

Year group: 4

Term: 2

Topic: Ancient Egypt

Key vocabulary: Egypt, desert, mummification, tomb, pyramid, Tutankhamun, sarcophagus, sphinx, pharaoh.

Digital literacy:

- I can find, select, use and combine information from a range of sources.
- I can safely and critically navigate between online sources and select information effectively
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Opportunities for trips / visitors:

- Trip to National Cornwall Museum for a workshop about Ancient Egypt.

Geography objectives:

- Locate the world's countries using atlases.
- Describe and understand key aspects of physical geography, including climate zones and rivers.

Music objectives:

- Improvise and compose music for a range of purposes using the inter-related dimensions of music.

Art objectives:

- 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.
- To learn about great artists, architects and designers in History.

Design Technology objectives:

- Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.
- Evaluate their ideas and products against their own design criteria.

PSHE objectives:

Living in the Wider World

- Describe the nature and consequences of bullying and express ways of responding to it.
- Identify different types of relationship (for example, marriage or friendships) and can show ways to maintain good relationships (for example, listening, supporting and caring)

History objectives:

We will be learning about:

- Who the Egyptians were.
- How they lived.
- The process of mummification.
- The different Egyptian gods.
- Howard Carter's discovery of Tutankhamun's tomb.
- The weighing the heart ceremony.

Computing objectives:

- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems, solve problems by decomposing them into smaller parts.
- Use sequence, selection and repetition in programs, work with variables and various forms of output and input.
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.

RE objectives:

- I can use a developing religious vocabulary to describe some key features of religions.
- I can recognise similarities and differences between key features of religions.
- I can make links between beliefs and sources, including religious stories and sacred texts.
- I can identify the impact religion has on believer's lives.
- I can describe some forms of religious expression.
- I can identify what influences me.
- I can make links between aspects of my own and other's experiences.
- I can ask important questions about religion and beliefs.
- I can make links between my own and others' responses.
- I can make links between values and commitments and my own attitude and behaviour.

Kernow Cluster Topic Overview Sheet

Objectives

Maths objectives:

- Count in multiples of 6, 7, 9, 25 and 1000
- Find 1000 more or less than a given number
- Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones)
- Identify, represent and estimate numbers using different representations
- Round any number to the nearest 10, 100 or 1000
- Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths
- Round decimals with one decimal place to the nearest whole number
- Recall multiplication and division facts for multiplication tables up to 12×12
- Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers
- Read, write and convert time between analogue and digital 12- and 24-hour clocks
- Convert between different units of measure [for example, kilometre to metre; hour to minute]
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres
- Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.
- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes
- Identify lines of symmetry in 2-D shapes presented in different orientations
- Describe positions on a 2-D grid as coordinates in the first quadrant
- Plot specified points and draw sides to complete a given polygon.

PE objectives:

- Explore, improvise and combine movements and ideas effectively.
- Perform with an awareness of the rhythmic, dynamic and expressive qualities.
- Create and link simple dance phrases using dance structures and motifs.



English objectives:

- Plan their writing by discussing and recording ideas on a blank, known format.
- Draft and write by organising paragraphs around a theme.
- Draft and write in narratives, creating characters, settings and plot with consideration for the audience and purpose.
- Draft and write non-narrative material using simple organisational devices. (Text boxes, images, captions and diagrams.)
- Evaluate and edit by assessing the effectiveness of their own and others writing and suggesting improvements.
- Compose appropriate similes.
- Use expanded noun phrases.
- Use commas after fronted adverbials.
- Use a wide range of conjunctions, adverbs and prepositions to express time and cause which are suitable to the genre.
- Use "ing and ed" endings at the start of sentences.

Languages objectives:

Children will learn about:

- Numbers
- Colours
- Descriptive words, including size.
- Household vocabulary
- Animals
- Greetings and expressions

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Topic: Ancient Egypt

- Links to previous topics:**
- How people lives were different in the past (Yr1)
 - Chronology- time lines/ date order (Yr2)
 - Exploring archaeological evidence (Yr3)

- Links to future topics:**
- Identifying different interpretations of History and the reasons for this (Yr6)

- History skills:**
- Use interpretations, pictures and written sources to build a picture about the past.
 - Describe how the past has been divided into different periods of time.
 - Use the terms BC and AD to locate dates of invasion and occupation.
 - Explain reasons for placing objects, people and events in a particular order.

- Geography skills:**
- Describe and compare contracting locations within and beyond the UK.
 - Identify the Northern and Southern hemisphere and the arctic and Antarctic circles.
 - Identify a range of simple process e.g. rivers.
 - Suggest reasons for the location of towns and settlements in a particular place.

- Music skills:**
- Improvise melodic and rhythmic phrases as part of a group performance.
 - Combine musical elements to create a score.
 - Begin to use musical notation and devices e.g. melody and rhythms.

- Art skills:**
- Make a range of drawings in a sketchbook to record observations in detail, adding notes where appropriate.
 - Explore and respond to direct sensory experiences and to memory and imagination, natural and made environments.
 - Develop some understanding of how artists, designers and craft workers, from different cultures and historical periods, develop, express and represent their ideas.

- PSHE:**
- Living in the Wider World**
- Describe the nature and consequences of bullying and express ways of responding to it.
 - Identify different types of relationship (for example, marriage or friendships) and can show ways to maintain good relationships) for example, listening, supporting and caring)

- PE skills:**
- Explore, improvise and combine movements and ideas effectively.
 - Perform with an awareness of the rhythmic, dynamic and expressive qualities.
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- RE skills:**
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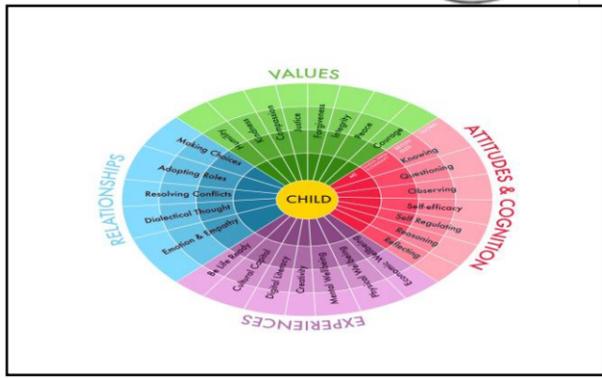
- Languages skills:**
- Listen to and respond with phrases and simple sentences.
 - Identify words that are masculine, feminine or neutral.
 - Write a simple sentence.

Kernow Cluster Topic Overview Sheet

Skills

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- Computing skills:**
- Plan what they would like to happen in their animation.
 - Create a series of images to create an animation.
 - Move items within their animation to create movement on playback.
 - Edit and improve their animation.



- English skills:**
- Plan their writing by discussing and recording ideas on a blank, known format.
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 - Use expanded noun phrases.
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 - Use a wide range of conjunctions, adverbs and prepositions to express time and cause which are suitable to the genre.
 - Use "ing and ed" endings at the start of sentences.

- Design Technology skills:**
- Use research to develop design criteria that are fit for purpose.
 - Use annotated sketches, cross sectional exploded diagrams and increasingly complex prototypes.
 - Support discussions about ideas, plans and designs with relevant information.
 - select from and use a wide range of materials and components according to both functional and aesthetic qualities.
 - Select the most effective finish to enhance the appearance of a product.
 - Follow procedures for safety and hygiene.
 - Evaluate ideas and products against own design criteria, considering the views of others.