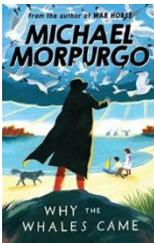


Curriculum Information

Term: Spring 1 Class/Year Group: 4 Fireflies, Merlins and Year 3/4 Kingfishers

Inspiration/Theme: Ancient Egyptians		Curriculum Driver: History	Outcome of learning: Book/poster in style of Darling Kindersley for reading area		
Core texts/artefact/film		Provocation -Inspire, Immerse		Display outcomes	
Topic specific speaking frames		Topic specific speaking frames		Topic specific speaking frames	
<p>Extracts from non fiction texts on the Egyptians</p>  <p>Why the whales came – whole class reader</p> 		<p><u>Hook/Super Starter</u> The children will have the opportunity to explore artefacts and objects and create their own artefacts for the classroom</p> <p><u>Trips/Visitors/Marvellous Middle</u> Visit to the Egyptian display at Bristol Museum</p> <p><u>Celebration/Fabulous Finish</u> The children will create their own Horrible history sketches which will be filmed and shared</p>		<p>Create books and posters in the style Darling Kindersley. 'Egyptian' artefacts created by children for the classroom</p>	
Topic Table		Reading Area		Maths Challenge table	
<p><u>Key questions</u> How do we know about ancient Egypt today? Why did the Egyptians mummify their dead? Why were some people buried in pyramids? What questions do you have about the Egyptians?</p> <p><u>Key images/artefacts</u> A range of Egyptian artefacts</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>Museum style exhibitions, show a variety of artefacts from a range of eras. Show vocabulary and questions.</p> <p>What can you learn from the text about Ancient Egypt?</p>		<p><u>Key questions</u> What is a fraction? If we are naming the parts, what names do we give them? What time would it be if we watched a film for 2 hours, starting at 3.45? What information can we gather from this graph?</p> <p><u>Key images/artefacts</u> Range of items representing data for children to put into a graph. Fraction wall and fraction cubes</p> <p><u>Key vocabulary</u> Fraction, whole, quarter past, quarter to, 5 past etc. line graph, bar chart, pictogram, data, interpret, coordinate, axis</p>	
Home Learning		Home Learning		Home Learning	
<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. 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. Sustain reading your book for at least 15 minutes every day. Don't forget to record your reading in your Reading Log. Log on to Maths Facts in a Flash and have a practise. The children will continue to be tested each week.</p>					

English	Maths	Science	PE
<p>Outcome of learning: Childre will write an information text on an area of Ancient Egypt. Children will write a play script for a sketch based on Horrible Histories</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify key features of information text • Retrieve relevant information • Compose sentences that link within a paragraph • Evaluate effectiveness of writing and suggest improvements • Identify features of scripts • Compose and record sentences for performance 	<p>Outcome of learning: Children will be learning about graphs, fractions and time</p> <p>Key Skills</p> <ul style="list-style-type: none"> • Interpreting data • Finding fractions of amounts • Adding and subtracting fractions • Equivalent fractions • Telling time on 24hour clock • Converting units of time 	<p>Outcome of learning: Children will be learning about teeth, food chains and digestion</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Describe and explain the digestive system • Understand and represent food chains with arrows and specific vocabulary 	<p>Outcome of learning: Children will learn about how to give and receive feedback from each other and play competitively through the use of FUNs cards</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To be able to compete in their own playing area (no contact between players. • To be able to accept praise and critical feedback from others
Art	RE	Music	Geography/History
<p>Outcome of learning: Children will complete a section of art found in a Pharaoh’s pyramid or palace</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To take inspiaration from Ancient Egyptian art and hieroglyphics • To use pattern, line and colour effectively • To create a 2D/3D mixed media picture 	<p>As part of history, will be learning about Egyptian gods and religious teachings</p>	<p>Outcome of learning: In Music the children will be exploring the difference between pulse and rhythm using the percussion instruments to help us. We will start to respond to changes in tempo and use dynamics to vary the musical effect. We will enjoy singing songs about the wintertime and building.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • To explore pulse and rhythm in music • To sing with pitch and accuracy • To build songs • To recognise pulse and rhythm when listening to music 	<p>Outcome of learning: Children will learn about who the Ancient Egyptians were and what they were like including: gods, daily life rulers etc.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> • Identify key information • Pose questions and research answers using primary and secondary sources

Computing	PSHEE	DT	MFL
<p>Outcome of learning:</p> <ul style="list-style-type: none"> understand computer networks including the internet; how they can provide multiple services, such as the world-wide web; and the opportunities they offer for communication and collaboration <p>Key Skills:</p> <ul style="list-style-type: none"> Y4 Consider the most effective text to use when searching online. Experience communicating with people using digital technology e.g. twitter, emails, Skype, VLE etc. 	<p>Outcome of learning:</p> <p>Children will learn how to deal with difficult and unexpected changes</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To be able to support others with changes e.g loss, changing school etc. To be able to deal with change personally and emotionally 	<p>Outcome of learning:</p> <p>Children will investigate Egyptian engineering and ingenuity, asking the question; 'Are they still relevant today?'</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Note connections, contrasts and trends over time Devise historically valid questions 	<p>Outcome of learning:</p> <p>Children will learn about food and traditions in France.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> To say whether they like certain foods, and to ask others if they like something. tu aimes? To name different 10 foods (some will be cognates), becoming aware of the use of the definite article: le/la. To count to 30 and to practise days of the week To continue to say and recognise months.
<p>Y3 Maths Curriculum (Kingfishers only)</p>			
<p>Outcome of learning:</p> <p>Children will learn to estimate and accurately measure length and mass. Children will solve problems involving length and mass. Children will learn to explain different ways to measure length, including centimetres, metres and kilometres.</p> <p>Key Skills:</p> <ul style="list-style-type: none"> Use centimetres and metres to measure length. To convert from metres to kilometres and metres. Use grams and kilograms to measure mass. To convert from grams to kilograms. 			