

Year 4

Topic: What mattered most to the Ancient Egyptians?

Raging Rivers

Autumn Term 2022



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 between the 4 major ancient civilisations
- Investigate who the Egyptians were and place them on a timeline
- Learn about importance of pyramids
- Understand process and importance of stages of mummification.
- Find out about importance of the pharaohs and the gods
- Explore hieroglyphics and how they created parchment
- Learn about Tutankhamun and the discovery of his tomb through investigating different sources

**** 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

Geography

Intent- to learn about rivers and locate some of the most famous ones around the world.

Implementation

- Identify features of a river and how it changes through the course of its journey
- Local case study of the river in Lanivet Village- where does it start and finish? Field-work visit to follow the course of the river.
- Use atlases to locate and name the four seas around the UK and key rivers of the UK.
- Use atlases and digital mapping to locate prominent rivers around the world.
- Compare river uses around the world and how they have changed
- Causes and effects of flooding- look at local case study of Boscastle 2004.

****Outcome-** children to create an explanatory text about rivers.

Impact- children will be able to use technical vocabulary to talk about rivers and be able to use mapping skills to locate them

Science 1

Intent- to understand there are different states of matter and some of these can change

Implementation

- Compare and group materials according to whether they're solid, liquid or gases. Recognise the different molecule structure.
- Understand that temperature can affect some states of matter.
- Observe that some materials change state when they're heated or cooled, and measure and research the temperature at which this happens
- Identify similarities and differences in scientific processes
- Set up and conduct simple practical enquiries
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation

****Outcome-** to explain and demonstrate how states of matter can change.

Impact- children will be able to talk about which states of matter are reversible and identify the difference between molecule structures.

Science 2

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

Implementation

- Identify how sounds are made, associating some of them with something vibrating
- Recognise that vibrations from sounds travel through a medium to the ear
- Find patterns between the pitch of a sound and features of the object that produced it
- Find patterns between the volume of a sound and the strength of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases
- Report on findings
- Use scientific evidence to support findings

****Outcome-** to create a 'string telephone' and explain how it works

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

Art

Intent- be able to use a range of techniques to model, attach and develop features in clay.

Implementation

- gain inspiration from the work of others and record these using notes and illustrations in my sketchbook
 - use a range of joining techniques to attach armatures to my sculpture
 - develop exaggerated features using a variety of techniques
 - create a sculpture using materials to model and construct
 - evaluate and analyse my sculpture
 - reflect on the way that I made my sculpture to help show my feelings towards the creature
- ** Outcome-** children to create an animal head in the style of a Canopic Jar

Impact- children to understand the importance of the different Canopic heads and their different features

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PHSE

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

Implementation

- Learning why respecting others is important and how we can be respectful
- Developing skills of problem solving and resourcefulness and how this can help us
- What makes a good leader and how we can lead a team
- Identifying bullying and how we can get support if we are experiencing it
- What is discrimination
- Importance of body boundaries and the difference between good and bad secrets and importance of speaking up if we're uncomfortable

**** Outcome-** contribute to the class floor-book including poems, discussions, posters and conversation snippets.

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

DT

Intent- to be able to use construction techniques to create a structure that moves and supports a weight

Implementation

- research different shaduf structures and shapes and the purposes the machine was used for
- create a prototype to analyse and improve design and ensure limbs move freely
- select and use appropriate tools to cut materials
- select appropriate materials to withstand movement and weight
- apply knowledge of how to stiffen and reinforce structures to provide stability
- test and evaluate the structure to ensure it is fit for purpose

**** Outcome-** children to create a moving structure in the style of an Egyptian Shaduf

Impact- children will be confident using a range of tools and strengthening techniques.

Music

Intent- to be able to understand the language of music through a variety of activities and playing the glockenspiel.

Implementation—ABBA unit—

- Mamma Mia, Dancing queen, The winter take it, Waterloo, Super Trouper and Thank you for the music.
- listen and appraise—to begin to recognise the basic style indicators of ABBA's songs.
- to complete various warm-up games and introduce instruments.
- learn to sing the song Mamma Mia.
- learning to sign and play glockenspiels or recorder instrumental parts of Mamma Mia.
- listen, improvise and compose a piece using the notes A and G for the class. -perform and share. Sing and play instrumental parts within the song.

Implementation—Glockenspiel Unit.

- learn to play Mardi Gras Grooving and understand the theory of music.
- learn to play a range of different songs
- understand the theory about finding the pitch and rhythm. - to explore the language of music
- learn to sign Mamma Mia.
- compose and perform music using the notes C, D, E, F and G.

Impact- To be able to understand the language of music and compose an end-of-term performance. To further develop glockenspiel skills.

RE

Intent- to understand the trinity. To know what Hindus believe God is like

Implementation - What is the Trinity and why is it important for Christians?

- explore how water has symbolic meaning to Christians.
- introduce and explore the gospel.
- explore and compare different artwork of the Baptism and study how God is portrayed through the Trinity.
- create artwork for how each individual pictures the Baptism.
- explore and compare the difference between baptising babies and adults.
- answer the unit question and express answers using symbols, art and a short written piece.

Implementation—What do Hindus believe that God is like?

- explore the 'Aum' symbol.
- discover and compare pictures of Hindu deities.
- identifying common or distinctive features that would link to different ways of expressing Brahman.
- describe the life cycle of Hindus.
- investigate the different statues and pictures of Gods and Goddesses.
- explore the story of Rama and Sita, from Ramayana, celebrated in Diwali.
- discuss the idea that Hindus possess a 'spark' of Brahman.

Impact - To describe how Christians show their beliefs about God the Trinity in different ways. To make connections between different ways Hindus worship and how they live.

Computing

Intent- to understand computing systems and networks. To understand creative media through audio editing.

Implementation – Computing and network.

- to explore how a network can share messages with another network to form the internet.
- to understand how the internet lets us view the World Wide Web.
- to explore what can be shared on the World Wide Web and where websites are stored.
- to analyse a website and identify the key parts.
- to explore who owns the content on the World Wide Web.
- to gain an appreciation of the fact that not everything they see on the internet is true, honest or accurate.

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.

Impact- children develop understanding of computing systems, online collaborative working, creating media and editing of sound.

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PE 1

Intent- to develop their personal coordination and balance skills. To be able to use a variety of learnt skills 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 . Hi Baby and Race Walking

Funs Skills : Our sequence of 6 depends on the control , confidence and competency of the individuals ability to perform the skill. Footwork (FUNS 10) and Static Balance : One Leg (FUNS 1) aiming for red.

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

Implementation : Netball

- Pass and receive stepping into the pass (chest bounce only 1 bounce and shoulder pass)
- Perform a stride stop with a pivot
- Perform a jump top with a pivoting
- Perform two different dodges (Drive and the dodge)
- Marking a player standing side on sticking to player reading for the intercept
- Shooting- bend knees and place hand under the ball to shoot
- Begin to understand the positions in a high five game

Outcome: children can participate in a high five netball game

Impact- children know where they are with their learning and can challenge themselves. Children can perform a wider range of skills in netball.

PE 2

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

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

****Outcome-** children will be able to pass and receive the ball successfully

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

French

Intent- to understand key vocabulary in French

Implementation

- to understand key parts of the body
- explore further parts of the body in more depth
- develop our understanding of counting in French up to the number 31
- explore general words for clothes
- understand the months of the years
- be able to tell a friend when your birthday is

**** Outcome-** the children will be able to perform the song 'Head, Shoulders, Knees and Toes'

Impact- children will have a further understanding of the French language