areas.
Most people lived along and around the Nile. This is still true in Egypt today. The river was used for water, fishing and trade. Mud from the river was used for bricks and papyrus plants were used to make paper.