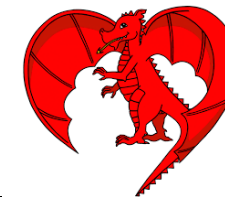


Planning grid

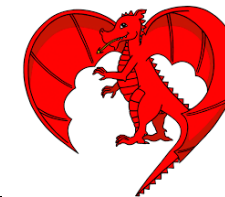
Year Group: Four

Ancient Egypt

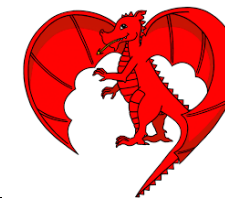
Back to the future Project 2016						
	Activity	National Curriculum	LNF Skills	Hwb+	Digital Competency	Evaluation
	Pupils receive a message from Doc in the form of a blog post and video. The blog post documents his journey looking for Pi and his video explains that he thinks that Pi has gone to Ancient Egypt. Pupils think, pair share to discuss what this means and what they think we should do next.	In discussion show understanding of the main points, (oracy) Listen carefully, convey opinions clearly, including reasons occasionally (oracy)	Listen carefully to presentations and show understanding of the main parts Contribute to group discussion and help everyone take part	<ul style="list-style-type: none"> Hwb+ Blog 	Contribute to a class account within an online community. (Online communities) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)	Very happy to have another message from Doc. Very enthusiastic discussion as to what to do to help Doc and Pi. Pupils thinking about the information their know and what Doc needs to know. Evidence hwb+ and Doc's blog.
	In talking partners, pupils discuss what they already know about Ancient Egypt and what questions they have. How are they going to find out information to help Doc before he arrives in Ancient Egypt. Using OneNote, discussion feeds and links pupils research Ancient Egypt and try to solve the questions they have formulated. Pupils post questions for others to answer on the discussion feed and any links that they have found useful. Pupils to share what they have found useful and why.	Listen carefully, convey opinions clearly, including reasons occasionally (oracy) Demonstrate knowledge of aspects of the past and of some of the main events and people they have studied.(Hist)	Contribute to group discussions and help everyone take part. Help a group to reach agreement. Find information and ideas from web pages, using different search methods, considering which are the most efficient methods.	<ul style="list-style-type: none"> Hwb+ OneNote Discussions Links Internet search engine Encyclopaedia Britannica one drive 	Create, share and edit a cloud-based file. (Cloud based collaboration) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (presenting and publishing) Publish work to controlled VLE. (presenting and publishing)	Lots of information already known as some have already been to Egypt. Pupils responded well to thinking about what they know and some interesting questions raised regarding what they wanted to know. They used OneNote well to collate information but we have to limit how many use a document not to overwrite work which can be done if too many are accessing it. Pupils using discussion feeds well but we need to look at how to poise questions. Very well done. Evidence on hwb+, one drive.
	During discussions pupils decide to create a wiki to answer some of the questions. The questions are posted and then the pupils research and explore the question	Begin to select and combine information from historical sources to support an historical enquiry.(Hist)	Find information and ideas from web pages, using different search methods, considering which are the most	<ul style="list-style-type: none"> Hwb+ Wiki Internet search engine Encyclopaedia 	Participate in and contribute to collaborative online projects for learning. Be responsible and respectful in offline and	Pupils wanted to share question answers so they decided they wanted to set up a wiki and begun posting questions and answers. Pupils posted questions



