



Year Group

Year 4



Term

Summer

Project
Title/Theme

Walk Like an Egyptian



Subject

Select Subject



Notes

Our summer project is called 'Walk like an Egyptian'. In this topic, the children will immerse themselves in the Egyptians, their culture and learn all about some of the famous pharaoh's and rituals that they had. Our classroom environment will be blue and gold voile and fabric from corners and across ceiling. Large Tutankhamun mask on the wall. Table top display with canopic jars, hieroglyphics and examples of hieroglyphics. Pyramid backdrop on the wall and hieroglyph backdrop on the wall. Science / cooking display with key vocab linked to digestion, teeth, healthy lifestyle and digestion. We will be lucky enough to have a trip to Abington park museum to look at the Egyptians. Some of our key texts – Ancient Egypt, Egypt magnified, Secrets of a sun god and The time travelling cat. In science, we will look at; nutrition and the digestive system in animals and humans, the human skeleton and muscular system, identifying different types of teeth in humans and their simple functions. During history lessons, we will be exploring the achievements of the earliest civilization of Ancient Egypt, giving an overview of where and when this civilization appeared and an in-depth study of Ancient Egypt. Including: Howard Carter, Tutankhamun, hieroglyphics, mummification, the sphinx, the eye of Horus and pyramids. Music – understanding and appreciating a wide range of live and recorded music drawn from different traditions and from great composers and musicians. Listening to and appreciating Folkloric music. Egyptian folk music, including the traditional Sufi dhikr rituals in Egypt, the closest contemporary music genre to ancient Egyptian music, having preserved many of its features, rhythms, and instruments. Including the composer - Mohamed el Sayed. Art – clay – designing and creating canopic jars. Ensuring that the skills of joining and slip pots are involved. Print making, we will look at the techniques for print making (impressed and relief). We will look at the works of famous artists who used pattern in their work e.g. Pollock, Kandinsky and Mondrian. In geography, we will focus on the tropic of cancer and Capricorn as well as the location of the equator in relation to the UK and Egypt. We will discuss time zones (GMT) and we will conduct an in-depth study of Egypt and neighbouring countries. Our computing lessons will involve filming and editing Howard Carter interviews in a discovery channel style and using visual effects to edit and sequence our films. We will also have Internet safety lessons (1 per half term). RE days. Day 1 – Islam – studying the Islamic sacred texts, discussions about what a Hajj is, and where Muslims go for theirs and why. Day 2 – Big questions – looking at: how stories of faith guide people's lives, how different religions believe the world was created and what different religions believe happen to us after we die. Our Superb starter – trip to Abington Park museum for

the Egypt experience. Mix it up middle – clay week. Designing and creating clay canopic jars. Enthralling ending – cooking and nutrition day – preparing some Egyptian style food to try.

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Year 4	Summer	Walk Like an Egyptian	Art	<p>To know that combining shapes can create 3D structures (3D form)</p> <p>To know the different types of printmaking (impressed and relief) (printing)</p>	<p>To be able to combine together shapes (nets) to create 3d structures (pyramids, sarcophagus).</p> <p>To be able to create own nets for 3d structures (maths link).</p> <p>To be able to mold and combine clay using wet clay technique (scoring each side and slurry).</p> <p>To be able to use tools effectively to create texture to sculptures.</p> <p>To be able to use impressed printing (carving out of shapes) in their artwork.</p> <p>To be able to create own printing block using chains, string, blocks etc.</p> <p>To be able to create patterns of symmetry/tessellation in their artwork using printing blocks.</p> <p>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>

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Year 4	Summer	Walk Like an Egyptian	Computing	<p>To know how to sequence, edit, present and evaluate a short film.</p> <p>To know how to select and use technology to create the best outcome.</p> <p>To know how to include special effects in a short film.</p> <p>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).</p> <p>To be able to evaluate a short film, looking for strengths and areas to improve on.</p> <p>To be able to select technology carefully to enhance a film, such as music, green screen or background footage.</p> <p>To begin to explore special effects in movie making, such as adding in a sound.</p> <p>To be able to explain the benefits of technology and how it impacts our everyday 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) (technical knowledge)</p> <p>To know where foods are grown around the world and how they are transported (food)</p> <p>To know how to make structures sturdy by adding or adapting (technical knowledge ad making)</p> <p>To know the different joins for constructing (technical knowledge)</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 rage 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>

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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's position in the sky changes throughout the year. (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 of '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>	Equator, Capricorn, Cancer, Prime, greenwich, Meridian, Africa, population, density, evaporation, condense, water cycle.

