class: Corve (Year 3&4)
Title: Ancient Egyptians
Cycle Year: 2
Term: Autumn
Educational Visits: Birmingham Museum or Shrewsbury Museum day
Birmingham Museum is currently closed for renovation (2024), so the alternative trip will be an Egyptian day visit from Shrewsbury Museum.

Develop our English skills through the stimuli of:

- Reading spine texts: The Case of the Lost Boy by Dori Hillestad Butler, The Firework Maker's Daughter by Phillip Pullman, The Wolf in the Walls by Neil Gaiman (Picture book), The Mysteries of Harris Burdick by Chris Van Allsburg, Revolting Rhymes by Roald Dahl (Poems).
- Non-chronological report explaining The Truth About Trolls.
- Narrative writing based on the book The Wolf in the Walls by Neil Gaiman.
- Explanation of the digestive system.
- Pyramid poems
- Persuasive writing about sugary drinks.

Please see English assessment skills sheets for further guidance.

Develop our Maths skills through key foci of:
In line with the Herts for learning guidance:

- Number and place value reasoning: identify the place value of each digit, representing numbers in different ways, comparing, ordering and rounding numbers (Y3 – 3-digit numbers, Y4 – 4-digit numbers)
- Additive Reasoning 1 – Mental Addition (Y3 - adding multiples of 1, 10, 100. Y4 - adding multiples of 1, 10, 100 and 1000 and consider appropriate methods)
- Additive Reasoning 2 – Mental Subtraction (Y3 - subtracting multiples of 1, 10, 100. Y4 - subtracting multiples of 1, 10, 100 and 1000 and consider appropriate methods)
- Multiplicative Reasoning 1 – Building Fact Recall (Y3 – 2, 5, 10, 3, 4, and 8 multiplication tables. Y4 – all facts to 12x12)
- Proportional Reasoning 1 – Scaling, comparison and fractions (fractions of an amount, equivalent fractions, measure and money problems involving fractions, scaling and correspondence problems)
- Geometric Reasoning 1 – Angles and Lines (Y3 – angles are properties of shape and a turn, compare angles and identify different types of line. Y4 – obtuse and acute angles)
- Continuing to apply understanding to a range of reasoning and problem-solving tasks.

Developing the automaticity and fluency of number facts through Mastering Number.
Please see skills and knowledge in year group assessment grids.

As scientists we will focus on:
Work scientifically. Pupils will be taught to use the following practical scientific methods, processes and skills within the topics. They will:

- Ask relevant questions and uses different types of scientific enquiry to answer questions.
- Sets up simple practical enquiries, comparative and fair tests.
- Make observations, take accurate measurements using different scientific equipment.
- Gather, record, classify and present data in a variety of different ways to answer questions.
- Record findings using simple scientific language, drawings, diagrams, keys, charts and tables.
- Reports findings from enquiries in different ways.
- Use results to draw simple conclusions, make prediction, suggest improvements and raise questions.
- Identifies differences, similarities or changes related to simple scientific ideas and processes.
- Uses straightforward scientific evidence to answer questions to support their findings.
- Uses appropriate scientific vocabulary in their explanations.

Animals (including humans):

- Identify that animals, including humans, need the right types and amount of nutrition and that they cannot make their own food; they get nutrition from what they eat. (PSHE Healthy balanced diet).
- Describe the simple functions of the basic parts of the digestive system in humans.
- Discuss teeth hygiene - flossing and brushing to keep teeth clean and the importance of hand washing.
- Identify the different types of teeth in humans and their simple functions.
- Research, discuss and debate topical issues concerning health issues: sugary drinks, sweets, tablet time (computing investigation), breaking habits.
- Working scientifically: What is the effect of different liquids on enamel? Egg experiment.

Living things:

- Identify and name a variety of living things in their local and wider environment.
- Group and classify living things (herbivore, carnivore, omnivore).
- Recognise that environments can change and this can pose dangers to living things (positive: nature reserves vs negative: deforestation in Americas).
- Recognise that living things can be grouped in different ways: Venn diagrams, Carroll diagrams
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

P.E.
Physical activities and sports development in the areas below (following our progression of skills):

- Invasion Team games: passing/receiving, controlling in netball and football.
- Dance: building the pyramids – explore unison and canon – partner, group and whole class sequences. Walk like an Egyptian (dance and hand clapping)
- Gymnastics: developing range of skills for balance, jumps, rolls, travel and applying to sequences

As experts in computing we will:

- Further our coding skills by using if statements, variables, repetition (timer and repeat commands). (2code cycle B)
- Explore our online safety (3.2, 4.2) and share the most important messages using 2connect (digital footprints, online identity, behaviour online, balancing game and screen time with other parts of their lives)
- Create and share a presentation for our topic.

