



Year Group	Term (Autumn/Spring/Summer)	Theme	Subject	Learning Objective	Key Skills	Key Vocab
Year 4	Summer	Walk Like an Egyptian	History	<p>To understand where the Egyptian period fits on the timeline of history and was around the same time as the Stone and Bronze Ages and the start of the Roman Empire.</p> <p>To know who ruled Ancient Egypt.</p> <p>To know what Ancient Egyptian society was like.</p> <p>To know why the River Nile was important to the Ancient Egyptians.</p> <p>To know how the Ancient Egyptians travelled and traded.</p> <p>To know why the Ancient Egyptians built the pyramids.</p> <p>To know who the Pyramid builders were.</p> <p>To know what the Ancient Egyptians believed in.</p> <p>To know where the Ancient Egyptians believed they would go after death.</p> <p>To know why Tutankhamun's tomb was an important discovery.</p> <p>To know how we are still learning about the Ancient Egyptians today.</p> <p>To know that trusted sources can come in the shape of experts and archaeologists, evidence from the past and pictures and art.</p> <p>To know the meanings of these substantive concepts, Absolute monarchy, coronation, country, famine, voyage, empire (Yr 3 Romans and how Egyptians were small but Roman completely engulfed them), settlements (Yr 3 along the river why?) and slaves (Yr 3 as they built the pyramids).</p>	<p>To be able to place events from the topic on a timeline.</p> <p>To be able to use terms related to the period and begin to date events.</p> <p>To be able to understand more complex BCE and CE.</p> <p>To be able to use evidence to reconstruct life in the topic studies.</p> <p>To be able to identify the key events in the topic.</p> <p>To be able to offer sensible explanations for some of the events.</p> <p>To be able to critique the evidence that is available.</p> <p>To be able to evaluate the usefulness of the different sources.</p> <p>To be able to use a variety of different sources to collect information.</p> <p>To be able to use evidence to build up a picture of past events.</p> <p>To be able to select the relevant material to present a picture of one aspect of the topic.</p> <p>To be able to ask a variety of questions about the topic.</p> <p>To be able to communicate their knowledge with confidence.</p>	<p>empire, civilisation, parliament, peasantry, local, regional, national, cultural, military, economic, religious, social, Ancient Sumer, Indus Valley, Egypt, Pharaoh, Scarab, Papyrus, Scribe, Amulet, Canopic jar, Sarcophagus, Tomb, Afterlife, Hieroglyphics, Mummification, Irrigation, Shaduf, Sphinx, Oasis, Egyptologist, Ankh, Pyramid, Barter, Rosetta Stone</p>
Year 4	Summer	Walk Like an Egyptian	Geography	<p>To know the lines of the Equator, Capricorn and Cancer you see on a map, do not exist and why.</p> <p>To know the sun is at its highest point in the sky: 21st March (Equator) 21st June (Cancer) 21st December (Capricorn).</p> <p>To know the Prime/Greenwich Meridian and time zones (including day and night).</p> <p>To know Egypt is located on the continent 'Africa',</p> <p>To know the population density of Egypt. To know water is collected and evaporates. (Heat from the sun), condenses into clouds, falls as precipitation and the cycle is repeated.</p>	<p>To be able to identify and locate the position of the Equator and the Tropics of Cancer and Capricorn using a map and a blank map.</p> <p>To be able to locate Egypt using an atlas and present data using a key.</p> <p>To be able identify the process of the water cycle, using an illustration.</p>	<p>Equator, Capricorn, Cancer, Prime, greenwich, Meridan, Africa, population, density, evaporation, condense, water cycle.</p>

Year 4	Summer	Walk Like an Egyptian	RE	<p>To understand what the Islamic sacred texts are called and how it is read. To understand the purpose of a pilgrimage - such as Lourdes. To understand what a Hajj is, and where Muslims go for theirs and why.</p> <p>To understand how stories of faith guide people's lives To understand how different religions believe the world was created (Yr 3 discussed whose world it was). To understand what different religions believe happen to us after we die.</p>	<p>To be able to use religious keywords, to explain what religious people believe about the nature of God. To be able to use religious keywords, to explain why scripture and the lives of founders are so meaningful to the lives of believers today. