

# Year Four - Topic Planner - Autumn Term



## Temples, Tombs and Treasures – Risks and Pressures

### National Curriculum Coverage and Key Skills

#### Project Synopsis:

The children will explore the concept of risks and pressures through the lives of people in Ancient Egypt. They will then link this concept to their own lives and consider the risks and pressures they face and explore ways of addressing these. They will discuss the hierarchical system in Ancient Egyptian times and examine their thoughts and opinions linked to how people's rights differed in those times compared with today.

#### Project Aims:

The aim of this project is for children to understand that they will face many risks and pressures throughout their lives and that how the impact and outcome of how they deal with these will be dependent upon the decisions they make. The children will be equipped with the knowledge and understanding that it is ok to make a choice for themselves even if others disagree.

How?

#### Trips and Visitors:

British Museum in London on mini bus shuttles throughout the autumn term. Children will have the opportunity to experience the Egyptian exhibition.

#### Opportunities to share children's work:

DBA morning to show water cycle dance.  
Presentation to parents – mini museum.

#### **ENGLISH:**

**Time Allowance (6 hours and 40 mins per week, Totalling 93 hours and 20 mins)**

We start this term in English with a focus on narrative; the children will look at how a character is built up from small detail and how settings change the mood of a story. Following on from this, the children will explore non-fiction texts and write an explanation text for the water cycle. The children will go onto study Ancient Egyptian stories and explore how a plot can increase excitement and build tension. In History, we will learn about mummification and the children will write a set out gruesome instructions as a result. We will have a strong SMSC focus throughout our poetry unit and the children will write a haiku as an outcome.

#### **MATHS:**

**Time Allowance (5 hours and 25 mins per week, Totalling 75 hours and 50 mins)**

This term the children will begin by looking at measure as a link into the 'Great Egyptian Bake off'. They will be given practical investigations which enable them to apply their knowledge to different contexts. The children will explore statistics through their Science and geography lessons on the water cycle. We will also spend time revising and securing their understanding and ability to calculate mentally as well as using formal written methods of calculation. After half term fractions, shape and space will be a focus ensuring children have a broad mathematical understanding.

#### **SCIENCE:**

**Time Allowance (2 hours per week, Totalling 28 hours)**

Teeth and Eating / Solids, Liquids and Gases

**NC Links:** 2a, 2b, 2c, 3a, 3b, 3c

#### **Key Milestones:**

##### **Teeth and Healthy eating**

Describe the simple functions of the basic parts of the digestive system in humans

Identify the different types of teeth in humans and their simple functions

Construct and interpret a variety of food chains, identifying producers, predators and prey

##### **Solids, liquids and gases**

Compare and group materials together, according to whether they are solids, liquids or gases

Observe that some materials change state when they are heated or cooled

Measure or research the temperature at which this happens in degrees Celsius (°C)

Identify the part played by evaporation and condensation in the water cycle

Identify the part played by evaporation and condensation in the water cycle

Associate the rate of evaporation with temperature

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**UNICEF ARTICLE 16** - Every child has the right to privacy. The law should protect the child's private, family and home life.

**PSHE: Time Allowance (30 mins per week, Totalling 7 hours)**  
Risks and Pressures / Bullying

### Risks and Pressures

To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong.

To manage and recognise 'dares'

### Bullying

To explore controversial concepts / differences which initiate potential bullying  
To deepen their understanding of good or not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others  
To realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities  
To recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view.

That pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media.

Strategies for keeping physically and emotionally safe online (including social media, the responsible use of ICT and mobile phones)

To discuss the individual who is behind the screen – do we really know who they are?

### HISTORY / GEOGRAPHY:

**Time Allowance (1 hour per week, Totalling 14 hours)**

Ancient Egypt / Rivers and the water cycle, natural resources

**NC Links:** History – 3a / Geography – 1a, 1c, 3a, 3b, 4a,

**Key Milestones:** G 1. Locate the world's countries, using maps to focus on Europe (inc the location of Russia), concentrating on their environmental regions, key physical and human characteristics, countries and other major cities.

G4. Describe and understand key aspects of physical geography including coasts, rivers and the water cycle including transpiration

G7. Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

H2. Use dates and historical terminology to describe events e.g. before, after and during as well as present - 21st Century, past - 19th and 20th Century

H3. Give reasons why separate versions of the same event may differ in the accounts

H5. Independently suggest sources of evidence to answer their questions

H6. Give reasons for the changes in the features of the period studied e.g. clothes, beliefs, homes.

