



Bevendean Primary School Curriculum

Year 4 Spring Framework

Topic focus: The Egyptians

English

National Curriculum Aims for Year 4

The overarching aim for English in the national curriculum is to promote high standards of language and literacy by equipping pupils with a strong command of the spoken and written word, and to develop their love of literature through widespread reading for enjoyment. The national curriculum for English aims to ensure that all pupils:

- read easily, fluently and with good understanding
- develop the habit of reading widely and often, for both pleasure and information
- acquire a wide vocabulary, an understanding of grammar and knowledge of linguistic conventions for reading, writing and spoken language
- appreciate our rich and varied literary heritage
- write clearly, accurately and coherently, adapting their language and style in and for a range of contexts, purposes and audiences
- use discussion in order to learn; they should be able to elaborate and explain clearly their understanding and ideas
- are competent in the arts of speaking and listening, making formal presentations, demonstrating to others and participating in debate.

Learning this term

English this term continues to follow the 'Talk for Writing' process, where the children learn the text type and features required in order to innovate and invent using their own ideas.

This term the children study *The Egyptians*. Stories and drama are used to enable the children to develop an understanding of what life was like in Ancient Egypt. The starting point for writing is the story of *The Terrifying Tomb*, in which a character tries to overcome his fear of abandoned tombs. The children learn the text in order to become effective storytellers and they develop skills using their voices, gestures and actions. The children then participate in drama activities, where they learn how to use meaningful conversation to move their writing forward. They then write their own stories based on the learnt text. The teaching focus is writing speech and using speech punctuation effectively. When the children have acquired the necessary skills to write speech within a story, they use these skills and apply them to enhance the story of *Set and Osiris*.

In the second part of the spring term, the children learn an explanation text, which explains how the pyramids were built and the problems that faced the Ancient Egyptians during construction. To deepen their knowledge and understanding of the technical language required to write an explanatory text, the children gather language from a range of mediums.

Delete - the children learn about mummification and how to form a balanced argument in order to write a discussion text based on the question: *Should mummification be brought back?*

To continue with the theme of mystery and fear in fiction, the children learn to write poetry that investigates what lies beyond the entrance of a tomb. Using their knowledge of the Egyptians to ensure predictions are as accurate as possible, the children question what could lie beyond the entrance of a tomb and present their ideas in the form of a debate.

Mathematics

National Curriculum Aims for Year 4

The national curriculum for mathematics aims to ensure that all pupils:

- become fluent in the fundamentals of mathematics, including through varied and frequent practice with increasingly complex problems over time, so that pupils develop conceptual understanding and the ability to recall and apply knowledge rapidly and accurately.
- reason mathematically by following a line of enquiry, conjecturing relationships and generalisations, and developing an argument, justification or proof using mathematical language
- can solve problems by applying their mathematics to a variety of routine and non-routine problems with increasing sophistication, including breaking down problems into a series of simpler steps and persevering in seeking solutions.

Learning this term

To develop understanding of number and place value, the children investigate number pyramids using different rules. Each brick on the first level of the pyramid is given a number. Numbers next to each other are then added, subtracted, multiplied or divided and the total is recorded in the last brick at the top. The children investigate how the value of the final brick is altered when one of the rules is changed. This leads into addition of 4 digit numbers and multiplication of 2 digit numbers by 1 digit numbers.

The children also study the symbols that were used for numbers by the Ancient Egyptians and Romans. They learn how numbers have been changed over time by the Egyptians, the Romans and in modern day. This helps the children to develop their understanding of place value and to identify how the systems differ.

Finally, the children investigate the sizes of pyramids and use division to scale the measurements down to a size that can be replicated.

Science

National Curriculum Aims for Year 4

The national curriculum for science aims to ensure that all pupils:

- develop scientific knowledge and conceptual understanding through the specific disciplines of biology, chemistry and physics
- develop understanding of the nature, processes and methods of science through different types of science enquiries that help them to answer scientific questions about the world around them
- are equipped with the scientific knowledge required to understand the uses and implications of science, today and for the future.

Living things and their habitats

- recognise that living things can be grouped in a variety of ways
- explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- recognise that environments can change and that this can sometimes pose dangers to living things.

Animals including humans

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey.

States of matter

- compare and group materials together, according to whether they are solids, liquids or gases
- observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

Sound

- identify how sounds are made, associating some of them with something vibrating
- recognise that vibrations from sounds travel through a medium to the ear
- find patterns between the pitch of a sound and features of the object that produced it
- find patterns between the volume of a sound and the strength of the vibrations that produced it
- recognise that sounds get fainter as the distance from the sound source increases.

