

**English**

Marcey and the Riddle of the Sphinx (myths and legends)

- Securing knowledge of grammar, punctuation and vocabulary from Year 4 eg. word classes, basic punctuation
- To know how to write alternative endings to the story.
- To know how to create portions of graphic novels.

Egyptology

To know how to develop an understanding of spelling skills - cious/tious/iuous, i spelt as y, homophone and near homophones.

To know how read with fluency, expression, develop understanding of vocabulary and be able to discuss text with confidence.

**Maths**

**Place Value** – to know numbers to 1 million, ordering and comparing, rounding, negative numbers, roman numerals.

**Addition and Subtraction** – to know how to add and subtract 4-digit numbers (column method), using the inverse, multi-step word problems.

**Personal, Social and Health Education**

Jigsaw piece – Being me in my world

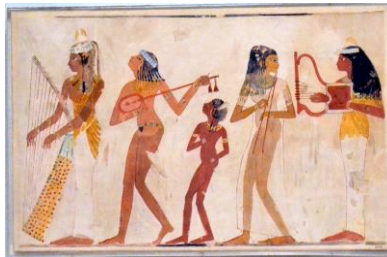
- To know how to face new challenges positively.
- To know how to set personal goals.
- To know the rights and responsibilities associated with being a citizen in the wider community and their country.
- To know how an individual's behaviour can affect a group and the consequences of this.
- To know how democracy and having a voice benefits the school community.
- To know how to contribute towards the democratic process.

**Music**

Guitar - Delivered by OCM using First Access programme.

**Orchid Class – Autumn 1**

Why was the Nile the source of Ancient Egypt's success?



If possible, please could you provide your child With a copy of Marcey and the Riddle of the Sphinx by Joe Todd Stanton.

**Physical Education**

**Gymnastics**

- To know different shapes and how these can be included in sequences.
- To know how to make complex, extended sequences.
- To know how to perform consistently to different audiences.
- To know how to improve upon a planned sequence.

**Tennis**

- To know how to use forehand and backhand with a racket.
- To know how to serve the ball in tennis.
- To know how to use the skills learnt to play both cooperative rallies and competitive games.

**French**

**Getting to Know You**

- To know how to say a simple future sentence.
- To know how to give an intention for the immediate future.
- To know how to use body language or gesture to help understand.
- To know how to say how they are feeling.
- To know how to follow a simple story and recognise key vocabulary.
- To know how to present information about themselves with support.

**Computing**

**Coding**

- To know how to make more complex real-life problems into algorithms for a program.
- To know how to test and debug my programs as I work.
- To know how to convert (translate) algorithms that contain sequence, selection and repetition into code that works.
- To know how to use sequence, selection, repetition, and some other coding structures in my code.
- To know how to organise my code carefully for example, naming variables and using tabs. I know this will help me debug more efficiently.
- To know how to use logical methods to identify the cause of any bug with support to identify the specific line of code.

**Religious Education**

- What is the best way for a Muslim to show commitment to God?
- To explain how prayer, fasting and helping the poor and needy help Muslims to show commitment to God.

**History**

- To know how to identify primary and secondary sources.
- To know how to use evidence to build up a picture of a past event – the success of the Nile.
- To know how to select relevant sections of information from sources.
- To know how to use the library and internet for research with increasing confidence.
- To know and sequence key events of time studied.
- To know how to use relevant terms and period labels.
- To know how to make comparisons between different times in the past.

**Art and Design**

- To explore the work of Alaa Awad and Hassam Dirar.
- To know how to use Papyrus (natural material) as a surface to draw Egyptian Gods.
- To know how to create a detailed drawing of a Scarab Beetle using a variety of drawing techniques.
- To know how to create a self portrait in the style of an Egyptian Pharaoh.
- To know about the impact of Egyptian art on art today.



# Year 5 – Autumn 1 – Knowledge Organiser

## Enquiry Question: Why was the Nile the source of Ancient Egypt's success?



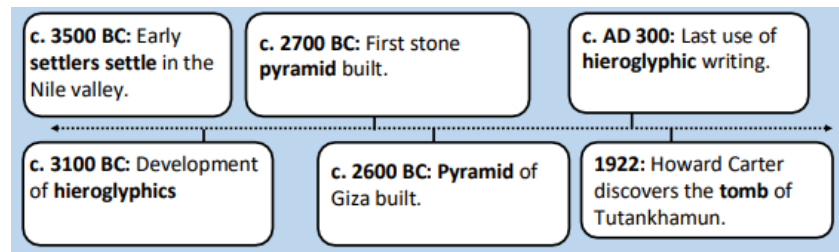
Subject Specific Vocabulary	
afterlife	a life that some people believe begins when you die, for example a life in heaven or as another person or animal.
ancient	belonging to the distant past, especially to the period in history before the end of the Roman Empire (AD 410).
archaeologist	someone who studies the past by exploring old remains.
architecture	the art of planning, designing and constructing buildings.
artefacts	an object from the past that shows evidence of what life was like.
chronology	the order of events in time.
circa	Latin meaning 'around'. c. 800 BC means around 800 BC.
civilisation	a human society with its own social organisation and culture.
culture	activities such as the arts and philosophy, which are considered to be important for the development of civilisation.
deities	a god or goddess.
fertile	rich in nutrients to support the growth of many plants.
hierarchy	a system of organising people into different ranks or levels of importance, for example in society.
hieroglyphics	symbols in the form of pictures which are used in some writing systems, for example those of ancient Egypt.
irrigation	supply land with water in order to help crops grow.
mummification	If a dead body is mummified, it is preserved, for example by rubbing it with special oils and wrapping it in cloth.
papyrus	a tall water plant that grows in Africa.
pharaoh	a king of ancient Egypt.
preserve	making sure that something remains as it is, and does not change or end.
pyramids	ancient stone buildings with four triangular sloping sides. The most famous pyramids are those built in ancient Egypt to contain the bodies of their kings and queens.
sarcophagus	a large decorative container in which a dead body was placed in ancient times.
society	people in general, thought of as a large organized group.
tomb	a large grave that is above ground.
trade	the activity of buying, selling, or exchanging goods or services.

### Key Knowledge

The Nile was important because it provided water for crops but also fertile soil - this means that people settled near the banks of the Nile as it was considered a prime location. They were among the first civilisations to use irrigation systems. The Nile also provided mud for bricks and pots, opportunities for fishing, papyrus reeds and a key means of transport.

We know about ancient Egyptian life because of evidence such as the pyramids, the artefacts that were found there and methods of communications such as the use of hieroglyphics and papyrus rolls. Egyptian society was very hierarchical - this means that some groups of people were deemed more important than others. Each group had a different role to play in Egyptian society. Mummification was the process of preserving a body - this process was very important to the Egyptians as they believed this would prepare the body for their journey into the afterlife. The bodies of important people, such as pharaohs, were placed in these pyramids, which were built as tombs. Religion was very important in Ancient Egypt. They were polytheists - they believed in different gods and goddesses that were in charge of different parts of their lives. These were called deities.

### Timeline



### Images and Diagrams

