

Guided
Reading



Task 1 – Read ‘Ancient Egyptians’

Important to survival in ancient Egypt was the River Nile. At 6,853km long, it is the longest river in the world, starting in the mountains of Tanzania and flowing through most of north-eastern Africa.

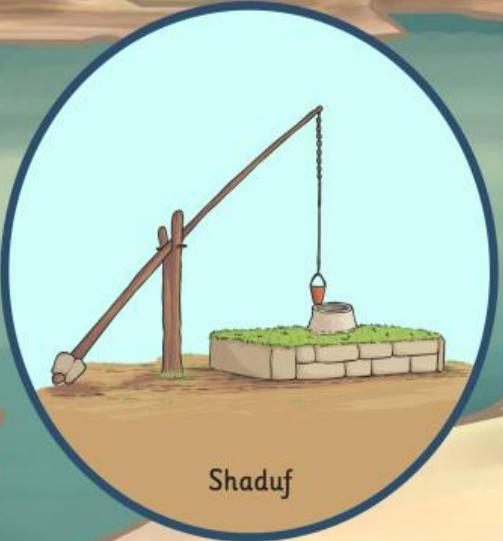
‘Black Land’

In ancient times its soil was rich for growing crops, which fed and clothed the people who lived along the banks of the Nile. Some of the food grown was also swapped for other goods that could not be found or made in Egypt. The land flooded every year, leaving thick, black sand on the ground, which made it very good for growing plants. This was known as the ‘black land’.



‘Red Land’

Egyptians also had ‘red land’, which was the red, dry desert where nothing could grow. It protected the people of ancient Egypt from enemies because it was so difficult for invading armies to cross. The ‘red land’ was also full of precious metals and gems such as gold, copper, granite, limestone, amethyst, alabaster and turquoise.



Shaduf

Egyptian people relied on the water of the River Nile for drinking and washing. A useful crop living along the banks of the river was papyrus reeds. They were dried and used to make a type of paper. Travelling along the river were traders (people who sold goods), fishermen and sailors, moving materials such as stones for building pyramids.

Pharaohs enjoyed cruising up and down the river. Meanwhile, ordinary Egyptians created different ways of using the river water as much as possible. One important invention was the shaduf. This was designed to scoop water from the river and move it so that it could be sprinkled on the land where crops were growing.

Challenge – Can you create any of your own questions that you could ask somebody about this text?

Ancient Egypt

1. How long was the River Nile?

2. What does the author mean by the word 'flowing'?

3. Find a word in paragraph two that means the same as 'plants'?

4. Name two precious metals found in Egypt?

_____ and _____

5. How does the illustration (picture) help you understand the text better?

6. If you could choose to live in the 'black land' or the 'red land', which would you chose to live in and why?

Today's Spelling Zone Focus

Adding **il-**

root word	antonym
clear	unclear
like	dislike
complete	incomplete
possible	impossible



Task 1

Can you put the root word and the prefix together?

prefix	root word	prefix + root word
il-	logical	illogical
un-		unkind
im-		impatient
dis-	qualify	

prefix	root word	prefix + root word
im-	practical	
il-		illegible
dis-	obey	

prefix	root word	prefix + root word
il-		illiterate
un-	clear	
il-		illegal

Task 2

Can you choose the correct word to complete the sentence?

1 In Victorian times, very few children went to school, so many people were .

2 If you are , you are able to read lots of different books.

3 I love celebrations so I am for the next festival.

4 Thank you for being so and waiting for me to arrive.

5 I believe it's to smuggle pets onto aeroplanes.

6 Illegal is the opposite of .

7 You have to be very to work out how to put up the shelves.

8 It's to try to carry everything at once.

**P.E, Yoga,
Games
and**



Cosmic Yoga

Task 1 – Egyptian Yoga

Below is a link to try out some Egyptian yoga. This is a great opportunity to take a break from all of your hard work.



<https://www.youtube.com/watch?v=QuL3lhsU1Bs>

Task 2 – Ancient Egyptian games

Below shows a video explaining some of the games and toys that Ancient Egyptians used to use and play.

