

## Curriculum Information

Term: Autumn Term 2

Class/Year Group: Year 4

Inspiration/Theme: <b>Who were the Ancient Egyptians?</b>	Curriculum Driver: <b>English and History</b>	Outcome of learning: <b>A story to be shared with Year 3</b>	
Core texts/artefact/film	Provocation -Inspire, Immerse	Display outcomes	Topic specific speaking frames
 <p><b>Reading Skills</b></p> <ul style="list-style-type: none"> <li>Asking questions to improve their understanding of a text</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</li> <li>Predicting what might happen from details stated and implied</li> <li>Identifying main ideas drawn from more than one paragraph and summarising these</li> </ul>	<p><b>Hook/Super Starter</b> Explore replica artefacts and objects</p> <p><b>Trips/Visitors/Marvellous Middle</b> Bristol Museum Egyptian exhibition and workshop.</p> <p><b>Celebration/Fabulous Finish</b> Parents will be invited in to play a Kahoot Quiz the children will have made as part of their history learning.</p>	<p>The children will produce a narrative to be shared with Year 3 as well as a newspaper article.</p>	<p><b>The language of hypothesis:</b></p> <ul style="list-style-type: none"> <li>Because I know that ..., I know that...</li> <li>Due to the fact that...I know that...will happen</li> <li>Maybe it's because ...</li> <li>It is true that...</li> <li>We can prove that...</li> <li>In conclusion...</li> <li>I would like to prove / disprove...</li> <li>Perhaps the reason is ...</li> </ul> <p><b>The language of describing</b></p> <ul style="list-style-type: none"> <li>It looks/feels/tastes/sounds/smells like .....</li> <li>It appears to be...because...</li> <li>It seems to be like...because...</li> <li>I think it looks like...because...</li> <li>It reminds me of...because...</li> <li>In comparison to...</li> <li>Simile: <i>The cloud is like candyfloss the cat is as dark as the night sky</i> Metaphor: <i>The snow is a white blanket</i></li> <li>Personification: <i>The tree waved its arms in the breeze</i></li> </ul>
Topic Table	Book Area	Maths Challenge table	Home Learning
<p><b>Key questions</b></p> <ul style="list-style-type: none"> <li>How do we know about ancient Egypt today?</li> <li>Why did the Egyptians mummify their dead?</li> <li>Why were some people buried in pyramids?</li> <li>What happens to a Pharaoh when they died?</li> <li>What questions do you have about the Egyptians?</li> </ul> <p><b>Key images/artefacts</b> Statues and replica artefacts, photographs, books.</p> <p><b>Key vocabulary</b> Amulet, sarcophagus, mummy, pyramid, Canopic jars, pharaoh, Tutankhamun, embalming, scarab beetle, desert, coffin, sickle, tomb, mummification, papyrus, hieroglyphics</p>	<p>Museum style exhibitions, show a variety of artefacts from a range of eras. Show vocabulary and questions.</p> <p>What can you learn from the ancient Egyptian texts?</p>	<p><b>Key questions</b> How many different ways can you think of to solve...? What could the story be for...?</p> <p><b>Key images/artefacts</b> Example of bar models for environment Pots with plastic straws in to model division/multiplication</p> <p><b>Key vocabulary</b> Multiple, factor, prime number, multiply, times, divide, share, group, equation,</p>	<p><b>Weekly Home Learning:</b> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log.</p> <p>Log on to Times Table Rockstars and have a practise the 6, 7 9, 11 and 12 times table (as well as the others!).</p>