H7. Describe how some past events/ actions of people affect life today.

H8. In addition to subject related vocabulary - during, chronology, era, dates, time period, change

### ART AND DESIGN:

**Time Allowance (30 mins per week, Totalling 7 hours)**

Sculpture – Papier Mache and Mod roc

**NC Links:** 1a, 1b, 1c

### Key Milestones:

1. Create original pieces that are influenced by studies of others
2. Comment on artwork using visual language
3. Adapt and refine ideas as they progress
4. Collect information, sketches and resources in a sketch book and annotate to explain and elaborate ideas
5. Plan, design and make models from observation and imagination
6. Use papier mache to create a simple 3D object
7. Create surface patterns and textures in a malleable material
8. Add materials to provide interesting detail

### DESIGN AND TECHNOLOGY:

**Time Allowance (30 mins per week, Totalling 7 hours)**

Materials, Construction and Mechanics – levers, linkages and pivots

**NC Links:** 1a, 1b, 2a, 2b, 3a, 3b, 4b

### Key Milestones:

1. Generate ideas by gathering and using information
2. Produce step by step plans for making product
3. Use labelled sketches to communicate details of their designs
4. Identify where evaluation of the process could lead to improvement in the product
5. Measure and mark out to the nearest millimetre
6. Use scoring and folding to shape materials accurately
7. Use appropriate joining techniques
8. Know a range of strategies for strengthening materials
9. Understand the purpose of a prototype and create own to explore mechanic systems
10. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material such as slots of cut outs
11. Use mechanical systems such as levers, linkages and pivots
12. Create a product that has a good finish so that the user will find it both useful and attractive

### RELIGIOUS EDUCATION:

**Time Allowance (1 hour per week, Totalling 14 hours)**

Concept of Freedom (Jewish festival of Passover) / Concept of Light (Advent and Hanukah)

**NC Links:** 1a-e, 2a-e, 5b, Christianity – 2a, 5b, Judaism – 1a, 5a, 5b

### Key Milestones:

**COMMUNICATE:** Pupils can describe their own responses to the concept

**APPLY:** Pupils can describe examples of how their responses are, or can be, applied in their own lives and the lives of others

**ENQUIRE:** Pupils can describe key concepts that are common to many religions and used in the study of religion

**CONTEXTUALISE:** Pupils can describe how these concepts are contextualised within some of the beliefs and practices of the religion studied

**EVALUATE:** Pupils can evaluate the concepts by describing their value to believers and by identifying and describing an issue raised

1. Describe how some features of religions studied are exemplified in festivals and practices
2. Understand the ways people show their belonging to a religion e.g. through practices followed, beliefs shared
3. Describe the key beliefs and teachings of Christianity and Judaism

### LANGUAGES (Planned on discrete planners):

**Time Allowance (30 mins per week, Totalling 7 hours)** Mon anniversaire

**NC Links:** 1a, 1b, 1c, 1e, 1h, 1j, 1l

### Key Milestones:

1. Understand a range of familiar spoken phrases – e.g. basic phrases concerning myself, my family and school, basic phrases concerning myself, my family and school
2. Respond to a clear model of language.
3. Answer simple questions and give basic information – e.g. about the weather, brothers and sisters, pets
4. Know how to pronounce all single letter sounds.
5. Be clearly understood.
6. Show an awareness of sound patterns
7. Understands some familiar written phrases – e.g. simple weather phrases basic descriptions of objects
8. Write one or two short sentences with support e.g. a model or fill in the words on a simple form – e.g. shopping list, e-mail/postcard, shopping list, holiday greetings by email/postcard
9. Begin to spell some commonly used words correctly.
10. Talk about celebrations in other cultures and know about aspects of daily life in other countries that are different to my own