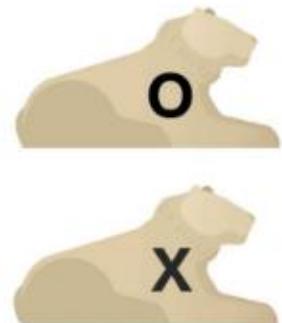
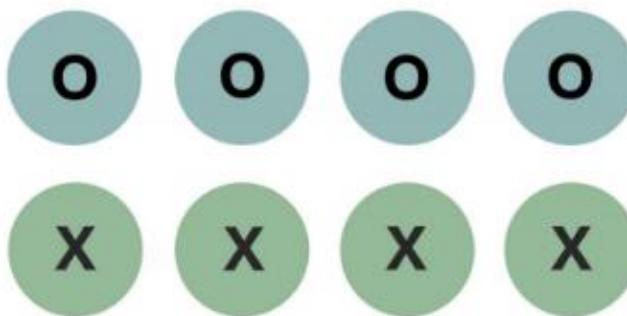
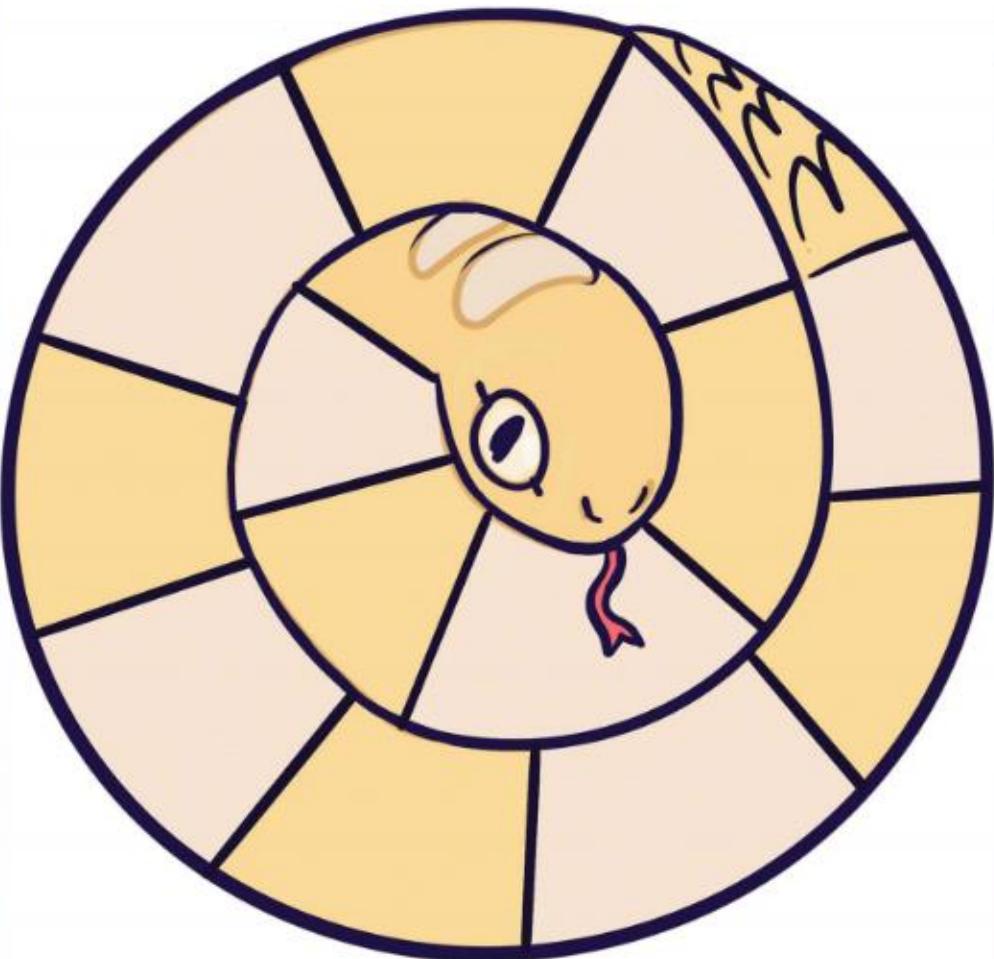
<https://www.bbc.co.uk/bitesize/topics/zg87xnb/articles/z4wdnrd>

Click on the market stall to find out about four Ancient Egyptian games.



