



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
Drawing - 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 Painting - 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. Art & Designers - 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) 3D Modelling - experiment with and combine materials and process to design and make a 3D form (Egyptian collar, death mask, sarcophagus, pyramids)	To design and make an alarm system (Link to Science objectives) Research and Design - Prove that a design meets a set of criterion for 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 Make - follow a step-by-step plan, choosing the right equipment and materials - work accurately to measure, make cuts and make holes - measure accurately Evaluate - 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	THE ANCIENT EGYPTIANS -Early civilisation Chronological Understanding - Know about at least one significant figure – Tutankhamun/ Cleopatra / Howard Carter Timeline Work: - 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. Range and depth of historical enquiry - 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) Interpretations of History - Use evidence to build up a picture of a past event (Archaeology – Howard Carter) - Ask a variety of questions	Place Knowledge - To identify and place key physical features. (River Nile, Pyramids, capital, surrounding countries/continents, seas) Geographical Skills - Use maps to locate Egypt and locate the capital of Egypt. (Can they find the same place on globes and an atlas?) Using Maps - 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) Human Geography - Explain why the River Nile has certain human features – local farming irrigation, villages.

to sculpt clay and other mouldable materials (mummy and cartouche)	Technical Knowledge know how to strengthen a product by stiffening a given part or reinforce a part of the structure		
RE Religion: Hinduism (Year 4) Concept: God/ Brahman Dharma <i>What do Hindus believe God it like?</i> <i>What does it mean to be Hindu in Britain today?</i> Religion: Christianity (Year 4) Concept: God/Incarnation <u>Understanding Christianity Scheme</u> <u>Lower Key Stage 2/ Unit 2A.3</u> <i>What is 'Trinity' and why is it important for Christians?</i>	French Language Angels (Scheme) - Je prends Francais - Animals Music TVMS Scheme Year 3 - Charanga Unit: When the Saints go marching in MMC Y3 unit 2 - Charanga Glockenspiel 1 (original schemes)	Science Light - 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 Electricity - 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.	
<u>PSHE/ Relationships and Sex Education (Jigsaw)</u> - Being me in my world - Celebrating difference	Computing PurpleMash Scheme Year 3 - Email - Route Planners - Branching Databases 2BeSafe Year 4 - Unpacking hardware and software - Animation 2BeSafe		