### PHYSICAL EDUCATION (Planned on discrete planners):

**Time Allowance (2 hours and 15 mins per week, Totalling 31 hours and 30 mins)**

House Games / Dance (water cycle) / OAA / Gymnastics (Balance) / Swimming

**NC Links:** 1b, 1c, 1d, 1e, 1f, 2a, 2b, 2c

### Key Milestones:

8. Work individually and in a group to plan, perform and repeat dance phrases and sequences
9. Travel in a clear, fluent and expressive manner
10. Show imagination when creating dances and movements that convey a definite idea
11. Vary speed and levels within a dance sequence
12. Link movements into dance sequences
13. Plan, perform and repeat gymnastic sequences, linking still shapes with travelling
14. Travel and freeze in a clear, fluent manner
15. Link a number of movements into a sequence
16. Align body parts to create successful and stable balances
17. Make similar and contrasting shapes on the floor and apparatus, working with a partner
18. Use maps to orientate themselves
19. Move confidently through familiar and less familiar environments
20. Decide on strategies, skills and equipment needed to complete a challenge based on previous experience
21. Show an ability to both lead and form part of a team
22. Understand the need to identify and manage risk

### COMPUTING (Planned on discrete planners):

**Time Allowance (1 hour per week, Totalling 14 hours)**

Audacity / Animation

**NC Links:** 1f

### Key Milestones:

45. Use a microphone to record sounds
46. Use a camcorder with support
47. Combine film and music clips
48. Copy and paste audio clips
49. Change the pitch, speed and tempo of an audio clip
50. Import music and film clips
51. Trim film clips with support
52. Add basic titles and credits to a film

### MUSIC:

**Time Allowance (30 mins per week, Totalling 7 hours)**

Composition

**NC Links:** 1a, 1b, 1f

### Key Milestones:

1. Pupils recognise and explore the ways sounds can be combined and used expressively
2. Pupils improvise repeated patterns and combine several layers of sound with awareness of the combined effect
3. They show understanding of the need to record using graphic notation.
4. Pupils recognise how different musical elements are combined and used expressively and make improvements to their own work, commenting on the intended effect.
5. Pupils can listen with increasing attention to detail and recall sounds with growing aural memory
6. They make use of some musical vocabulary to express their ideas about a piece.

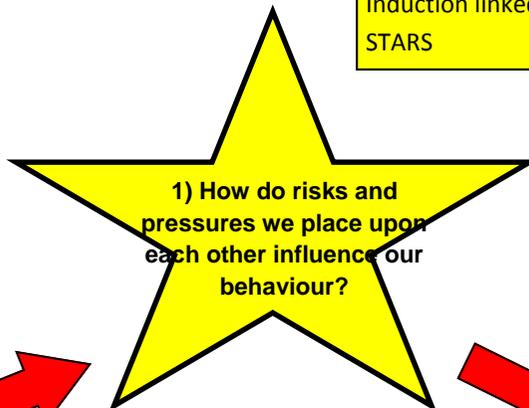
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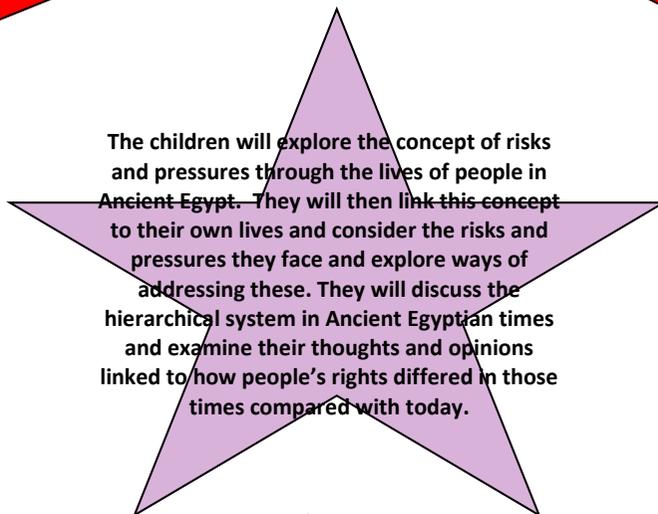
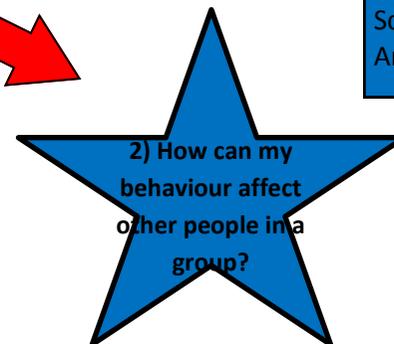
## Learning Journey

### Temples, Tombs and Treasures – Risks and Pressures

Induction linked to STARS



Geography  
Science, Dance,  
Art and Design,



History,  
Computing  
DT  
Art and Design  
Music  
Dance  
RE  
Science



History  
RE  
Art and Design  
Geography  
Science

