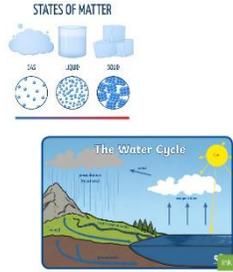




Design technology – Textiles [Egyptian Collar]			History – Ancient Egypt								
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]	Knowledge I know...	Skills I can...	Links back to I remember... [Y2]						
<ul style="list-style-type: none"> • Applique is a way of mending or decorating a textile by applying smaller pieces of fabric to large pieces. • When two edges of fabric have been joined together it is called a seam. • It is important to leave space on fabric for the seam. • That some products are turned inside out after sewing so that the stitching is hidden. 	<ul style="list-style-type: none"> • Design and make a template from an existing collar and apply an individual design criteria. • Follow design criteria to create an Egyptian collar. • Select and cut fabrics with ease using fabric scissors. • Thread needles with greater independence. • Tie knots with greater independence. • Sew cross-stitch to join fabric. • Decorate fabric using applique. • Complete design ideas and embellish the collar. • Evaluate an end product and think of other ways in which to create similar items. 	<ul style="list-style-type: none"> • Denim, fleece, cotton, felt, hessian, wool and leather are types of fabric. • A running stitch or over stitch can be used to join fabric. • A seam is the line where pieces of fabric are joined together. • Identifying a simple design criteria. • Designing a bag using my ideas and experiences and make a mock-up. • Cutting, shaping and joining fabric to make a simple bag. • Use a running stitch or an over stitch. • Measuring and cutting with some accuracy. • Using scissors safely and appropriately. • Evaluating my bag against my design criteria. • Identifying the strengths of my bag and talking about possible changes I might make. • Talking about my ideas. 	<ul style="list-style-type: none"> • Ancient Egyptians lived between 6000BC and 332BC lasting for 5000-6000 years. • Egyptians lived around the River Nile because it provided fertile soil [Black Land] for farming and it was safe to live as they were protected from enemies due to the desert. • The Ancient Egyptians built pyramids. • The ruler of Ancient Egypt was called a Pharaoh. • Egyptians believed Pharaoh was a God. • An Archaeologist digs up the ground to find remains from the past. • Howard Carter was an Archaeologist who discovered the remains of Tutankhamun in a tomb in 1922. • Egyptians wrapped each limb of a dead body in white cloth because they wanted to preserve the body. This was called embalming. Another word for embalming is mummification. • Egyptians put organs into canopic jars. • Pharaohs were buried in Egypt. • Rosetta stone was discovered. • The writing of the Ancient Egyptians is called Hieroglyphics. 	<ul style="list-style-type: none"> • Can sequence some events or objects on a simple timeline without support providing a few dates and/or period labels and terms. • Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). • Draw together information from an increasing range of sources. • Can ask valid questions for enquiries and answer using several sources. • Use sources of information to make statements or judgements. • Show awareness and understanding visually, orally and in writing. • Use a wider range of vocabulary when showing awareness. • Can describe and make valid statements about some similarities, differences and changes occurring within KS1 and LKS2 topics. 	<ul style="list-style-type: none"> • Place people, events and objects in chronological order. • Gather information from simple sources to ask and answer questions. • Compare different historical sources and understand the past can be represented in different ways. • Use the words 'past' and 'present' to talk about an event. • Use words to describe the passing of time. 						
