

<p style="text-align: center;">Mental and Physical Well Being (MPWB)</p> <p>Health & Self Care Moving & Handling Making Relationships</p> <ul style="list-style-type: none"> Indoor PE : Dance :respond to a range of music to create simple sequences and routines (PE) (Link EAD) Swimming - (Dominic) Swim competently, confidently and proficiently over a distance of at least 25 metres (PE) Use a range of strokes effectively e.g. front crawl, back stroke (PE) Outdoor Games : Cricket, Play competitive games, use running, throwing and catching in isolation and in combination; apply basic principles suitable for attacking and defending (PE) Explore the different elements of relationships, including the experience of ups and downs; understand the need for honesty and loyalty (PSHE) Know where to get help in school and through help lines when facing problems (PSHE) Understand that it is wrong for children to be bullied or abused by other children or adults (PSHE) Know that belonging to a group is important and meaningful (RE) Understand the importance of stillness and silence for reflection(RE) Know why people pray(RE) Use technology safely and responsibly (PSHE/C) Manipulate clay into specified shapes using a range of tools (A) Continue to ensure the use of controlled and precise handwriting (E) Perform as an ensemble with an awareness of audience and context (D/M) Move expressively to music (D/M) Play percussion instruments with control (M) 	<p style="text-align: center;">Year 4 Topic Planner Autumn 1</p> <p>Topic description - During this topic we will be learning about Ancient Egypt. We will explore the progress and developments they made, as well as looking at their forms of communication. Next half term we will apply this understanding to today's world and find out what society today has and could learn from them!</p> <p>Big Question How can we use what we have learnt from the Ancient Egyptians in today's world? (continued through to Autumn 2)</p> <p>The following National Curriculum subjects will be covered this half term</p> <table border="0" style="width: 100%;"> <tr> <td>Art (A)</td> <td>Design and Technology (DT)</td> <td>Computing (C)</td> </tr> <tr> <td>English (E)</td> <td>French (MFL)</td> <td>History (H)</td> </tr> <tr> <td>Maths (Ma)</td> <td>Music (M)</td> <td></td> </tr> <tr> <td>Dance (D)</td> <td>Physical Education (PE)</td> <td></td> </tr> <tr> <td>Science (S)</td> <td></td> <td></td> </tr> </table> <p>Other subjects covered Personal, Social, Health and Economic (PSHE) Religious Education (RE)</p>	Art (A)	Design and Technology (DT)	Computing (C)	English (E)	French (MFL)	History (H)	Maths (Ma)	Music (M)		Dance (D)	Physical Education (PE)		Science (S)			<p style="text-align: center;">Understanding the World (UW)</p> <p>The World People & Communities Technology</p> <ul style="list-style-type: none"> Explore great architects and designers (DT)(Link EAD) Explore a range of educational computer games (C) Plan, design, evaluate and improve a computer game using Scratch (C) Find Egypt on a map and relate it to surrounding countries (H) Discover where Egyptian pyramids and ruins are located (H) Develop a chronological understanding of the world's history, noting where and when the Ancient Egyptian Civilisation began and how this connects to other historical time periods (H) (Link Lit) Investigate connections, contrasts and trends over time (H) Explore how we know about the Ancient Egyptian civilization and use sources to explore how Egyptian society was organised and their achievements (H) Learn about the Egyptian faith and their many gods (H)(Link Lit) Consider the possible causes for the decline of the Egyptian civilization (H) Investigate special places for Christians and places of worship (RE) Know that belonging to a group is important and meaningful (RE)(Link MPWB) Explore states of matter; compare and group materials (S) Observe temperature and changes of materials (S) (Link Ma) Use primary and secondary sources to study and ask questions (x curricular) Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians (M)(Link EAD) Develop an understanding of the history of music (M)
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<p style="text-align: center;">English/ Literacy (Lit)</p> <p>Reading Writing</p> <ul style="list-style-type: none"> Read and analyse a range of texts linked to ancient Egypt(E/H)(Link UW) Read and discuss a wide range of fiction and non-fiction (E) Identify the language, text level and layout features of myths and non-chronological reports (E) Write, edit and improve own writing (E) Create settings, character and plot (E) (Link EAD) Choose nouns and pronouns appropriately (E) Organise writing into paragraphs around a theme (E) Use possessive apostrophe (E) Continue to develop reading and decoding skills (E) Maintain a positive attitude to reading a range of writing (E) Understand what is read independently and be able to self-correct (E) Understand and use subject specific vocabulary (x curricular) Select information from a range of sources (x curricular) Write for a variety of purposes (x curricular) 	<p style="text-align: center;">Communication and Language (CL)</p> <p>Understanding Listening & Attention Speaking</p> <p style="text-align: center;"><i>The 4 strands of oracy are considered when planning CL</i></p> <ul style="list-style-type: none"> To be able to reason, explain and justify opinions, learning and processes across a range of topics and subjects (x curricular) Ask interesting and relevant questions (x curricular) Discuss different genres of writing (E) Use Jolie Ronde scheme to develop understanding, listening and speaking skills (MFL) Speak in sentences using familiar vocabulary, phrases, basic language and language structures (MFL) Develop accurate pronunciation (MFL) Observe and describe movements of others (PE) Understand written rhythm notation (crotchets, quavers, semi quavers and associated rests) (M) Perform as an ensemble with an awareness of audience and context (M) Use musical vocabulary (M) Use language to compose and play rhythm patterns (M) Communicate effectively in a group to create and perform music and dance pieces (M/D) 	<p style="text-align: center;">Expressive Arts and Design (EAD)</p> <p>Exploring & Using Media & Materials Being Imaginative</p> <ul style="list-style-type: none"> Use drama to explore texts and further understand characters (E) Use dramatic improvisation techniques to explore story telling (E) Role play character from history (E/H)(Link UW) 3D Art : design and make models of own Egyptian God from observation or imagination using clay and appropriate tools (A)(Link UW) Use sketchbooks to collect and record observations (A) <p>Singing Games and rhymes for Musicianship (M):</p> <ul style="list-style-type: none"> Understand and apply the difference between rhythm and beat Read and write rhythm notation (crotchets, quavers, semi quavers and associated rests) Use language to compose and play rhythm patterns Perform as an ensemble with an awareness of audience and context Play percussion instruments with control 															
<p style="text-align: center;">Maths (Ma)</p> <p>Number Space, Shape & Measure Statistics</p> <ul style="list-style-type: none"> Place Value Addition and subtraction Length and perimeter Multiplication and division Comparing and grouping materials (S/Ma) (Link UW) Observing temperature and changes of materials (S/Ma) (Link UW) 	<p>Points to consider when planning</p> <p>Opportunities to include philosophy within lessons</p> <p>Opportunities for exploring current affairs</p> <p>Opportunities to develop awareness of environmental issues</p> <p>Characteristics of Effective Learning (Motivation, Thinking, Engagement).</p> <p>Kilmorie Child Qualities</p>	<p>Trips and visit:</p> <p>Visit – Kevin Graal – Egyptian story telling workshop (11th September 2019)</p>															