

Curriculum Information

Term: Autumn Term 1

Class/Year Group: Year 4 and Year 3/4 Wingfield

Inspiration/Theme: What did the Ancient Egyptians do for us?		Outcome of learning: Newspaper report, diary and information text	
Core texts	Provocations	Display outcomes	Topic specific speaking frames
 <p>Secrets of a Sun King by Emma Carroll</p> <p><u>Poems:</u> From A Railway Carriage, by Robert Louis Stevenson F For Fox, by Carol Ann Duffy</p>	<p><u>Hook</u> Egyptian immersion day. Children to come dressed as an Egyptian on Monday 9th September 2019.</p> <p><u>Trips/Visitors/Marvellous Middle</u> Bristol Museum Egyptian exhibition and workshop – TBC</p> <p><u>Celebration/Fabulous Finish</u> Come in and visit our very own Egyptian museum- date TBC</p>	<p>What makes our class special?</p> <p>Class one-page profile</p> <p>Information texts</p> <p>Newspapers</p> <p>Vocabulary</p>	<p><u>The language of describing:</u> It looks/feels/tastes/sounds/smells like It appears to be.....because..... It seems to be like.....because..... I think it looks like.....because..... It reminds me of.....because..... In comparison to..... Simile: <i>The cloud is like candyfloss the cat is as dark as the night sky</i> Metaphor: <i>The snow is a white blanket</i> Personification: <i>The tree waved its arms in the breeze</i></p> <p><u>The language of hypothesis (Maths):</u> Because I know that, I know that..... Due to the fact that.....I know that.....will happen Maybe it's because</p> <p>It is true that..... We can prove that..... In conclusion..... I would like to prove / disprove..... Perhaps the reason is</p>
Topic Table/Display	Book corner	Home Learning	
<p><u>Key questions</u></p> <ul style="list-style-type: none"> • What did the Egyptian's do for us? • How do we know about the Ancient Egyptians? • What were common Ancient Egyptian beliefs? <p><u>Key images/artefacts</u> Various artefacts and models relating to Ancient Egypt.</p> <p><u>Key vocabulary</u> Amulet, sarcophagus, mummy, pyramid, Canopic jars, pharaoh, Tutankhamun, embalming, scarab beetle, desert, coffin, sickle, tomb, mummification, papyrus, hieroglyphics</p>	<p><u>Key questions</u></p> <ul style="list-style-type: none"> • How has the war affected London? • Why is mum not taken with Howard Carter? • Does Lilian enjoy school? How do you know? • Lil doesn't think she has the right to feel upset. Do you agree? Why? <p><u>Key vocabulary</u> Impression, infer, feeling, evidence, explain, agree, disagree.</p>	<p><u>Weekly Home Learning:</u> Please support your child with their home learning. Home learning is set on Friday, to be returned by Wednesday.</p> <p>Practise reading and spelling the key vocabulary that you will be using this term (Do you know what these words mean?). This will help you with your writing.</p> <p>Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Record.</p> <p><u>Super Six:</u></p> <ul style="list-style-type: none"> • Research an aspect of Ancient Egyptian culture • Create your name in hieroglyphics • Practice daily mindfulness or stilling • Keep a food diary and exercise diary • Make a model of a pyramid • Write a travel brochure about going to modern day Egypt 	