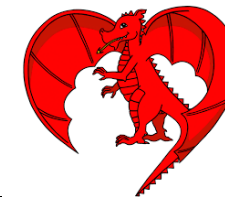
	finding a suitable answer. Pupils to look at accuracy of information on the internet. Do all the searches come back with relevant information? How can we ensure that the information is accurate?		efficient methods. Skim to gain the gist of a text or the main idea in a chapter.	Britannica	online communities. (online behaviours) Develop strategies for finding information using different key words & search techniques. Able to refer to information source. (sourcing/searching)	and others answered. We looked at relevant information and how we could try to ensure it was accurate. Evidence on hwb+. (Questions in topic books)
	Discuss with the pupils the pyramids. What have they found out? Why were they built? Look at 3d shapes. What type of pyramids are the Egyptian pyramids? Look at nets of 3d shapes concentrating on square based pyramids. Explore the properties of 3d shapes. Share what they found useful to know and what they found difficult to do.	Use knowledge of shape to make 3d mathematical models. (Maths)	Select appropriate mathematics and techniques to use.	<ul style="list-style-type: none"> Internet search engine 	Develop strategies for finding information using different key words & search techniques. Able to refer to information source. (sourcing/searching)	Practical session – pupils made lots of 3d shapes but we concentrated on the properties of pyramids. Lots of discussion and working together as some found constructing nets difficult. Evidence in maths books.
	Pupils continue to explore 3d shapes and pyramids. Using mine craft challenge the pupils to create an Ancient Egypt world. Look at research on Ancient Egypt and how best to represent the world. Challenge the pupils to create what could be inside the pyramids. Share examples of their work on hwb+ for their peers and Ysgol Y Ddraig to assess.	Use knowledge of shape to make 3d mathematical models. (Maths) Select, organise and communicate historical information in a variety of ways including ICT. (hist)	Transfer mathematical skills to a variety of contexts and everyday situations. Explain information and ideas using supportive resources.	<ul style="list-style-type: none"> Mine craft Hwb+ PowerPoint Online 	Develop strategies for finding information using different key words & search techniques. Able to refer to information source. (sourcing/searching) Publish work to controlled VLE. (presenting and publishing)	Fantastic use of mine craft. Pupils explained the type of world they wanted for an Egyptian world. Most pupils have a vast knowledge of mine craft and could create their pyramids very easily. Lovely collaboration shown and peer coaching as some pupils are experts. Great ideas for inside the pyramids with pupils using symbols as inside they would have had hieroglyphics so it was as close as they could make it. Including using pi symbol. Pupils screenshot their completed mine craft worlds and created a PowerPoint of the examples. We uploaded this to hwb+. Evidence – examples on hwb+
	Continuing with the 3d modelling of pyramids discuss with the pupils what they have found out about 3d shapes/pyramids. Could they recreate this on Tinker cad? Using Tinker cad online pupils to design a 3d pyramid. Can they use the 3d printer to print out their designs? Look at how best to design a model. Can they group the ideas?	Use knowledge of shape to make 3d mathematical models.(maths) Select, organise and communicate historical information in a variety of ways including ICT. (hist)	Transfer mathematical skills to a variety of contexts and everyday situations. Explain information and ideas using supportive resources.	<ul style="list-style-type: none"> Tinker cad J2E Makerbot 3d printer 	Publish work to controlled VLE. (presenting and publishing)	Great use of tinker cad. Pupils have used sketch up before so are used to designing in 3d. pupils found some parts difficult as we had floating pyramids. Pupils looked at using the group function on the program, which seemed to help. We printed some examples but time limits with printing time mean that we