YEAR 3 & 4 - CYCLE B				
Using Repeat Unit 3.1, Lesson 3	Repeat Until and 'if/else' Statements Unit 4.1, Lesson 4	Number Variables Unit 4.1, Lesson 5	Design and Make an Interactive scene Unit 3.1, Lesson 5-6	Making a Playable game – Unit 4.1, Lesson 6

Please see computing skills sheets for further guidance.

As musicians we will:

- Describe, compare and evaluate different kinds of music using an appropriate musical vocabulary. Listen with attention to detail.
- Identify and control different ways instruments make sounds; combine sounds to create textures; create and combine repeated patterns.
- Capture and record creative ideas using graphic symbols
- Express song meanings through lyrics.

R.E.
Autumn 1: What do Christians learn from the Creation story?
Make sense of belief:
Place the concept of Creation on a timeline of the "big story" of the Bible.
Make clear links between Genesis 1 and what Christians believe about God and Creation; understand what happens in Genesis 3 (the "Fall") and why things go wrong in the world.
Understand the impact:
Describe what Christians do because they believe God is Creator – care for the Earth, follow God, amazement at Creation; describe Christians' response of prayer – saying sorry, asking for forgiveness.
Make connections:
Ask questions/suggest answers about what might be important in the Creation story for Christians/non-Christians today.

What is it like for someone to follow God?
Make sense of belief:
Make clear links between the story of Noah and the idea of covenant.
Understand the impact:
Make simple links between the promises in the story of Noah and promises that Christians make at a wedding ceremony.
Make connections:
Make links between the story of Noah and how we live in school and the wider world.

Personal, Social, Health and Economic Education (including Relationships and Sex Education).

Being Me In My World:	**Celebrating Difference:**
• Being part of a class team • Being a school citizen • Rights, responsibilities and democracy (school council) • Rewards and consequences • Group decision-making • Having a voice • What motivates behaviour	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions

As historians we will study the Ancient Egyptian civilisations and will:

- Understand that the River Nile was important because it made the land fertile, so Egyptian people could grow crops and were mostly farmers. It was also used for transport.
- Learn how society was structured with the pharaoh at the top and enslaved people at the bottom.
- Know that Ancient Egyptian people had many achievements in such areas as farming, building, and writing.
- Learn that Ancient Egyptian people worshipped over 2000 gods and goddesses and Ancient Egyptian people believed in an afterlife (mummification).
- Know that the people of Canen came to Egypt because of hunger because their agriculture had failed.
- Learn how Historians can find out about the past by studying ancient Egyptian writing.

As geographers we will explore the Americas and will:

- Locate some countries North and South America on a map or atlas (United States of America, Brazil, Ecuador and Mexico).
- Understand the terms continent, country, state, city. Identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA; describe the route).
- Describe the characteristics of settlements with different functions. Use appropriate vocabulary to describe the mainland uses within urban areas and identify the key characteristics of rural areas.
- Describe and compare the physical and human characteristics of some regions in North or South America (offer explanations for the similarities and differences).

As linguists we will explore the French language through:

- Greetings – simple conversation (name, age, where you live, how are you?)
- Classroom instructions (incl. 'Jacques a dit' / Simons says)
- Numbers 1-10
- Our Family and Siblings
- Colours (incl. colours song) and classroom objects with colours
- Clothes and Fashion Show
- Christmas traditions in France

As artists we will explore drawing and sketchbooks:
Gestural Drawing with Charcoal
Disciplines: drawing, sketchbooks
Medium: charcoal, Paper
Artists: Hansen, Laura McKendry, Edgar Degas

- Use my sketchbook to make visual notes, record and reflect.
- Present and share my artwork, and explain how my sketchbook work helped build my knowledge and skills towards my final piece.
- Recognise charcoal as a medium used in art.
- Identify and experiment making marks using charcoal.
- Draw on a large scale to make loose, gestural sketches.
- Chiaroscuro is the use of light and dark.
- Use light and dark tonal values in my work, to create a sense of drama.
- Create drawings inspired by movement.

As designers we will explore shell structures:
Technical knowledge and understanding:

- Develop and use knowledge of how to construct strong, stiff shell structures.
- Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes.
- Know and use technical vocabulary relevant to the project.

Designing:

- Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and purpose of the product.
- Develop ideas through the analysis of existing products and use annotated sketches and prototypes to model and communicate ideas.

Making:

- Order the main stages of making.
- Select and use appropriate tools to measure, mark out, cut, score, shape and assemble with some accuracy.
- Explain their choice of materials according to functional properties and aesthetic qualities.
- Use finishing techniques suitable for the product they are creating.

Evaluating:

- Investigate and evaluate a range of existing shell structures including the materials, components and techniques that have been used.
- Test and evaluate their own products against design criteria and the intended user and purpose.