

Year group: 4 Term: Autumn Term 1

Focus Subject: History

BIG Question: What did the ancient Egyptians believe?



Educate
Protect
Love
Serve

Key Vocabulary:

Historical Procedural Vocabulary: Chronology, duration, narrative, period of history, enquiry question, source of evidence, artefact, reconstruction, continuity and change, Archaeologist, interpretation, significant site

Topic Specific Vocabulary: afterlife, Book of the Dead, civilisation, immortal, mummification, preserve, Ra, River Nile, sarcophagus

Cultural Capital/Trips/Local Area and Opportunities for Outdoor Learning:

Trip to the Royal Cornwall Museum – Egyptian

Practise at Home:

Power Maths Online Learning platforms, Times Table Rock Stars, daily reading and topic challenges

Science: As scientists, we will:

- ask relevant questions and use different types of scientific enquiries to answer them (fair tests, comparative tests, observation over time, research, pattern seeking)
- select their own methods to find the answer to a scientific question
- begin to combine research with their own investigations to confirm conclusions.
- set up simple practical enquiries, comparative and fair tests
- design their own tests & identify and manage variables.
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers, rulers, stopwatches, measuring cylinders/jugs and data loggers.

Relationships and Health Education:

Through assemblies on Wednesday afternoon for this term before starting Life to the Full next term.

As Musicians, we will:

Musical structures - Interesting Time Signatures

In this unit, the Musical Spotlight is 'Interesting Time Signatures'. You will be exploring 'Interesting Time Signatures' and continuing to learn about and embed all the Foundational Elements of Music with a focus on time signatures, while working implicitly with all the other elements of music as you go through the steps of the unit. Knowing how to find the pulse and then identifying the time signature are essential skills in being able to play together with other people. This is how time signatures quite literally help bring – and keep – people together when they are playing or moving to music.



Maths: As mathematicians, we will:

Number – number and place value

Place value – 4-digit numbers

- recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- count in multiples of 6, 7, 9, 25 and 1000
- identify, represent and estimate numbers using different representations
- Find 1000 more or less than a given number.
- order and compare numbers beyond 1000
- round any number to the nearest 10, 100 or 1000

Number – addition and subtraction:

Addition and Subtraction

- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

RE: as theologians, we will:

Domestic Church: learning outcomes

Know and understand:

- Our family trees – **Explore**
- The family of God in Scripture – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**



Other Faiths: Judaism

AT 1 Learning about religion

- i Beliefs, teaching & sources
- ii celebration and ritual
- iii social & moral practices & way of life

AT 2 Learning from religion

- i engagements with own & others' beliefs & values
- ii engagement with questions of meaning

Baptism and Confirmation: learning outcomes

Know and understand:

- The response to being chosen – **Explore**
- Confirmation: a call to witness – **Reveal**
- Acquire the skills of assimilation, celebration and application of the above – **Respond**

Art: As artists, we will:

Storytelling through drawing:

Pupils should be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- to know about great artists, architects and designers in history.

PE: As athletes, we will:

Athletics 3

Pupils should be taught to:

- Use running, jumping, throwing and catching in isolation and in combination
- Develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

History: As historians, we will:

Identify the ancient civilisations/key periods in ancient Egypt.

Describe the physical features of Egypt.

Explain the Egyptian creation story.

Identify the characteristics of important gods or goddesses.

Explain why the pyramids were built.

Identify the stages and challenges of building a pyramid.

Explain the links between ancient Egyptian beliefs and mummification.

Name sources that can be used to find out about ancient Egyptian beliefs.

Explain some Egyptian beliefs about the afterlife.

Computing: As programmers, we will:

The internet

Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

English: As readers and writers, we will:

Pupils should be taught to:

- ask relevant questions to extend their understanding and knowledge.
- use relevant strategies to build their vocabulary.
- articulate and justify answers, arguments and opinions.
- give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings.
- maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments.
- use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas.
- speak audibly and fluently with an increasing command of Standard English.
- participate in discussions, presentations, performances, role play, improvisations and debates.
- gain, maintain and monitor the interest of the listener(s).
- consider and evaluate different viewpoints, attending to and building on the contributions of others.
- to select and use appropriate registers for effective communication.
- to write sentences by saying out loud what they are going to write about.
- to write sentences by composing a sentence orally before writing it.
- to write sentences by sequencing sentences to form short narratives.
- write sentences by re-reading what they have written to check that it makes sense.
- discuss what they have written with the teacher or other pupils. Pupils should be taught to read aloud their writing clearly enough to be heard by their peers and the teacher.
- Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)
- Fronted adverbials [for example, Later that day, I heard the bad news.]
- Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition.
- Use of inverted commas and other punctuation to indicate direct speech [for example, a comma after the reporting clause; end punctuation within inverted commas: The conductor shouted, "Sit down!"]
- Use of commas after fronted adverbials