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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. (Civilisations and Empires)</p> <p>To know what Ancient Egyptian society was like. (Civilisations and Empires)</p> <p>To know why the River Nile was important to the Ancient Egyptians. (Civilisations and Empires)</p> <p>To know how the Ancient Egyptians travelled and traded. (Civilisations and Empires)</p> <p>To know why the Ancient Egyptians built the pyramids. (Civilisations and Empires)</p> <p>To know who the Pyramid builders were.</p> <p>To know what the Ancient</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>

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				<p>Egyptians believed in. (Civilisations and Empires)</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. (Monarchy and sig figures)</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>		

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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>	Instrument, comparison, contrast, modern, notation, pattern, rest, compose/composition, arrange, fast, slow, pulse, beat, perform.

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Year 4	Summer	Walk Like an Egyptian	PE	<p>To know how to orientate around a short trail. (OAA)</p> <p>To know the basic features of a orienteering course.</p> <p>To know different physical challenges in an orienteering course.</p> <p>To know how to create a basic orienteering course.</p> <p>To know how to make an orienteering course harder.</p> <p>To know how to use a map of an orienteering course.</p> <p>To know the techniques of an effective sprint. (Athletics)</p> <p>To know the elements of a sprint finish.</p> <p>To know the techniques involved in a relay.</p> <p>To how to land safely and with control.</p> <p>To know the elements of a triple jump.</p> <p>To know how to measure distance.</p> <p>To know the techniques of a push throw.</p> <p>To know how to increase distance of a range of throws.</p>	<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 of 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>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</p>	<p>Trail, Orientate, Roles, Orienteering Course, Map</p> <p>Sprinting, Baton, Relay, Sprint finish, Triple jump, Hop, Step, Jump, Measure, Control</p> <p>Feed, Accurate, Court, Forehand, Backhand, Ready position</p> <p>Consistent pace, Duration, Cardiovascular, Endurance, Muscular, Exercises</p>

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				<p>To know how to hit a forehand from a partner racket feeding. (Tennis)</p> <p>To know how to hit a backhand from a partner racket feeding.</p> <p>To know how to effectively move around a tennis court with purpose.</p> <p>To know the basics of an accurate tennis shot.</p> <p>To know the basics of maintaining pace during a run. (Functional Fitness)</p> <p>To know how to continually improve cardiovascular endurance.</p> <p>To know how to continually improve muscular endurance.</p>	<p>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>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>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</p>	

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					<p>by participating in fitness exercises To improve muscular endurance by participating in fitness exercises To show an improved understanding of agility and power when moving</p>	

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Year 4	Summer	Walk Like an Egyptian	RE	<p>To understand what the Islamic sacred texts are called and how they are read.</p> <p>To understand the purpose of a pilgrimage - such as Lourdes. (Places of worship)</p> <p>To understand what a Hajj is, and where Muslims go for theirs and why. (Places of worship)</p> <p>To understand how stories of faith guide people's lives (Stories)</p> <p>To understand how different religions believe the world was created (Yr 3 discussed whose world it was).</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>To be able to make links between religious stories and how they are connected to the believer's lives.</p> <p>To be able to use the correct vocabulary to describe and compare different religions and practices.</p> <p>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.</p> <p>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.</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>

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					<p>To be able to express own views on ways on life using a range of media.</p> <p>To be able to explain religious beliefs in own words.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>To be able to offer an opinion on religion and support their views with facts and evidence.</p> <p>To be able to confidently ask questions about the results of different decisions referencing them to different religious beliefs.</p>	

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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, premolars, canine, wisdom teeth, chew, cut, rip, grind, incisors, molars, premolars.</p>