

<p style="text-align: center;">Mental and Physical Well Being (MPWB)</p> <p>Health & Self Care Moving & Handling Making Relationships</p> <p>Indoor PE : Dance (Link EAD)</p> <ul style="list-style-type: none"> • Perform plies, demi plies (bending the knees), port de bras (arm movements), balances, big and clear gestures, turns on two legs, shapes on the floor, travelling (runs, steps, jumps, hops, turns), rises (feet), rolls, transference of weight from one leg to another (D) • Transfer weight between legs and mid and low levels (D) • Dance with increasingly accurate overall shape, direction and placement of movements. (D) • Dance with an awareness of body in relation to audience, staging and other dancers (D) • 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) • Appreciate home and school values (PSHE) • Make "I" statements about their interests and feelings (PSHE) • Explore the concept of keeping something confidential or a secret (PSHE) • Recognise and be sensitive to the needs and feelings of others (PSHE) • Clarify what is important to them (PSHE) • Form reasoned opinions (PSHE) • 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 2</p> <p>Topic description - During this topic we will be continuing to learn about Ancient Egypt. 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?</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 <i>Can You Keep a Beat With Me? Part II</i> (M)</td> <td></td> </tr> <tr> <td>Dance (D)</td> <td>Physical Education (PE)</td> <td>Science (S)</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 <i>Can You Keep a Beat With Me? Part II</i> (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) • 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) • Consider the possible causes for the decline of the Egyptian civilization (H) • Know that belonging to a group is important and meaningful (RE)(Link MPWB) • Understanding Christian celebrations (RE) • 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) • Understand the part played by evaporation and condensation in the water cycle (S)
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<p style="text-align: center;">English/ Literacy (Lit)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Reading</td> <td style="width: 50%;">Writing</td> </tr> </table> <ul style="list-style-type: none"> • Read and analyse a range of non-fiction and fiction texts (stories and newspaper reports) (E/H)(Link UW) • Identify the language, text level and layout features of stories and newspaper reports (E) • Plan writing by discussing similar examples to what they will be writing (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) • Use commas after fronted adverbials (E) • Use inverted commas and other punctuation to show direct speech (E) • Spell words using the prefixes –il –im –in (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 how to draw inference from a text (E) • Discuss words and phrases which capture the readers imagination (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) 	Reading	Writing	<p style="text-align: center;">Communication and Language (CL)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Understanding</td> <td style="width: 33%;">Listening & Attention</td> <td style="width: 33%;">Speaking</td> </tr> </table> <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) • Teach self-created movement to others using demonstration and words (D) • Describe the purpose of a product (DT) • Indicate the design features of their products that will appeal to intended users (DT) • Explain how particular parts of their products work (DT) • Gather information about the needs and wants of particular individuals and groups (DT) • Develop their own design criteria and use these to inform their ideas (DT) • Use annotated sketches to develop and communicate their ideas (DT) 	Understanding	Listening & Attention	Speaking	<p style="text-align: center;">Expressive Arts and Design (EAD)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 50%;">Exploring & Using Media & Materials</td> <td style="width: 50%;">Being Imaginative</td> </tr> </table> <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 characters from history (E/H)(Link UW) • 3D Art : design and make models of an Egyptian Sphinx using observation or imagination using clay and appropriate tools (A)(Link UW) • Use sketchbooks to collect and record observations (A) • Select tools and equipment suitable for the task (DT) • Explain their choice of tools and equipment in relation to the skills and techniques they will be using (DT) • Select materials and components suitable for the task (DT) • Explain their choice of materials and components according to functional properties and aesthetic qualities (DT) • Measure, mark out, cut and shape materials and components with some accuracy (DT) • Assemble, join and combine materials and components with some accuracy (DT) • Understand and apply the difference between rhythm and beat (M) (Link CL) • Understand written rhythm notation (crotchets, quavers, semi quavers and associated rests) (M) (Link CL) • Singing Games and rhymes for Musicianship (M) • Understand and apply the difference between rhythm and beat (M) • Read and write rhythm notation (crotchets, quavers, semi quavers and associated rests) (M) • Use language to compose and play rhythm patterns (M) • Perform as an ensemble with an awareness of audience and context (M) • Play percussion instruments with control (M) • Create separate movements with a strong link to a visual, ideational or auditory stimulus and link them together smoothly (D) • Develop motifs (taught and self-created) using fragmentation, selections, size, speed, level and direction (D) • Teach self-created movement to others using demonstration and words (D) • Use choreographic devices including mirroring, unison, canon, stillness, formations and levels (D) • Keep in time and dance to music at different tempos. Improvise themed movements (D) 	Exploring & Using Media & Materials	Being Imaginative					
Reading	Writing													
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<p style="text-align: center;">Maths (Ma)</p> <table border="0" style="width: 100%;"> <tr> <td style="width: 33%;">Number</td> <td style="width: 33%;">Space, Shape & Measure</td> <td style="width: 33%;">Statistics</td> </tr> </table> <ul style="list-style-type: none"> • Add and subtract 4 digit numbers using the formal column method • Know and recall times tables up to 12x12 • Understand how to multiply 2 and 3 digit numbers by 1 digit numbers • Recognise factor pairs • Measure and calculate the perimeter of rectangular shape • Find the area of a rectilinear shape by counting squares 	Number	Space, Shape & Measure	Statistics	<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>Barbican (Music trip)</p> <p>Crystal Palace Park Egyptian Workshop</p>									
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