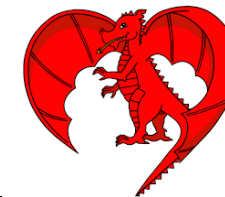
	Can they ensure that the model will represent Ancient Egypt. Share their designs and peer evaluate.					cannot print them all. Evidence examples on twitter and 3d printed versions.
	Explore the importance of the River Nile. Why was it important? Look at its importance to Ancient Egyptians and why it is still important today. Explore and collate information. Play the Ancient Egyptian game to consolidate knowledge. Discuss the game in pairs and the information that the game relates.	Describe some of the main events, people and changes. (hist)	Contribute to group discussion and help everyone take part. Gather and plan ideas for writing.	<ul style="list-style-type: none"> Internet search engine Hwb+ 	Develop strategies for finding information using different key words & search techniques. Able to refer to information source. (sourcing/searching)	Lots of discussion taking place regarding the Nile and its importance. Pupils researched well and loved playing the game to consolidate their knowledge. Evidence in topic books and twitter.
	Pupils during their exploration of facts about Ancient Egypt uncover that Ancient Egyptians wrote in Hieroglyphics and had Egyptian numbers too. Explore Ancient Egyptian numbers with problem solving. Pupils explore the numbers using a set of problem solving questions. Create their own set of questions to test partners.	Develop own strategies for solving problems and present information and results systematically.(maths) Describe some of the main events, people and changes.(hist)	Transfer mathematical skills to a variety of contexts and everyday situations. Explain results and procedures clearly using mathematical language.			Pupils loved problem solving with ancient Egyptian numbers. They found it difficult as they had to think about the symbol combinations but they collaborated well and showed perseverance. Pupils created their own set of questions, which they then peer, tested and assessed. Evidence in mathematics books.
	Pupils look at the history of uncovering of the pyramids using a playlist. Pupils to explore through text, photographs and videos the importance of people like Howard Carter. Pupils to make a 3d Tutankhamen's sarcophagus, exploring the parts that make up tomb. Share and discuss the photographs and the process of making.	Select, organise and communicate historical information in a variety of ways including ICT. (Hist) Use knowledge of shape to make 3d mathematical models. (Maths)	Explain information and ideas using supportive resources.	<ul style="list-style-type: none"> Playlist Digital camera IMovie Hwb+ pics 	Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)	Pupils loved using the playlist to access the information regarding Howard Carter. Lots of discussions taken place and pupils knew a great deal from the research undertaken. They completed their task of making Tutankhamen's tomb on 3d form. Lots of pupils helped each other and peer coached those who found it difficult. Evidence 3d models made.
	Pupils write a letter about all that has been happening to Doc. Pupils to concentrate on what information they think is important and what they think and feel about the events so far. Self assess the letter against success criteria.	Organise writing into logical sequences or sections by beginning to use paragraphs.	Write an introduction; develop a series of ideas and a conclusion. Organise writing into logical sequences or sections by beginning			Some very informative letters produced. Pupils loved relaying the facts about Doc Brown and what has been happening. Evidence in big writing files.



			to use paragraphs.			
	During discussions pupils decided that they wanted to find out more about the pupils in Ysgol Y ddraig, They decided they wanted to ask them questions in Welsh. In partners pupils to decide what they want to know. Pupils share this information in a class discussion. Using survey the pupils create a survey with the relevant questions and how they want the pupils to respond. Pupils then take the survey themselves to test the survey before asking Ysgol Y Ddraig to respond. Share survey with Ysgol Y ddraig.	Learners to collect own simple data using given format e.g. data capture forms, online surveys (ICT)	Contribute to group discussion and help everyone take part. Gather and plan ideas for writing.	<ul style="list-style-type: none"> • Hwb+ • Survey 	Plan what to collect and organise how to use it (data collection) (y5) Learners to collect own simple data using given format e.g. data capture forms, online surveys (Data Collection) (Y6)	Fantastic paired and group discussions. Lots of information they wanted to know and brilliant use of welsh. Pupils created a template of the questions they wanted to ask and the responses that they needed. Pupils were then chosen by the class to create the survey. The pupils had to decide on the question in welsh and then work out the type of question that was needed. Very good survey produced. The pupils tested the survey at first and then when they were happy with it they peer coached the others to help them fill in their responses. This was then shared with Ysgol Y ddraig. Evidence hwb+.
	Pupils explore pyramid mathematics. Can they solve the pyramids looking at patterns in numbers? Pupils to discuss the problem and how can the solve it. Challenge them to work together as a team. Discuss what they found difficult. How did they overcome problems.	Develop own strategies for solving problems and present information and results systematically. (Maths)	Transfer mathematical skills to a variety of contexts and everyday situations.			Problem solving with pyramids. Some found this very challenging but they all worked very hard to work out the solutions. LA children tried hard and used apparatus to help. Evidence in mathematics books.
	Pupil receives another post from Doc Brown in the form of a blog post and postcard from Ancient Egypt. Pupils need to uncover what the postcard says and also help Doc with his challenge. Pupils source hieroglyphics so that they can uncover the message and use hwb+ to organise their decoding. Discuss why some hieroglyphic alphabets are different. Share messages with Ysgol Y ddraig. Have we both uncovered the same	In discussion show understanding of the main points, (oracy) Listen carefully, convey opinions clearly, including reasons occasionally (oracy)	Listen carefully to presentations and show understanding of the main parts Contribute to group discussion and help everyone take part	<ul style="list-style-type: none"> • Hwb+ • Blog • One drive • Microsoft word • Internet search engine 	Contribute to a class account within an online community. (Online communities) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)	Very excited to have another post. Pupils discussed the information received and wanted to get started straight away on the postcard decoding. They found hieroglyphic alphabets online and they pointed out they were different. They came up with well thought out reasons as to why they were different. They decoded message was shared with YYD. Evidence on Hwb+, Doc's blog and