Challenge – Can you make and play your own game of Mehen?

Make your own Mehen board!



Mehen

Mehen was named after the ancient Egyptian snake-god Mehen. The board is a coiled snake divided into squares and the playing pieces are marbles and lions. Mehen can be played by up to six people.

Art and DT**Task 1 – Using silhouettes**

A silhouette are images done in black and they show an outline or a shadow of an object. Here are some artists that you could research:

Jan Pienkowski / Dr. Suess

Task 2 – Using silhouettes

To recreate a famous piece artwork using silhouettes.



Challenge – To paint your own picture using silhouettes. You could create as many pieces as you like.

Task 3 – Making a shaduf

Below is an example of a shaduf.

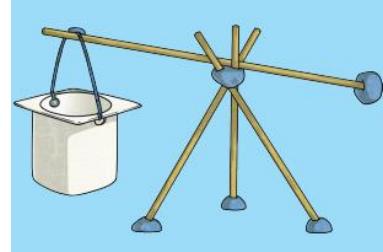


A **shaduf** is a large pole balanced on a crossbeam, a rope and bucket on one end and a heavy counter weight at the other. By pulling the rope it lowered the bucket into the canal. A **shaduf** is a machine to move water from a lower place to a higher place. The Ancient Egyptians used a shaduf to get water from the river Nile.

Challenge – Can you make your own shaduf by following the instructions below?

You will need:

- Four pieces of straws / stick – three cut into 20cm lengths and one at 30cm
- Bowl of water
- Modelling clay / blue tac/ plasticine
- Yogurt pot
- String / wool
- Pencil
- Scissors



1. Cut three of the the straws / sticks to a length of 20cm and one of the straws / sticks to a length of 30cm.
2. Your shaduf will need to be on a raised surface so that the container can reach down to pick up water from a lower level.
3. Place the three straws / sticks of the same length together, ensuring they are apart at the bottom but touching at the top to make a tripod.
4. Secure the straw / sticks to your surface by putting a lump of modelling clay / blue tac/ plasticine at the base of each one.
5. Place the longer piece of straw / stick so the middle of it rests on top of the tripod in-between the three ends.
6. Put holes at the top of the yogurt pot on either side. (**Ask an adult to help here**)
7. Cut a length of string to 10cm.
8. Put one end of string through one of the holes in the yogurt pot and tie a knot on the end inside the pot so that it can't come back out. Repeat for the other hole so you have a loop.
9. On one end of the long piece of straw / stick, put a lump of modelling clay.
10. On the other end of the longer piece of straw / stick, place the string with the yogurt pot dangling down. Fix the string in place with a small piece of modelling clay.
11. Put the bowl of water on to the lower level near the yogurt pot. Pull the pot down so it reaches the bowl and fills with water.



Geography



Landmarks

A landmark is an object or feature of a landscape or town that is easily seen and recognized from a distance, especially one that enables someone to establish their location.



For example. If you saw **Big Ben** you would know that you are in **London**.