English	Maths	Science	PE
<p><b>Curriculum outcomes:</b> Children will write a Portal story and a newspaper article.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Focus on high level vocabulary</li> <li>• Structure of Newspaper articles</li> <li>• Speech punctuation</li> <li>• Structure of a story</li> </ul>	<p><b>Curriculum outcomes:</b> Children will learn how to multiply and divide by 6, 7, 9, 11 and 12.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Calculate multiplication equations using the multiplication facts that they know.</li> <li>• Understand the difference between sharing and grouping</li> <li>• Understand the commutative law in multiplication.</li> <li>• Solve problems involving multiplication and division.</li> <li>• Solve multiplication and division problems with remainders</li> </ul>	<p><b>Curriculum outcomes:</b> Children will create classification keys for a range of animals. Children will create a flow chart on the computer.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Identify and name a variety of living things in the local and wider environment, using classification keys to assign them to groups</li> <li>• Recognise that environments can change and that this can sometimes pose dangers to living things</li> <li>• Recognise that living things can be grouped in a variety of ways</li> </ul>	<p><b>Curriculum outcomes:</b> The children will learn the skills to play Hockey</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Physical literacy</li> <li>• Equipment: Consistently make contact, vary direction and power and combine with movement e.g. running.</li> <li>• Competing</li> <li>• Use my awareness of space and others to outwit opponents.</li> </ul>
Art	RE	Music	Geography/History
<p><b>Curriculum outcomes:</b> Children will use tiles to create a print</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Visual Elements: - Pattern with recap on line and colour</li> <li>• Art Processes: - Create a tile to develop a print</li> <li>• Artistic Inspiration: Ancient Egyptian art and hieroglyphics</li> </ul>	<p><b>Curriculum outcomes:</b> Children will create a display of learning for our class floor book.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Understand why some stories are valued in the Christian community</li> <li>• Begin to understand how Christian beliefs and values connect to biblical stories</li> <li>• Describe and explain examples of stories from Genesis suggesting meaning from the stories and making links to their own experiences.</li> </ul>	<p><b>Curriculum outcomes:</b> Children will explore the life of the Ancient Egyptians through song. They will play simple instrumental parts to accompany songs. Children will prepare two collaborative songs for the Christmas Celebration. Children will embed the musical structure of pieces from the BBC 10 Pieces project.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Learn to sing a number of songs about the Egyptians.</li> <li>• Play simple parts on pitched and non-pitched percussion to accompany.</li> <li>• Know the two collaborative Christmas songs by memory.</li> </ul>	<p><b>Curriculum outcomes:</b> Discover who the Ancient Egyptians were and what they were like including: gods, daily life rulers etc.</p> <p><b>Key Skills:</b></p> <ul style="list-style-type: none"> <li>• Identify key information</li> <li>• Pose questions and research answers using primary and secondary sources</li> <li>• Understand the achievements of the civilisations</li> <li>• Notice connections, contrasts and trends over time</li> </ul> <p><b>Geography focus</b> – children will use maps, atlases and globes/digital computer mapping to locate and describe features of Egypt.</p>

Computing	PSHEE	DT	MFL
<p><b>Curriculum outcomes:</b> Children will draw own interpretation of the internet and World Wide Web as they carry out research. Children will dismantle mobile phone technology and investigate what is inside. Children will learn where and how to save their work</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.</li> <li>• Use search technologies effectively.</li> <li>• Use software to design and create content that accomplishes a given goal.</li> </ul>	<p><b>Curriculum outcomes:</b> Children will learn how to deal with difficult and unexpected changes. They will also look at being safe when out and about – stranger danger, etc.</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• I know how to enjoy fireworks safely</li> <li>• I can use peaceful problem solving to sort out difficulties</li> <li>• I have thought about ways to manage difficult feelings</li> </ul>	<p><b>Curriculum outcomes:</b> Investigate Egyptian engineering and ingenuity, asking the question; ‘Are they still relevant today?’</p> <p><b>Key learning:</b></p> <ul style="list-style-type: none"> <li>• Using a saw, hammer and nails</li> <li>• Combining materials without wood or glue</li> </ul>	<p><b>Outcome of learning:</b> Children will learn to name different members of the family using “j’ai” and words for family and extended family. Children will ask and answer “Do you have brothers and sisters? begin to say the months; to name their birthday month and to ask and answer “How old are you?”</p> <p><b>Key Skills:</b> <b>Speaking</b> – Through songs and paired games to practice new vocabulary <b>Listening</b> – through listening to new French vocabulary and playing listening games</p>