	message?					twitter.
	<p>As a class discuss the challenges set by Doc. He wants us to price how much it would cost if he were in Egypt today instead of Ancient times. Pupils use an online holiday brochure and a booking form to price a holiday. They will have to consider</p> <ul style="list-style-type: none"> • Number of people going • Flight prices depending on times of day • Holiday costs depending on time of year • Upgrades • Travel insurance • Excursion costs <p>Pupils to compile their booking form on Microsoft Excel. Self assess and check work with peer.</p>	<p>Develop own strategies for solving problems and present information and results systematically. (Maths)</p>	<p>Transfer mathematical skills to a variety of contexts and everyday situations.</p> <p>Manage money, compare costs from different retailers and determine what can be bought within a given budget.</p> <p>Draw conclusions from data.</p> <p>Represent data using charts.</p>	<ul style="list-style-type: none"> • Hwb • Hwb+ • Microsoft excel • Search engine • Online brochures • One drive 	<p>Create and interpret bar line charts and bar charts. Begin to distinguish difference between data and information. Assign column and row headings to label information. Change data in a spread sheet to modify output. (Data representation) Create, share and edit a cloud-based file. (Cloud based collaboration) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Lots of skills developed. Pupils worked very hard on this. Discussions in talking partners with pupils showing increased engagement. Pupils used on online brochure to find out the information. Lots of decision-making needed including how many of their family were going, which made the booking form more difficult the more people, went. Pupils peer coached each other and used excel brilliantly. Evidence on hwb+ and numeracy books.</p>
	<p>Using the information the pupils have collated on their booking form pupils to use Microsoft excel to work out the cost of the holiday. Can they use formulas to help them work out the total cost of the holiday? What formula will they use? Can they work out the deposit for the holiday if it is half the cost of the holiday. Share work with each other and on hwb+. Self assess and check work with their peer.</p>	<p>Develop own strategies for solving problems and present information and results systematically. (Maths)</p>	<p>Transfer mathematical skills to a variety of contexts and everyday situations.</p> <p>Manage money, compare costs from different retailers and determine what can be bought within a given budget.</p> <p>Draw conclusions from data.</p> <p>Represent data using charts.</p>	<ul style="list-style-type: none"> • Hwb • Hwb+ • Microsoft excel • Search engine • One drive • Online brochures 	<p>Create and interpret bar line charts and bar charts. Begin to distinguish difference between data and information. Assign column and row headings to label information. Change data in a spread sheet to modify output. (Data representation) Create, share and edit a cloud-based file. (Cloud based collaboration) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Pupils used their information very well. They created their own table to calculate their costs and referred back to their booking form well. Pupils were able to use the sum formula well. Pupils worked out ½ price well too. Evidence on hwb+ and numeracy books.</p>