Vocabulary: Applique: a form of textile work where small pieces of cloth are sewn or stuck onto a larger piece. Running stitch: a line of small even stitches which run back and forth through the cloth without overlapping. Embellish: to add decoration. Silk: a fabric made from the cocoons of silkworms. Pinking: to use pinking shears to cut a zig zag edge. Cross-stitch: a two stitch style of sewing that forms a cross pattern. Template: a stencil made used to make many copies of a shape or help cut material accurately. Polyester felt: a fabric made from synthetic plastic fibres. Water-resistant: doesn't allow water to go through. Fabric: made from fibres spun and woven together. Cotton: a fabric made from cotton plant fibres.			Images: 			Vocabulary: Archaeologist: somebody who looks at ancient sites and objects to learn about the past. Canopic jars: containers used by Ancient Egyptians. Chronology: putting events or dates in order Civilisation: a large group of people who share certain ways of living and working. Era: a period in history. BC: before Christ. AD: Anno Domini meaning "in the year of our Lord" referring to Jesus Christ. Tomb: a hole in which a dead body is buried. Source: a place, person or thing that you can find information from Hieroglyphics: writing system used in Ancient Egypt. Pharaoh: Ancient Egyptians rulers [like a king or queen] Pyramid: a large structure with four sides that usually slope upward and meet at a point. Preserve: to keep intact and free from decay. Embalming: to treat a dead body so as to protect from decay. Mummification: preserving a body after a person has died.			Images: 		



Geography – Egypt & Rivers			Science – States of matter <small>solids, liquids, gases & water cycle – evaporation & condensation</small>								
Knowledge I know...	Skills I can...	Links back to I remember...	Knowledge I know...	Skills I can...	Links back to I remember...						
<ul style="list-style-type: none"> • Egypt is a country. • Egypt is in the continent of Africa. • Egypt borders The Red Sea and The Mediterranean Sea. • The river that flows through Egypt is called the River Nile. • People in Egypt rely on the water of the River Nile to survive. • The River Nile is the longest river in the world. • The source of a river is where the river starts. • The mouth of the river is where the river ends. • The River Nile flows northwards from the South to the North and out to the Mediterranean Sea. • Tributaries flow into a river. • The main source of the River Nile is Burundi. • All rivers start at higher ground e.g. in a mountain or hill. • Rivers get slower as they flow towards flatter ground. • Fast-flowing rivers carry sediment. • The sediment settles on the river bed and forms a landform called delta. • Towns and cities in Egypt have developed on the delta because of its fertile land. • Dams work by blocking the path of the river creating a reservoir. • Dams are controlled using sluice gates. • Dams are used to create hydroelectric power. 	<ul style="list-style-type: none"> • Observe and collect information using maps, atlases and globes to locate countries and continents and describe features e.g. North Africa, Egypt. • Use aerial photographs and plans to identify features e.g. rivers. • Make observations using a range of sources e.g. climate. • Identify the position and significance of the Equator. • Communicate geographical information by drawing and labelling e.g. a river on a map, human [pyramids] and physical features [desert, mountains]. • Communicate geographical information by using appropriate geographical vocabulary e.g. the journey of a river. • Understand how rivers and land use patterns have changed over time. • Give my own view about a location and begin to explain why. 	<ul style="list-style-type: none"> • There are seven continents in the world. • There are five oceans in the world. • Simple compass directions [North, South, East, West]. • Using a map, globe or atlas to locate hot and cold areas of the world. • Asking and answering simple geographical questions. • Making observations about where things are. • Comparing human and physical features of different places. • Using a map, atlas and globe to locate countries, continents and oceans. 	<ul style="list-style-type: none"> • Solids stay in one place and can be held. • Most solids keep their shape and do not flow like liquids. Some like sand and salt can be poured as they are made up of lots of solid particles. • Solids always take up the same amount of space (fixed volume). • Liquids can flow or be poured easily and are not easy to hold. • Liquids change shape depending on the container they are in but have a fixed volume. • Gases are often invisible. • Gases do not keep their shape – changing this and their volume to fill up whatever container they are in. • When a material changes from one material type to another, we refer to it as 'having changed state of matter'. • Water evaporates into the air. • The sun heats up water on land, and in rivers, lakes and seas and it turns it into water vapour. The water vapour rises into the air. • Water vapour condenses into clouds. • Water vapour in the air cools down and changes back into tiny drops of liquid water, forming clouds. • Clouds get heavy and water falls back to the earth in the form of rain or snow. • Rain water runs over the land and collects in lakes or rivers, which take it back to the sea. 	<ul style="list-style-type: none"> • Name and sort solids, liquids and gases. • Begin to compare and group according to properties, based on testing. • Make observations. • Set up some simple practical enquiries. • Begin to recognise when a simple fair test is necessary and help to decide how to set it up. • Begin to use results to draw simple conclusions. • Begin to use straightforward scientific evidence to answer questions or to support their findings. • Begin to see a pattern in my results. • Use simple scientific language, drawings and labelled diagrams when talking about the water cycle. 	<ul style="list-style-type: none"> • The names of materials. • The properties of materials e.g. fabric, metal, wood. • That materials are suitable or unsuitable for particular purposes. • That some materials are used for more than one thing e.g. metal used for can, spoon • That different materials are used for the same thing e.g. a spoon (can be wooden, metal or plastic). • Observing materials closely, identifying and classifying the use of different materials and recording their observations. 						
