



St Peter's Church of England Primary School

Medium Term Topic Plan

Year Group: Y3/4

Strand A

Term: Autumn

Theme: The Ancient Egyptians

Framework of Skills, knowledge and Understanding
Subjects

Art	D&T	HISTORY	Geography
<p>Drawing</p> <ul style="list-style-type: none"> Portraits of Tutankhamun – pencil, charcoal. Investigate a variety of lines, shapes, colours and texture to produce work on a theme. (Egyptian patterns, hieroglyphics) use shade to create shadows – link to science <p>Painting</p> <ul style="list-style-type: none"> Create a colour wheel with the primary and secondary colours in the correct place. Predict with accuracy the outcomes of the colours I mix. Create the colours for a painting. <p>Art & Designers</p> <ul style="list-style-type: none"> experiment with different styles that artists have used. (Batik style mummy calendar) explore works from different periods of time. recognise and explain art from different periods of time. (cartouche, hieroglyphics) explore works from different cultures. (Hinduism – Rangoli patterns) <p>3D Modelling</p> <ul style="list-style-type: none"> experiment with and combine materials and process to design and make a 3D form (Egyptian collar, death mask, sarcophagus, pyramids) 	<p>Design and make an electronic game *Electricity</p> <ul style="list-style-type: none"> prove that a design meets a set criterion. design a product and make sure that it looks attractive choose a material for both its suitability and its appearance use ideas from other people when designing produce a plan, labelled drawings and explain it persevere and adapt work when original ideas do not work communicate ideas in a range of ways, including by sketches and drawings which are annotated/labelled evaluate products to support their own designs <p>Make</p> <ul style="list-style-type: none"> follow a step-by-step plan, choosing the right equipment and materials work accurately to measure, make cuts and make holes measure accurately <p>Evaluate</p> <ul style="list-style-type: none"> explain how to improve a finished model evaluate and suggest improvements for design evaluate products for both their purpose and appearance explain how the original design has been improved present product in an interesting way <p>Technical Knowledge</p>	<p>THE ANCIENT EGYPTIANS -Early civilisation</p> <p>Chronological Understanding</p> <ul style="list-style-type: none"> Know about at least one significant figure – Tutankhamun/ Cleopatra / Howard Carter <p>Timeline Work:</p> <ul style="list-style-type: none"> Place the time studied on a timeline Use dates and terms related to the study unit and passing of time Understand more complex terms eg BC/AD. <p>Range and depth of historical enquiry</p> <ul style="list-style-type: none"> To recognise how archaeology played a significant role in discovering life in Ancient Egypt. Find out about everyday lives of people in time studied Understand why people may have wanted to do something (<i>Why did they build pyramids?</i>) Identify key features and events of time studied (pyramids, slavery) Offer a reasonable explanation for some events (mummification) <p>Interpretations of History</p> <ul style="list-style-type: none"> Use evidence to build up a picture of a past event (Archaeology – Howard Carter) Ask a variety of questions 	<p>Place Knowledge</p> <ul style="list-style-type: none"> To identify and place key physical features. (River Nile, Pyramids, capital, surrounding countries/continents, seas) <p>Geographical Skills</p> <ul style="list-style-type: none"> Use maps to locate Egypt and locate the capital of Egypt. (Can they find the same place on globes and an atlas?) <p>Using Maps</p> <ul style="list-style-type: none"> Locate places on larger scale maps e.g. map of Europe. (e.g. Find UK / other European Countries on globe) Follow a route on a map with some accuracy. (Destination Egypt/ map flight) <p>Human Geography</p> <ul style="list-style-type: none"> Explain why the River Nile has certain human features – local farming irrigation, villages. <p>Computing</p> <p>Year 3</p> <p>Coding- Unit 3.1 (2Code) Online Safety- unit 3.2 Spreadsheets- Unit 3.3 (2Calculate)</p> <p>Year 4</p> <p>Coding- Unit 4.1 (2Code) Online Safety- unit 4.2 Spreadsheets- Unit 4.3 (2Calculate)</p> <p>Text and Multimedia (All)</p> <p>Persuasive poster/leaflet to come to modern day Egypt</p> <ul style="list-style-type: none"> Record and present information integrating a range of appropriate