Task 1

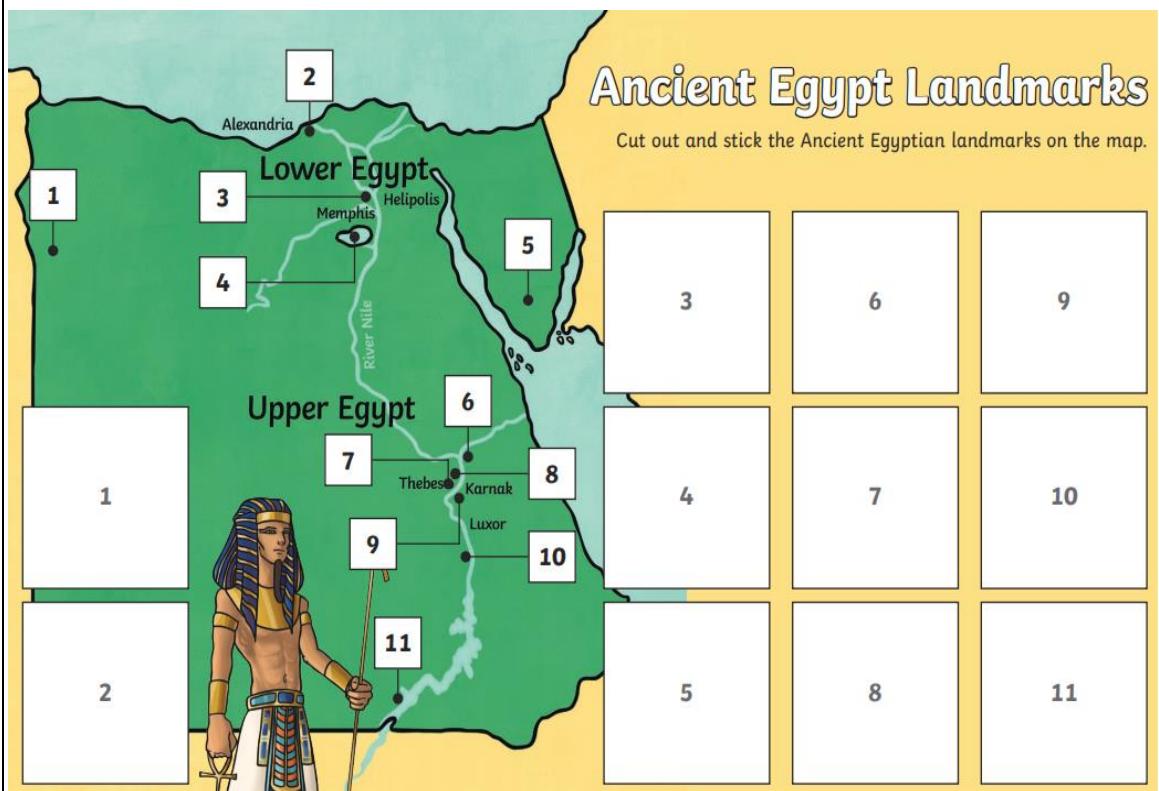
Can you name these London landmarks?



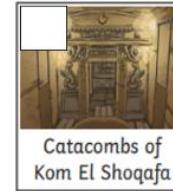
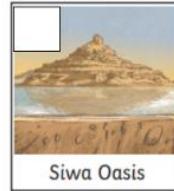
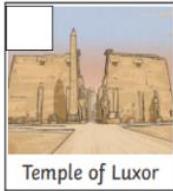
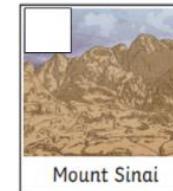
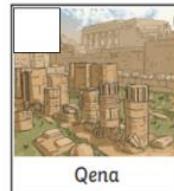
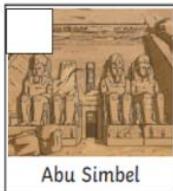
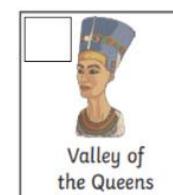
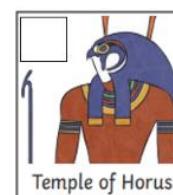
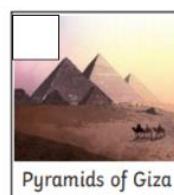
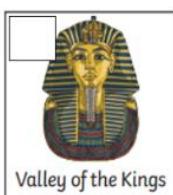
Challenge – Can you find out any information or facts about any of these landmarks? (For example, Is the building or monument used for something or does it have a purpose?)