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to God. To be able to use keywords to explain how symbols, stories, acts of worship and places of worship help religious people to feel closer to each other. To be able to make links between religious stories and how they are connected to the believer's lives. To be able to use the correct vocabulary to describe and compare different religions and practices. To be able to use religious keywords and references to scripture, to explain why religious believers celebrate and practise their way of life and why they freely choose to observe religious rules. To be able to understand a religious teaching from scripture or a religious teaching from a religious leader, and explain how this teaching has changed your mind in some way. To be able to express own views on ways on life using a range of media. To be able to explain religious beliefs in own words. To be able to consider a whole range of ideas and beliefs about the meaning, purpose and truth from different religions and relate these ideas to your own. To be able to explain, referring to a variety of religious and moral teachings and points of view, why some questions about right and wrong are a challenge to answer. To be able to show one teaching can be interpreted in a number of different ways by people of the same religion and by people in different religions. To be able to offer an opinion on religion and support their views with facts and evidence. To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs.</p>	<p>Kuran, Hajj, pilgrimage, respect, 5 pillars, Holy Place, God, prayer, Allah, Hajj, Islam, Mihrab, Mosque, Muslim, Prophet, Qiblah, Quran, Salaa, Sawm, Shahada</p> <p>Agnosticism, Atheism, Celebrant, Compassion, Curiosity, Dignity, Empathy, Evidence, Evolution, Flourishing, Happy Human, Human rights, Humanism, Humanist, Humanity, Natural selection, Reason, Respect, Responsibility, Science, The Big Bang, The Golden Rule,</p>
Year 4	Summer	Walk Like an Egyptian	Art	<p>To know that combining shapes can create 3d structures. To know the different types of printmaking (impressed and relief).</p>	<p>To be able to combine together shapes (nets) to create 3d structures (pyramids, sarcophagus). To be able to create own nets for 3d structures (maths link). To be able to mold and combine clay using wet clay technique (scoring each side and slurry). To be able to use tools effectively to create texture to sculptures. To be able to use impressed printing (carving out of shapes) in their artwork. To be able to create own printing block using chains, string, blocks etc. To be able to create patterns of symmetry/tessellation in their artwork using printing blocks. To be able to name artists who use pattern in their artwork (Matisse, Mondrian, Kandinsky, Pollock).</p>	<p>Pencil, wax, chalk, ink, pen, brushes, pigment, paint, pastels, dyes, sponges, straws, collage, weaving, threads, fibres, fabrics, surfaces, wood, clay</p> <p>3D experience, rigid and malleable materials, fingers, hands, vegetables, card, wood, string, lino, clay, polystyrene, painted, printed, dyed, rubbed, imprinted, embossed, background, foreground, hot and cool colours, secondary colours, warm colours, sharp line, smooth line, smudged line, abstractly, balanced, complementary, harmonising, mood, wash, final outcome, negative, relief, positive, screen printing, stencil cut, transfer, carving, decoration, tactile, visual, abstractly, mixed media, mood board, textiles, sketch book</p>
Year 4	Summer	Walk Like an Egyptian	Computing	<p>To know how to sequence, edit, present and evaluate a short film. To know how to select and use technology to create the best outcome. To know how to include special effects in a short film. To know how to use technology safely, respectfully and responsibly.</p>	<p>To be able to use a movie making app to plan, edit and present a film (captured on filming technology). To be able to evaluate a short film, looking for strengths and areas to improve on. To be able to select technology carefully to enhance a film, such as music, green screen or background footage. To begin to explore special effects in movie making, such as adding in a sound. To be able to explain the benefits of technology and how it impacts our every day lives.</p>	<p>Design, sequence, create, sequence, edit, present, director, script, evaluate, goal, outcome, process, script, director, frame, scene, screenplay, special effects, benefits, impact, risks, safety.</p>