<ul style="list-style-type: none"> to sculpt clay and other mouldable materials (mummy and cartouche) 	<ul style="list-style-type: none"> know how to strengthen a product by stiffening a given part or reinforce a part of the structure use IT, where appropriate, to add to the quality of the product 	<p><u>French</u></p> <ul style="list-style-type: none"> Simple words and phrases Pronunciation of familiar sentences 	<p>media combining text and graphics.</p> <ul style="list-style-type: none"> Have an awareness of audience. Use advanced word processing /DTP software.
<p><u>PSHE/ Relationships and Sex Education</u></p> <p><u>Mind and Body</u> Staying safe in the Sun *Science link (Light) What is illness?</p> <ul style="list-style-type: none"> To improve knowledge of the main symptoms of physical illness To ensure children know when they should act and what they should do. <p><u>Life Skills</u> Risks, Hazards and How to Stay Safe *Science link (Electricity)</p> <ul style="list-style-type: none"> Decide if an area is safe Make an area safe Be able to help someone without risk to themselves Identify dangers by looking and listening <p><u>Online Safety</u> *Computing link</p> <ul style="list-style-type: none"> How to behave sensibly online Why spending too much time online is bad Why we need age restrictions online 	<p><u>Science</u></p> <p><u>Light</u></p> <ul style="list-style-type: none"> recognise that they need light in order to see things and that dark is the absence of light notice that light is reflected from surfaces recognise that light from the sun can be dangerous and that there are ways to protect their eyes recognise that shadows are formed when the light from a light source is blocked by an opaque object find patterns in the way that the size of shadows change <p><u>Electricity</u></p> <ul style="list-style-type: none"> identify common appliances that run on electricity construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators, and associate metals with being good conductors. 	<p><u>Music</u></p> <p><u>Instruments & musical understanding</u></p> <ul style="list-style-type: none"> Consolidate the names of instruments previously learnt and learn new instrument names. Be able to recognise the sound of some of these instruments. Watch video clips of instruments. Learn/consolidate the family names for instruments e.g. brass, woodwind etc. Play listening games in Charanga listening centre. <p><u>Charanga Unit: When the Saints go marching in MMC Y3 unit 2 - steps 3 & 4 (New Orleans Jazz)</u></p> <ul style="list-style-type: none"> Copy and improvise rhythms & melodic phrases/voice warm-up exercises in 'Understanding Music' section. Listen to the song and identify the main sections. Discuss the musical style and when the song was composed. Identify the instruments (watch additional You-tube clips of instruments playing) and discuss the musical dimensions of the song. Encourage use of musical words when talking about music (model this). Listen respectfully to other people's thoughts about the music and talk about how the song makes them feel (emotion drawings in Jotters). Learn the song (awareness of pulse, being in tune and articulating the words clearly). Instrumental part – Y3s play pulse on untuned percussion and Y4's play instrumental part on Glockenspiel with 3 notes. Perform – record & listen back (discuss what went well and how they could improve). <p><u>Charanga Glockenspiel 1 (original schemes)</u></p> <ul style="list-style-type: none"> Review how to handle and play the glockenspiel – holding the beater etc. Play simple melodies 'by ear' and begin to follow staff notation using a small range (1, 2 & 3 notes). Learn the term 'staff' and understand simple time signatures (eg. 4 beats in a bar) – Y4s to explain to Y3s. Begin to recognise and understand the differences between minims, crotchets, paired quavers and rests. Step 1: copy back quiz/identifying pulse/tempo quiz. Step 2: 'Play your music' & 'Drive' (crotchet, minims, crotchet & minim rests). Step 6: Composing own instrumental part using notes D & E and record using their letter names– Gluttonberry Festival. Make own melody in jotters with a partner. <p><i>Musical understanding (ongoing)</i> Rhythm pizza and rhythm grid – copy rhythms and be able to learn about notation/sound & symbol connection (talk about differences between pulse and rhythm). Play warm up games to develop musical knowledge&skills.</p>	

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