Vocabulary: River bank: the land at the side of a river. Continent: a large land mass, typically a group of countries Dam: a structure that holds back water. Equator: an imaginary circle around the earth dividing the earth into two equal part Elevation: the raising of something Reservoir: a large, man-made body of water. Sluice: a passage that carries water and has a barrier. Sluice gate: a barrier which can be opened and closed to control the flow of water. Source: where the river begins. Mouth: the place where a river enters another river, sea, ocean or lake, Tributary: a small stream that connects a water source to a large body of water. Delta: a wetland area that forms as rivers empty their water and sediment into another body of water. Sediment: small bits of eroded rock. Landform: a naturally formed feature on land. Fertile: soil which is good for plant and crop growth. Hydroelectric power: type of energy that uses the power of moving water.			Images: 			Vocabulary: Solid: has a defined shape and volume. Liquid: has an almost-fixed volume, but no set shape. Gas: has neither a definite volume or definite shape. Particles: an extremely tiny piece of matter. Properties: what a material is like and how it behaves (soft, stretchy). Variables: factors that can change. Fair test: a way of finding out something by changing only one thing at a time. Method: how an experiment is carried out. Evaporate: when a liquid becomes a gas. Water vapour: water in its gas state. Condensation: a process by which a substance changes from a gas to a liquid. Compressed: the squashing of particles. Water Cycle: the journey water takes as it moves from the land to the sky and back again. Precipitation: Water falling back to the earth in the form of rain/snow/hail. Run off: water running over land back to lakes, rivers and the sea.			Images: 		



Music - Ballads		
Knowledge I know...	Skills I can...	Links back to I remember... [Y2]
<ul style="list-style-type: none"> • A ballad tells a a story through song. • Lyrics are the words of a song. • In a ballad, a 'stanza' is a verse. 	<ul style="list-style-type: none"> • Identify key features of a ballad. • Perform a ballad using actions. • Sing in time and in tune with a song and incorporate actions. • Retell a summary of an animation's story. • Write a verse with rhyming words which tell part of a story. • Perform lyrics fluently and with actions. 	<ul style="list-style-type: none"> • Singing a song fast and slow. • Singing with a sense of awareness of pulse and control of rhythm. • Singing with an awareness of other performers.
Vocabulary:		Images:
<p>Ballad: a slow sentimental or romantic song. Chorus: a part of the song, which is repeated after each verse. Compose: write or create music or poetry. Dynamics: how loud or quiet something is. Ensemble: a group of musicians who perform together. Features: concepts used to describe, analyze or transform a piece of music. Instrumentals: a piece of music performed by instruments only; no vocals. Lyrics: words of a song in popular music. Melody: a sequence of single notes that is musically satisfying. Performance: an act of presenting a play, concert, or other form of entertainment.</p>		<p>True friends are by your side A Through it all. B True friends are there C To catch you when you fall. B</p>