Year 4	Summer	Walk Like an Egyptian	DT and Cooking and Nutrition	<p>To know which tools and equipment to use for practical tasks (cutting, joining, shaping and finishing).</p> <p>To know where foods are grown around the world and how they are transported.</p> <p>To know how to make structures sturdy by adding or adapting.</p> <p>To know the different joins for constructing.</p>	<p>To be able to name foods grown in different seasons.</p> <p>To be able to name foods from different parts of the world.</p> <p>To be able to measure, mark up and cut-out and shape a range of materials, knowing which tools to use.</p> <p>To be able to create a detailed plan considering their target audience, design criteria and intended purpose.</p> <p>To be able to join materials together in a range of ways - split pin, flange, brace, tabs, slot.</p>	<p>innovative, functional, appealing, fit for purpose, generate, develop, model, communicate, annotated, cross-sectional, prototypes, computer-aided, functional, aesthetic qualities, evaluate, strengthen, stiffen, reinforce, gears, pulleys, cams, levers, linkages, control, enterprise, industry</p>
Year 4	Summer	Walk Like an Egyptian	Music	<p>To know about an ancient instrument, e.g. the reed flute, harp or lyre.</p> <p>To know how to listen and appreciate music and musical instruments.</p> <p>To know how to use a form of notation to represent sounds, notes or pitch, e.g. note names or symbols.</p>	<p>To be able to explain what an ancient instrument is like and compare this to a common, modern day instrument (e.g. saxophone or electric guitar).</p> <p>To be able to listen to musical instruments and appreciate their sounds, expressing their likes and dislikes.</p> <p>To be able to create some notation (such as symbols, pictures, shapes, swirls) to read and perform using body percussion (e.g. a O might be a loud clap, a o might be a quiet clap).</p>	<p>Instrument, comparison, contrast, modern, notation, pattern, rest, compose/composition, arrange, fast, slow, pulse, beat, perform.</p>
Year 4	Summer	Walk Like an Egyptian	Science	<p>To know the basic parts of the digestive system in humans.</p> <p>To know the different types of teeth in humans and their simple functions</p> <p>To know what damages teeth and how to look after them.</p>	<p>To draw and discuss their ideas about the digestive system, comparing them with models or images.</p> <p>To identify differences, similarities or changes related to simple scientific ideas and processes - (Tooth decay experiment using eggs)</p> <p>To gather, record, classify and present data in a variety of ways to help in answering questions.</p>	<p>digestive system, teeth, adult teeth, milk (baby) teeth, incisors, molars, pre-molars, canine, wisdom teeth, chew, cut, rip, grind, incisors, molars, pre-molars.</p>
Year 4	Summer 1	OOA	PE		<p>To be able to orientate themselves with accuracy around a short trail.</p> <p>To be able to communicate clearly with other people in a team, and with other teams.</p> <p>To be able to start to recognise features of an orienteering course.</p> <p>To be able to try a range of equipment for creating and completing an activity.</p> <p>To be able to create a short trail for others with a physical challenge.</p> <p>To be able to experience a range of roles within a team.</p> <p>To be able to make an informed decision on the best equipment to use for an activity.</p> <p>To be able to plan and organise a trail that others can follow.</p> <p>To be able to use a map to complete an orienteering course.</p> <p>To be able to complete an orienteering course more than once.</p> <p>To be able to improve trails to increase the challenge of the course.</p>	<p>OOA: Trail, Orientate, Roles, Orienteering Course, Map</p>
Year 4	Summer 1	Athletics	PE		<p>Running:</p> <p>To be confidently demonstrating an improved technique for sprinting.</p> <p>To be able to speed up and slow down smoothly.</p> <p>To be able to carry out an effective sprint finish.</p> <p>To be able to perform a relay, focusing on the baton changeover technique.</p> <p>Jumping:</p> <p>To be able to land safely and with control.</p> <p>To be able to combine a hop, step and jump to perform the triple jump.</p> <p>Begin to measure the distance jumped.</p> <p>Throwing:</p> <p>To be able to perform a pull throw.</p> <p>To be able to measure the distance of a throw.</p> <p>To continue to develop techniques to throw for increased distance.</p>	<p>Sprinting, Baton, Relay, Sprint finish, Triple jump, Hop, Step, Jump, Measure, Control</p>

