

My Communication	My Cognition	My Creativity Incorporating ideas from all key texts
<p>Communication and Comprehension</p> <p>Reading for Pleasure We're sailing down the Nile by Laurie Krebs</p> <ul style="list-style-type: none"> • Listening and responding to a story • Engaging with a sensory story and relevant props • Identify and label objects and characters in a story • Shared attention on a story or related activity • Experiencing stories relating to the Egypt topic • Recognition of objects relating to the Egypt topic • Matching and sequencing story pictures- characters and plot • Anticipating what will happen next in a familiar story • Colourful semantics to describe objects in a scene specifically what and what doing • Mark making and matching activities relating to the story • Comprehension activities • Shared reading around the topic <p>Phonics F, FF, L, LL, SS</p>	<p>Working World</p> <p>Key text: We're sailing down the Nile by Laurie Krebs Supporting texts: Marcy and the Riddle of the Sphinx by Joe Todd Stanton</p> <ul style="list-style-type: none"> • Matching hieroglyphics, mark-making and pencil control hieroglyphics, • Exploring the job role of an archaeologist and explorer; role play explorers and archaeologists, have Egyptian treasure hunts, experience simple archaeologist 'digs' in sand, dried oobleck, etc. Use digging tools and brushes, etc. • Explore what life was like in Ancient Egypt: Pharaohs, animals, job roles, transport, landmarks, culture, religion, Gods and Goddesses, clothes, climate, homes, food, music, etc. • Build a pyramid model; use wet sand, blocks, kinetic sand, 3D shapes, cardboard, paper mâché, etc. • Explore and identifying key features of Egypt e.g. river, pyramid, pharaoh, etc. • Explore Ancient Egyptian science, eg: create a simple sundial with a paper plate and a straw, mummify a tomato, make a simple shaduf, mix 'medicines', etc. • Digital literacy: See saw/purple mash/ HelpKidzlearn simple animation apps using images linked to Egypt. 	<p>Art</p> <ul style="list-style-type: none"> • Artist in focus- Hazem Taha Hussein. Explore Hazem Taha Hussein's artwork and create own art in his style e.g: printing bubble wrap over paintings. • Exploring Ancient Egyptian artwork and creating own art in this style • Sand art pictures, sandscapes, Egyptian scenes • Egyptian cat pictures • Hieroglyphic pictures • Shape printing, pattern printing, repeating pattern printing <p>DT</p> <ul style="list-style-type: none"> • designing and creating Egyptian masks, headdresses and collars • making clay canopic jars, clay scarab beetles, etc. • Simple Egyptian style mosaics • Sand art bottles <p>Music</p> <ul style="list-style-type: none"> • Experiencing music from Egypt and around the world • Communicating how the music makes me feel and why • Communicating if I want more of the music or to stop

My Body	My Community	My Independence
<p>Gross Motor / PE N.B Where applicable, pupils with individual physical plans will be incorporated within these lessons</p> <ul style="list-style-type: none"> • Egypt themed activities: Walk like an Egyptian. Belly dancing. Dancing with scarves and bells. Digging and excavating. Etc. • Ball games that Egyptians played such as throwing and catching, juggling, hand ball, bowling, football and hockey. • Sensory circuits: throwing in vessels and at targets, bouncing, rolling, balance beam, wobble board, hurdles, etc. • Swimming <p style="text-align: center;">Fine Motor</p> <ul style="list-style-type: none"> • Sensory activities: sensory bags, boxes and tuff trays with Egypt themes: sand, kinetic sand, water, animals, digging and modelling tools, etc. • Patterns: dots and stripes mark making, paint dabber animals, repeating pattern printing, weaving activities , lacing, etc. • Shapes: shape sorters, shape puzzles, shape pictures, shape tessellation, shape printing, drawing around shapes, etc. • Activities: creating Egyptian masks, headdresses and collars, making clay canopic jars, clay scarab beetles, simple Egyptian style mosaics, etc. • Sand activities: sand art bottles, kinetic sand and moulds, create sand pyramids, digging in sand, mark making in sand, etc. • Cooking: Fig rolls and Basbousa. Mixing, molding, rolling, chopping, and pouring. • Construction: block animal shelters, duplo vehicles, sticklebrick animals, etc. • Outdoor: sand and tools, mud huts, African crafts, safari in outdoor environment, nature weaving, animal hunt, dancing, etc. • Mark-making experiences: • Pre-writing experiences, pencil control and letter formation 	<p style="text-align: center;">PSHE</p> <p style="text-align: center;">Positive touch, public and private</p> <ul style="list-style-type: none"> • Experience a range of activities that support the pupils to be able to communicate yes and no effectively. • Experience a range of positive touch activities such as a massage story/ song, TAC PAC style activity, etc. ensuring the pupil is comfortable with the touch and stopping if they indicate that they do not like it. • Body parts- labelling main body parts and highlighting that some body parts are private and should be covered when in public places. • Practice dressing skills particularly after swimming, etc and emphasizing ‘public and private’ vocabulary as appropriate. • Places- matching, labelling and sorting pictures of public and private places- school, home, bedroom, restaurant, toilet, etc. and emphasizing that ‘private’ body parts should remain for ‘private’ places. • Activities- matching, labelling and sorting pictures of public and private activities such as using the toilet, changing clothes, bathing, showering, playing sports, dancing, etc. <p style="text-align: center;">Cultural Development</p> <ul style="list-style-type: none"> • Opportunities to work together as a class • Contribute to a whole school project- recycling old furniture • Key dates- Easter, Mother’s Day, Ramadan 	<p style="text-align: center;">Community</p> <ul style="list-style-type: none"> • Social skills-toleration, sharing, turn- taking, helping, etc. • Communication and interaction skills independently and with support • Take turns playing simple board games such as ludo, snakes and ladders, etc. representing the board games played in Ancient Egypt Senet, Mehen, Aseb and Hounds and Jackals • Explore ancient Egyptian festivals with parades, music and dancing. • Volunteering horticulture <p style="text-align: center;">Lifeskills Identiplay Themes</p> <ul style="list-style-type: none"> • Lego / Duplo therapy (roles of builder, engineer, supplier), building from visuals, verbal instructions, etc • Household chores- laundry

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Topic: Egypt

Learning Letter – Pemberton