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.

Learning this term

The children learn how vibrations from sounds travel through the air. They investigate sounds from different sources and experiment with water and rice to see the vibrations that occur when sound travels. They also learn how objects and materials can alter the volume of the sound heard. Once the children have established how the sound changes, they experiment to find patterns between the volume of a sound and the strength of the vibrations that produced the sound.

The children identify the different types of teeth in humans and learn about their functions. They use artificial sets of teeth to investigate the types of teeth and they learn how to keep their teeth healthy. This leads into learning about the digestive system and what happens to our food as it travels through our body. The children make a banana sandwich, chop it up and place it in a bag, which represents the body. They use various hand movements, which simulate the action of the body on food. The end result represents waste created from the digestive process!

History

National Curriculum Aims for Year 4

The national curriculum for history aims to ensure that all pupils:

- know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world
- know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind
- gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', 'parliament' and 'peasantry'
- understand historical concepts such as continuity and change, cause and consequence, similarity, difference and significance, and use them to make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses
- understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed
- gain historical perspective by placing their growing knowledge into different contexts, understanding the connections between local, regional, national and international history; between cultural, economic, military, political, religious and social history; and between short- and long-term timescales.

Key stage 2

- changes in Britain from the Stone Age to the Iron Age
- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons and Scots
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
- a local history study
- a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066
- the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China
- Ancient Greece – a study of Greek life and achievements and their influence on the western world
- a non-European society that provides contrasts with British history – one study chosen from: early Islamic civilization, including a study of Baghdad c. AD 900; Mayan civilization c. AD 900; Benin (West Africa) c. AD 900-1300.

Learning this term

The children research various events during The Egyptian period and collect information from different sources. They use this information to select the events that they consider to be the most important of The Egyptian Period. They use a selection of artefacts to learn about the differences between this era and modern day. They consider what their lives might have been like had they lived in Ancient Egypt compared to their lives now. They develop this understanding through the playing of the Ancient Egyptian game *Sennet*, making Egyptian date bread and creating papyrus paper.

They use philosophical enquiry to decide what aspect of their lives are most important to them and then compare this with their peers.

They investigate how the pyramids were built and why, before discussing why this architectural advance was so important.

The children learn about the differences in burial styles, so they can understand the spiritual beliefs of The Ancient Egyptians and why mummification was used. This learning is enhanced by a visit to Brighton Museum where a mummification workshop is undertaken and artefacts investigated.

Design and Technology

National Curriculum Aims for Year 4

The national curriculum for design and technology aims to ensure that all pupils:

- develop the creative, technical and practical expertise needed to perform everyday tasks confidently and to participate successfully in an increasingly technological world
- build and apply a repertoire of knowledge, understanding and skills in order to design and make high-quality prototypes and products for a wide range of users
- critique, evaluate and test their ideas and products and the work of others
- understand and apply the principles of nutrition and learn how to cook.

Key stage 2

Design

- use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups
- generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design

Make

- select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately
- select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities

Evaluate

- investigate and analyse a range of existing products
- evaluate their ideas and products against their own design criteria and consider the views of others to improve their work
- understand how key events and individuals in design and technology have helped shape the world

Learning this term

The children research, plan and develop design ideas to make a shaduf (an Egyptian irrigation tool). They learn that shadufs used counter weights and pivots to collect water from the River Nile and irrigate crops. They measure and cut materials to construct their shadufs and test them to assess how effective they are before suggesting improvements.

Art

National Curriculum Aims for Year 4

The national curriculum for art and design aims to ensure that all pupils:

- produce creative work, exploring their ideas and recording their experiences
- become proficient in drawing, painting, sculpture and other art, craft and design techniques
- evaluate and analyse creative works using the language of art, craft and design
- know about great artists, craft makers and designers, and understand the historical and cultural development of their art forms.

Key stage 2

- to create sketch books to record their observations and use them to review and revisit ideas
- to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- about great artists, architects and designers in history. – Turner 'Rain and Steam' and William Morris designing and making wallpaper in the style W.M

Learning this term

Using Egyptian art as inspiration, the children look at how images of people in drawings have developed. Egyptian art was stylised and symbolic. The children imitate this style in their drawings and focus on proportion. They develop their skills and learn to draw facial features in more detail.

The children choose an item from the Egyptian era to sculpt using clay.