	<p>Pupils were given the task of using a grid of twenty tasks about Ancient Egypt and were asked to complete three of the tasks. Pupils present their Ancient Egyptian home tasks with the class. What did they focus on? What did they find out? What did they make and why? Share photographs on hwb+. Pupils to give 2 stars and a wish for their informal presentations.</p>	<p>Select, organise and communicate historical information in a variety of ways including ICT. (Hist)</p>	<p>Organise talk so that different audiences can follow what is being said.</p>	<ul style="list-style-type: none"> • Playlist • Digital camera • iMovie • Hwb+ pics 	<p>Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Brilliant home tasks produced. Pupils answered lots of the questions well and the amount of thought and care that went in to the work was great. Evidence on hwb+ and twitter.</p>
	<p>Pupils visit Swansea Museum's Ancient Egyptian artefacts and archaeology rooms. The pupils to explore the archaeology artefacts, Egyptian artefacts especially the tomb of the Pharaoh Hor. Pupils to dress up as Ancient Egyptians and explore hands on a selection of artefacts. Pupils to take photographs and videos of the experience to share with others. Collate media and share on hwb+.</p>	<p>Ask questions about the past and suggest methods of finding answers by using historical sources. (Hist)</p>	<p>Listen carefully to presentations and show understanding of main points. After listening, respond, giving views on what the speaker has said.</p>	<ul style="list-style-type: none"> • Playlist • Digital camera • iMovie • Hwb+ pics 	<p>Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Pupils loved the visit to Swansea Museum. They were enthralled by the artefacts and loved the Pharaoh Hor. Pupils responded very well and the archaeology exhibit was also good as they loved looking at the timeline of from prehistoric times to now. Pupils produced a video of photographs of the day. Evidence on hwb+.</p>
	<p>Pupils explore a number of hotels in Egypt and prices. Discuss why adverts are persuasive? How are they persuasive? What features do they use to persuade? Pupils to decide on a hotel they would like to write a persuasive advert for so that Doc would be persuaded to go there. Pupils write using persuasive language an advert and included details of the hotel and costs depending on the month of the year. Pupils to use a discussion feed to try and persuade Doc to go to their hotel. Pupils to self assess work against success criteria.</p>	<p>Adapt what they write to the purpose and reader, choosing words appropriately, e.g. persuasive language. (Eng.)</p>	<p>Adapt what they write to the purpose and reader, choosing words appropriately, e.g. persuasive language. Use specific structures in writing, e.g. tables, questionnaires.</p>	<ul style="list-style-type: none"> • Search engine • One drive • Online brochures 	<p>Publish work to controlled VLE. (Presenting and publishing)</p>	<p>Great persuasive hotel adverts produced. The pupils really thought of how to make it persuasive so that people would go to their hotel. They used the discussion feed on hwb+ well to tell Doc which hotel to visit. Evidence on hwb+ and literacy books.</p>
	<p>Discuss with the pupils what we have found Ancient Egypt. Pupils to organise their ideas and thoughts, blogging about the experiences of the week and what information they would like to share with Doc. Share work with peers and Ysgol y Ddraig.</p>	<p>Explore and use appropriately the different forms of writing on screen to interact with others, e.g. websites, emails, blogs. (Eng.)</p>	<p>Explore and use appropriately the different forms of writing on screen to interact with others, e.g. websites, emails, blogs.</p>	<ul style="list-style-type: none"> • Hwb+ • Blogs 	<p>Contribute to a class account within an online community. (Online communities) Continue to develop formal presentation skills, using and increasing range of software/apps/devices. (Presenting and publishing) Publish work to controlled</p>	<p>Great blogs of the week's activities. Lots of detail included and pupils are writing more with features such as paragraphs being used. Evidence on hwb+.</p>



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