Task 2

Can you use the map below to find the location of the Egyptian landmarks?



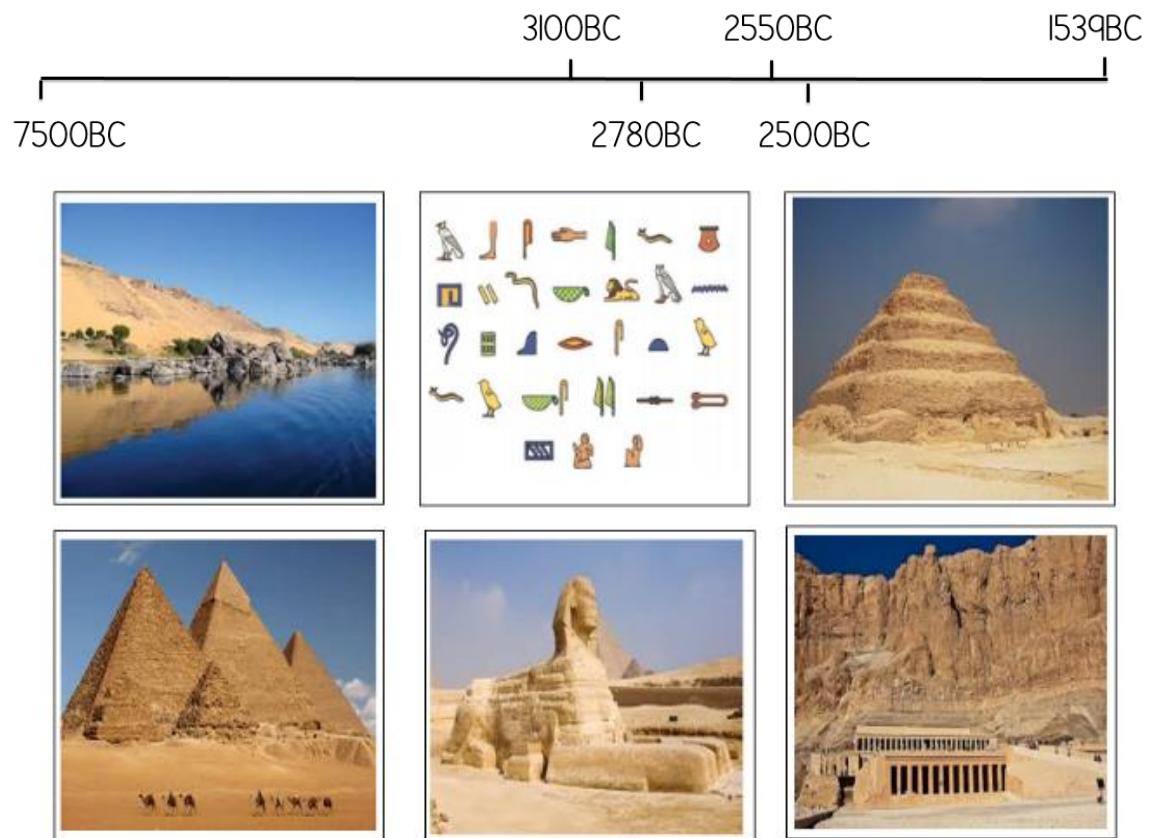
The numbers in the boxes match the landmarks location and you can then match the number onto the images below so that you can continue to refer to your map.



History**Task 1 – Using a timeline**

Timelines are used to organise key dates and events in chronological order, starting from the first event and leading up to the last event. Timelines can be used to show civilisations and key parts of history. History is all about learning from the past.

Can you organise your images onto the timeline below and describe what is happening in each of key events?



Below are some research questions that will help you?

When was the first pyramid built?

When was the Great Sphinx built?

When did the first settlers arrive in the Nile valley?

When were hieroglyphics first used by the Egyptians?

When was the Valley of the Kings built?

When were the Giza pyramids built?

Challenge – Can you include any more key dates and events onto your timeline?