



ANCIENT EGYPT



This topic introduces the children to a period of ancient history which allows them to gain an understanding of how a very different civilization lived. They will also start to appreciate the chronology of longer time lines. In English, the children will research and write non-chronological reports about an aspect of Ancient Egyptian life. Science work will focus on forces and magnets. Design Technology work is linked to the History topic through the creation of textile works.

An in-depth study into the life and times of this ancient civilisation

SUBJECT AREAS

SCIENCE

- To ask relevant questions
- To set up simple practical enquiries, comparative and fair tests
- To use the language of independent and control variables.
- To select information to support ideas
- To make accurate measurements using standard units, using a range of equipment, for example thermometers
- To use systematic/careful observations
- To link two variables to events
- To gather, record, classify and present data in a variety of ways to help in answering the question
- To record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables
- To compare how things move on different surfaces
- To explain how friction on different surfaces happens when contact between two objects happens
- To sort and name magnetic and nonmagnetic materials
- To investigate the strength of magnets and explain that magnets attract some materials
- To learn about the magnetic poles
- To explain how magnetic forces can act at a distance
- To observe how magnets attract or repel each other and attract some materials and not others
- To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials

HISTORY

- To describe events and periods using the words: BC, BCE and decade and century
- To sequence events, artefacts and historical figures on a timeline with dates
- To begin to make connections and contrasts between different time periods studied and talk about trends over time
- To suggest suitable sources of evidence for historical enquiry
- To use more than one source of evidence for historical enquiry
- To use my research skills in finding out facts about the time period studied
- To answer and sometimes devise questions about the past
- To understand the everyday lives of people in time periods studied and contrast them with lives today
- To present, communicate and organise ideas about the past using models, drama, letters, recounts, adverts, diaries and posters
- To start to present ideas based on their own research about a period studied

Year 3

- To explain that animation is a sequence of drawings or photographs
- To relate animated movement with a sequence of images
- To plan an animation
- To review and improve an animation
- To evaluate the impact of adding other media to an animation

Year 4

- 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 input and output
- Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- Use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact

DESIGN TECHNOLOGY

- Describe the design using an accurately labelled sketch and words
- To explain in detail how a product will work
- To show design meets a range of requirements and is fit for purpose
- To use design criteria to evaluate finished product
- To refer to design criteria while designing and making
- To evaluate existing products, considering: how well they've been made, materials, whether they work, how they have been made, fit for purpose
- To discuss by whom, when and where products were designed
- To join different textiles in different ways
- To choose textiles considering appearance and functionality
- To think about user when choosing textiles
- To think about how to make product strong
- To begin to devise a template
- To understand that a simple fabric shape can be used to make a 3D textiles project

- To understand that difficulties that some friends have may or may not be bullying.
- To understand the characteristics of different types of bullying.
- To begin to understand about power and groups in bullying situations.
- To understand how bullying can occur when people do not respect and empathise with their diverse peers.
- To understand more about indirect forms of bullying such as cyber bullying and exclusion.
- To understand that the feelings associated with bullying might last a long time.
- To understand the roles and possible feelings of bystanders and followers in a bullying situation.
- To develop strategies for preventing bullying and responding assertively in different contexts.
- To understand a range of ways to support someone who is being bullied.
- To understand what bystanders can do to improve a bullying situation.
- To understand the procedures in school to prevent bullying and support those involved.
- To identify ways of helping the school to feel a safer place where bullying is less likely to happen.

MFL (FRENCH)

- To listen and respond to single words and short phrases.
- To listen and notice rhyming words when joining in with songs.
- To begin to notice common spelling patterns.
- To read aloud some words from simple songs, stories and rhymes.
- To recognise some familiar French words in written form.
- To begin to understand and notice cognates and near cognates.
- To ask and/or answer simple questions.
- To use short phrases to give information.
- To recognise and repeat phrases from familiar rhymes and songs.
- To listen and repeat key phonemes with care.
- To recognise how intonation and gesture are used to differentiate between statements and questions.
- To experiment with simple writing, copying with accuracy.
- To discuss similarities and differences between customs and traditions in France and the UK.

PHYSICAL EDUCATION

- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements
- To modify their use of skills or techniques to achieve a better result
- To evaluate and improve dance/gym performances by recording and viewing their rehearsals
- To perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus
- To adapt sequences to suit different types of apparatus and their partner's ability
- To work with a partner to create, repeat and improve a sequence with at least three phases
- To include changes of speed, level and direction in routines
- To combine action, balance, expression and shape
- To use equipment to vault in a variety of ways
- To carry out balances, recognising the position of their centre of gravity and how this affects the balance
- To develop strength, technique and flexibility throughout performances
- To know and follow rules fairly in a number of games
- To hit a ball accurately and with control
- To keep possession with some success when using equipment or using parts of their body
- To be aware of space and use it to support team mates and cause problems for the opposition
- To throw and catch with increasing control
- To vary tactics and adapt skills according to what is happening
- To choose the best tactics for attacking and defending

MUSIC

- Recognise rhythmic patterns
- Identify ways of sounds are used to accompany a song
- Create textures by combining sounds in different ways
- Identify repeated patterns used in a variety of music(ostinato)
- Identify and recall rhythmic and melodic patterns
- Explore different melodic patterns
- Select appropriate instruments for a purpose
- Play accompaniments with control and accuracy
- Create descriptive music in pairs or small groups
- Make their own symbols for notation as part of a class score
- Perform using a notation as a support

RELIGIOUS EDUCATION

- Identifying similarities and differences between religions and worldviews.
- Exploring the ways diverse people and groups can work together for good.
- Reflecting on how others might see the world and how to show respect for different viewpoints
- Developing the ability to use empathy to identify and understand the feelings of others.
- Suggesting ideas about the right ways to treat others, including own opinions and ideas from learning.