

Year 4
Term: Autumn 2
Topic: What mattered
most to the Ancient
Egyptians?



Healthy Body
Healthy Mind
Healthy Planet

History

Intent- to compare the life of the Ancient Egyptians to other Ancient civilisations and understand what was important to them

Implementation

- compare life in four of the ancient civilisations
- explore religion in Ancient Egypt and its importance to the ancient civilisations
- explore hieroglyphics and compare writing systems from the ancient civilisations
- understand what the pyramids and tombs tell us about the Ancient Egyptians
- understand the process and importance of the stages of mummification.
- investigate a range of sources to learn about Tutankhamun and the discovery of his tomb

**** Outcome-** to create a quiz about key information about The Ancient Egyptians

Impact: children will have an understanding about why certain things were important to the Ancient Egyptians

Music

Intent

MUSIC

TAUGHT IN

AUTUMN

TERM 1

PSHE

Intent- to develop children's confidence in ,and understanding of, their own actions.

Implementation

- Earning money—Learning how to earn and save money.
 - Fairtrade— Understand what Fairtrade is and how people can make a change through choice.
 - Being responsible Part 1 and 2—Identifying how to be responsible and the importance of responsibility.
 - Bullying part 1 and 1 - Understand how to get support and identify what discrimination is.
- ** Outcome-** contribute to the class discussions, posters and conversation snippets.

Impact-children will be able to understand the impact of their actions towards others

Computing

Intent- To understand creative media through audio editing.

Implementation—Creating media.

- to familiarise themselves with digital devices capable of recording sound and/or playing audio.
 - to understand how to record their own sounds and play back the recorded audio.
 - to plan and begin recording their own podcast.
 - to explore how to edit their recordings,
 - to record additional content for their podcast, such as sound effects or background music.
 - to understand how to export their digital recordings so that they can be listened to on a range of digital devices.
- ** Outcome-** to be able to record a podcast of good sound quality to be listened to be their peers

Impact: children develop understanding of creating media and editing of sound.

PE

Intent- to develop their social skills to enable them to work with others successfully. Use a wider range of skills with confidence in hockey to participate in a game

Implementation- Physical Education

Warm up : Every 3 week the children focus on 1 warm up and progress once the class has mastered the concept of each stage . Shape Up and Dice Frenzy

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Dynamic Balance to Agility: Jumping and Landing (FUNS 6) Static Balance: Seated: (FUNS 2)

Cog : For 6 weeks we are working on our social skills

Implementation: Hockey

- Use speed to dribble the ball into space.
- Apply change of direction of travel by rotating and turning the stick to support this.
- Use a push pass to make a direct pass.
- Begin to use a slap pass (bringing stick back and causing more power).
- Maintain defence and keep the pressure until possession is gained from a successful tackle.
- Attempt to score inside a designated scoring area

Impact: children work sensibly with other and take turns. Children will be able to perform a wider range of hockey passes with confidence

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RE

Intent-To know what Hindus believe God is like.

Implementation—What do Hindus believe God is like? (Unit 27)

-To explore how many Hindus would describe ultimate reality.

- To investigate how the idea of Brahman being in everything could affect how you live.

- To analyse and explore the different Hindu deities.

- To understand the many different Hindu deities.

- To explore how we can learn about deities from Ganesh.

To understand what Hindus believe God is like.

Outcome: to identify some Hindu deities and make links to religious stories.

Impact: To make connections between the Hindu religion and the values of people in the world today.

Science

Intent - to understand how sounds are made and what can affect them.

Implementation

- To research the scientist Leonardo DaVinci (R)

-To identify how sounds are made and associate some sounds with something vibrating. (R)

-To recognise that vibrations from sound, travel through a medium to the ear (IGC)

-To investigate the patterns between the pitch of a sound and features of the object that produced it (PRS)

-To identify patterns between the volume of a sound and the strength of the vibrations that produced it (PRS)

-To understand that sounds get fainter as the distance from the sound source increases (CFT)

Outcome- children to show understanding through a quiz assessment,

Impact- children will be able to explain how we hear things and how volume and pitch are affected

Art

Intent- To use a range of materials creatively to design and make products.

Implementation

-Learn who Barbara Hepworth was and her connection to nature, explore how she used form and texture and respond to her work through discussion and simple sketches

-Practise working with form and void (positive/negative space)

-Explore and combine mixed media materials/ Develop surface texture using imprinting, incising, and scoring

-Use sketchbooks to plan shape, texture, and colour palette for imaginative sculpture inspired by nature

-Construct and decorate a personal sculpture based on the plan using control and creativity

-Evaluate artistic choices and outcomes

****Outcome**- children to create their own nature inspired sculpture

Impact: Children will be able to use a variety of creative and sculpting techniques with confidence

French

Intent - to be able to present myself in French

Implementation:

-use basic greetings in French, ask how somebody is feeling and reply

-ask somebody their name in French and reply

-revise numbers 1-10 in French and learn numbers 11-20 in French

-ask somebody their age in French and reply when asked to me

-ask somebody where they live in French and reply when asked to me

**** Outcome**– to be able to complete their end of unit assessment for reading, writing, listening and speaking

Impact: children will be able to talk about themselves