English	Maths	Science	PE
<p>Curriculum Outcomes: Children will write a newspaper report based on an Ancient Egyptian artefact being found. We will respond to the text through a diary entry and end the tem with an information text based on their history learning.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Organising ideas around themes into paragraphs Using consistent correct tense form Using a comma to mark clauses Understand the key differences between reported and direct speech Use organisational device such as subheadings and bullet points Select appropriate vocabulary to compliment the audience and purpose for the text type Proofread and edit for spelling and punctuation errors <p>Reading Key Learning:</p> <ul style="list-style-type: none"> Discuss words and phrases that capture the reader’s interests Make predictions drawing upon evidence Ask questions to improve our understanding of texts Identify main ideas from more than one paragraph and summarise these <p>Vocabulary: comma, tense, draft, edit, sub-heading, bullet point, first person, third person, direct speech, indirect speech, prediction, summarise, clarify</p>	<p>Curriculum Outcomes: Children will be learning to count in multiples of 25, 100 and 1000. They will, compare number sequences within 10,000, learn about place value up to 4 digits and compare numbers using the language of less, more, greater, smaller and equal. Later in the term, the children will add and subtract numbers up to 10 000 using column addition and subtraction</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Count in 1000s 100s and 25s Use place value to read and write numbers Compare, round and order numbers Add and subtract with and without remainders <p>Curriculum Outcomes for Year 3: Children will be learning about place value up to 1000, how to compose and decompose numbers, compare, order and look for patterns. Later in the term children will add and subtract three digits with renaming and apply skills to written word problems.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Counting in 100s, 50s 10s and 1s Compare and order numbers using place value Sequencing numbers Counting in 3s, 4s and 8s Renaming numbers within addition/ subtraction Apply basic subtraction knowledge to 2 digit and 3 digit numbers Use bar models to support addition/subtraction <p>Vocabulary: smaller, greater, less, more, equal, addition, add, altogether, sum, subtraction, take away, minus, column, carry, exchange</p>	<p>Curriculum Outcomes: Children will understand the benefits of a healthy lifestyle through planning an investigation using a controlled variable and recording their results.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> The children will identify the different types of teeth in humans and know their simple functions Describe the simple functions in the digestive system in humans Construct and interpret a variety of food chains <p>Vocabulary: producer, predator, pray, molar, premolar, canine, incisor, stomach, oesophagus</p>	<p>Curriculum Outcomes: Children will play and compete in modified games of football. They will also understand the basic rules of football. Children will learn how to support each other in sport by accepting peers as a leader. They will understand why regular exercise is good for health and the importance of a warm up.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Explain rules of football Explore ways to lead a peer and accept others as a leader Describe ways that exercise is of benefit to heath Explain why warming up is important <p>Vocabulary: Peer, leader, health, exercise, warm-up</p>
Music			
<p>Curriculum Outcomes: The children will explore the life of the Ancient Egyptians through song. They will play simple instrumental parts to accompany songs.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> Learn to sing a number of songs about the Egyptians Play simple parts on pitched and non-pitched percussion to accompany <p>Vocabulary: pitch, non-pitch, tone, rhythm, beat, percussion, accompaniment</p>			

Geography	Computing	MFL	RE
<p>History focus in Term 1</p>	<p>Curriculum Outcomes: Children will learn how to keep themselves safe and be responsible online citizens.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • How to protect themselves by keeping their personal information private online • Understand the concept of plagiarism • Explore and discuss what it means to be responsible and respectful whilst online <p>Vocabulary: plagiarism, responsible online citizens, digital community</p>	<p>Curriculum Outcomes: Children will revise animals learned in previous years and classroom instructions through interactive games and songs.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Revise classroom instructions • Learn three new classroom instructions • Revise words for animals • Sing songs relating to animals • Apply phonic knowledge of French to support reading • Memorise a short French poem <p>Vocabulary: Taisez-vous, écoutez, répétez, levez-vous, asseyez-vous, sautez, dansez, marches, un chat, un chien, un cochon, une souris, un serpent, un lapin, une tortue</p>	<p style="text-align: center;">Art</p> <p>DT focus in Term 1</p>
PSHE		DT	History
<p>Curriculum Outcomes: Children will discuss and learn strategies to cope with and learn about change. They will learn about different ways they can help each other with change.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Understand what it feels like to be welcome and emphasise and support others that don't • Work with others to achieve a shared goal • Think about how to develop and maintain a positive learning environment <p>Vocabulary: support, empathise, encourage, goal, achieve, maintain, strategy, environment</p>	<p>Curriculum Outcomes: Children will design and make a pulley system to lift a weight.</p> <p>Key Learning:</p> <ul style="list-style-type: none"> • Research and understand existing gears and pulley • Develop a design criteria • Select materials that are fit for purpose • Produce annotated sketch of their design <p>Vocabulary: gear, pulley, design, criteria, sketch, material, evaluate</p>	<p>Curriculum Outcomes: Children are going to continue to develop their chronological understanding and knowledge of world history and understand how our knowledge of the past is constructed from a range of sources.</p> <p>Key Learning: Understand the impact of the Ancient Egyptians on our world, including major achievements in:</p> <ul style="list-style-type: none"> • Science • Mathematics • Engineering • Language development <p>Vocabulary: chronological, ancient, civilisation, source, bias, BC, AD</p>	