Year 4	Summer 2	Tennis	PE		<p>To be able to hit a forehand from a throw-in feed.</p> <p>To be able to hit a backhand from a throw-in feed.</p> <p>To be able to drop a ball and hit toward a target over a net.</p> <p>To be able to move around the court, hit a ball and return to a ready position.</p> <p>To be able to move and hit a ball with accuracy when fed in.</p>	<p>Tennis: Feed, Accurate, Court, Forehand, Backhand, Ready position</p> <p>Functional Fitness: Consistent pace, Duration, Cardiovascular, Endurance, Muscular, Exercises</p>
Year 4	Summer 2	Functional Fitness	PE		<p>To show the ability to run at a consistent pace for a long duration of time.</p> <p>To participate in a circuit training session to improve fitness.</p> <p>To improve on cardiovascular endurance by participating in fitness exercises.</p> <p>To improve muscular endurance by participating in fitness exercises.</p> <p>To show an improved understanding of agility and power when moving.</p>	<p>Tennis: Feed, Accurate, Court, Forehand, Backhand, Ready position</p> <p>Functional Fitness: Consistent pace, Duration, Cardiovascular, Endurance, Muscular, Exercises</p>
Year 4	Summer	Walk Like an Egyptian	NOTES	<p>In Curie Class (Year 4), we strive to make sure that learning is exciting, fun and meaningful. We encourage curiosity and finding the answers to the many questions the children all have. This summer term our project is called 'Walk like an Egyptian' where we will be discovering all things Ancient Egypt. Our question being 'How have the Ancient Egyptians influenced modern day life?'</p> <p>The term will kick off with looking at where the Ancient Egyptians fit into our historic timeline. Our 'Superb Starter' will be an interesting and informative virtual tour of the Ancient Egyptian section with some fascinating facts and a great way to start our topic.</p> <p>For our 'Mix it up Middle', we will be researching the importance and meaning of Canopic Jars in Ancient Egyptian history and the children will be designing and making their own from clay.</p> <p>Finally, for our 'Enthralling Ending' we will be visiting Abington Park Museum where we will learn about hieroglyphics, papyrus and look at some replica Egyptian objects to bring all of our learning about Ancient Egypt together.</p> <p>Throughout the term we will be studying texts such as 'The Egyptian Cinderella' and 'The Heart Scarab' which is a story of adventure, mystery and magic. We will also be looking at many non-fiction texts relating to our topic. In English we will be looking at writing non-chronological reports, performing playscripts and re-writing stories to create an alternative ending.</p> <p>Our learning environment will have an Egyptian theme with a Tutankhamun head, a sarcophagus which is a mummy whose brains can be pulled through its nose. We will be looking at significant discoveries that have and are still happening today and how much more there is to learn about the Ancient Egyptians.</p> <p>In maths we will be further cementing what the children have learnt so far, such as written methods and with a big focus on times tables. We will also be focussing on money and statistics. This will tie into our Egyptian theme by looking at different currencies and denominations.</p> <p>During our science lessons we will be focussing on the human digestive system, how it works and the key organs including the teeth and the role that each different type plays. We will then move onto looking at food chains and webs and questioning what would happen to them if they were disrupted in any way. In art we will be looking at Egyptian style and patterns and applying this to design sacred Canopic Jars. With our topic being history focussed, geography will be looking at population and human and physical geography. We will also be looking at the water cycle. PE will be focussed this term on outdoor adventurous activities, athletics, tennis and functional fitness. We will have two RE days across the two terms, which will focus on Islam and their sacred scriptures, and we will then be exploring and comparing different beliefs about world creation and what happens after death.</p>		