



Churchill Park School
Mid Term Plan – Key Stage - People who inspire us

<p>Suggested activities : Learn about about Ancient Egypt – Compare and contrast how they lived with how we live. Look at homes/clothes/customs/ religion/ games/ leisure/ how their children learned/ buildings/ myths and legends etc Build a pyramid from lego. Look at their creation myth and compare it with ours. Monotheism/polytheism. Learn how to write your name in hieroglyphics and make a canopic jar. Examine the ritual of death and what did they do to their bodies. Compare with what we do. Make a water clock, make ful medames (bean stew) make a senet board. Make a reed boat. Make papyrus. Learn about Cleopatra and Tutankhamun. Visit the Swaffham museum to see all the artifacts from Howard Carter.</p> <p>LOTC – Build a pyramid and practice the water clocks, Practice the hieroglyphs in the sand and with the paint</p> <p>Home learning – see if you can write your family names in hieroglyphs. Watch Horrible Histories Awesome Egyptians together and enjoy the songs.</p>	<p>Focus on Geography (Geographical Skills)</p> <p>Objective: I can explore my environment</p> <p>Sensory: I can demonstrate awareness of changes in environments (eg farm, beach) through gesture, vocalisation or singing. S4</p> <p>I can classify objects in terms of simple features or properties (objects found on a beach, objects found in the forest etc) S5</p> <p>I can sort objects in terms of simple features and properties (eg pebbles and nuts) S5</p> <p>I can recognize physical/natural features of a place S5</p> <p>I can recognize man made/natural features of a place S5</p> <p>I can become familiar with my own school environment S5</p> <p>Support: I can match activities to places/environment S6</p> <p>I can demonstrate understanding of the difference between natural and man made features of a place S6</p> <p>I can use basic geographical vocabulary to identify familiar places and environments S6</p> <p>I can identify key human features (eg town, shop, farm) S7</p> <p>Core: I can express a view on features of the environment which I find attractive or unattractive S8</p> <p>I can recognize natural and man made features of places (identify buildings according to use) S8</p> <p>I can recognize some characteristics and landmarks of the UK and its surrounding areas (white cliffs of Dover, Big Ben) S8</p> <p>I can discuss in more detail, information that can be observed in photographs S9</p> <p>I know that places exist outside my locality S9</p> <p>I know the country I live in S9</p> <p>Extension: I can compare photos of different places S12</p> <p>I can demonstrate awareness that information comes from a range of sources S13</p> <p>I can identify key differences from comparing photos of different places S13</p> <p>I can locate the UK on as variety of maps, globes and ICT</p> <p>Suggested activities: Look at pictures of different environments and see what features they have – man made/natural – which do they prefer? Look at mountain ranges, cityscapes, deserts, ice, countryside etc – where would they like to live? What can they see? Get them to sort sticks and rocks, ice and water, sand and soil. What kind of environment would we find ice?, stones, sand, etc. Make a paper wheel to show them, their town, their county, their country etc – can they identify their town? County? Country? Look at maps and see if they can find the UK. Visit a beach with a map so they can see the sea. Get reference books from the library</p> <p>LOTC Set up the tough spots as mini environments, beach, ice, woods etc and print out some pictures of landscapes for the outdoor area. Set up a woodland camp for the students to practice their den building skills.</p> <p>Home learning: Have a map of the world and mark together anywhere you have visited or family live. Visit lots of different environments like the beach and the woods.</p>	<p>Focus on Geography (undertake fieldwork)</p> <p>LO: I can make a survey of my local area</p> <p>Sensory: I can handle different objects given to me (Eg pebbles, grass, soil) S4</p> <p>I can demonstrate an awareness of changes in environments (beach, farm, forest) S4</p> <p>Support: I can match activities to places/environments (eg shops, school, home, park) S6</p> <p>I can use basic geographical vocabulary to identify familiar places and environments (beach, tree, hill, river)</p> <p>I can record key features of a place using models or symbols (S7)</p> <p>Core: I can undertake fieldwork (S9)</p> <p>I can answer questions about what I have seen or observed S10</p> <p>I can mark some features on a simple map S10</p> <p>I can use my fieldwork back in the classroom (S11)</p> <p>Extension: I can create models of physical/geographical features (S14)</p> <p>I can identify human features of a landscape S13</p> <p>I can use pictures and photographs to identify human features S12</p> <p>I can identify physical features of a landscape (S13)</p>
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Mid Term Plan – Key Stage 2 Y3/4 - Food and Festivals History/Geography/RE

Week 11	Week 12	Week 13	Notes...
<p>Suggested activities: Have a circle and look at different pictures of environments and make a list of all the physical and man made features of each landscape. Use this information to make a table to take when visiting three separate environments to complete a fieldwork survey (forest, beach and farm) Find which natural features of a landscape exist and what man made features exist in each place. See if they can take photographs and then make a model back in the classroom of what they have seen.</p> <p>LOTG: bring back the treasures you have collected from each fieldwork survey and use them in your outdoor area for stimulating discussion and exploratory play.</p> <p>Home learning: Investigate environments together and see which is your family's favourite.</p>			



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