Modern Foreign Language

National Curriculum Aims for Year 4

The national curriculum for languages aims to ensure that all pupils:

- understand and respond to spoken and written language from a variety of authentic sources
- speak with increasing confidence, fluency and spontaneity, finding ways of communicating what they want to say, including through discussion and asking questions, and continually improving the accuracy of their pronunciation and intonation
- can write at varying length, for different purposes and audiences, using the variety of grammatical structures that they have learnt
- discover and develop an appreciation of a range of writing in the language studied.

Learning this term

The children learn to speak French with increasing confidence and accurate pronunciation. They develop their French vocabulary by learning words for and by singing songs about their likes and dislikes. Previous learning about colours and numbers is revised to ensure vocabulary is retained.

Delete body parts and facial features.

Computing

National Curriculum Aims for Year 4

The national curriculum for computing aims to ensure that all pupils:

- ♦ can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- ♦ can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- ♦ can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- ♦ are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs
- understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration
- use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content
- select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information
- use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

Learning this term

In computing this term, the children learn how to create an animated cartoon using a character of their own design. They use the paint tool to create characters and backgrounds. They then program their creation to make an animation.

Additionally, the children learn about how and why surveys are conducted, before going on to study a variety of different survey types. They learn how to create survey questions, and then use this knowledge to create an online survey.

the history of the World Wide Web, before going on to study HTML (hypertext mark-up language), the language in which web pages are written. They learn to edit and write HTML, and then use this knowledge to create a web page.

PSHE

National Curriculum Aims for Year 4

The national curriculum for personal, social, health, economic and citizenship education aims to ensure that all pupils:

- accurate and relevant knowledge
- opportunities to turn that knowledge into personal understanding
- opportunities to explore clarify and if necessary challenge their own and others values, attitudes, beliefs, rights and responsibilities
- opportunities to learn and practice the skills and strategies they need in order to live healthy, safe, fulfilling, responsible and balanced lives.

Learning this term

The topics this term are: *Going for Goals*, *Good to be Me* and *Keeping Safe*. The focus is on celebrating the children's achievements and developing their confidence and self-belief. The children identify what makes them proud and explore how the emotion is achieved. This enables them to set challenges for themselves. They learn to identify feelings, how feelings make them react and what the consequences of these reactions might be. Much of this work is explored through drama and discussion.

Whilst learning how to keep safe, the children learn that negative emotions and reactions can make them vulnerable to peer pressure. They study potential influences such as peer pressure and media influences and learn how to identify warning signs.

Physical Education

National Curriculum Aims for Year 4

The national curriculum for computing aims to ensure that all pupils:

- can understand and apply the fundamental principles and concepts of computer science, including abstraction, logic, algorithms and data representation
- can analyse problems in computational terms, and have repeated practical experience of writing computer programs in order to solve such problems
- can evaluate and apply information technology, including new or unfamiliar technologies, analytically to solve problems
- are responsible, competent, confident and creative users of information and communication technology.

Key stage 2

- use running, jumping, throwing and catching in isolation and in combination
- play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending
- develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
- perform dances using a range of movement patterns
- take part in outdoor and adventurous activity challenges both individually and within a team
- compare their performances with previous ones and demonstrate improvement to achieve their personal best.

Learning this term

This term the children participate in gymnastics lessons, where they develop strength, flexibility, endurance and co-ordination. They learn basic movements that can be combined to create floor sequences. Co-ordination is developed through working with a partner and in small groups. They learn to listen, follow instructions and take turns, as well as learning to communicate respectfully with their partners.

Religious Education

National Curriculum Aims for Year 4

The local authority curriculum for religious education aims to ensure that all pupils:

- develop their knowledge and understanding of the nature of religious beliefs and practices and the importance of these in the lives of believers
- explore those aspects of human experiences which give rise to spiritual awareness and fundamental issues about beliefs and values.

Learning this term

The children's understanding of faith is developed by completing an experiment using salt and water. Both salt and water are visible elements but when the salt is stirred into the water it dissolves. It cannot be seen but it can be tasted meaning that the salt is still present. This is likened to people who have a belief. They know it is there even though it cannot be seen. They carry out another experiment to further understand why people believe and have faith. They go into a dark room, which is cold and scary. When a candle is lit, the fear subsides slightly, which is likened to how faith makes believers feel.

Celebrations from various faiths are studied this term. Each week, the children study a different faith and a celebration related to that faith. They develop their understanding of each celebration through discussion and drama. They take part in activities, which include food tasting and creating artefacts. By developing their knowledge of religious celebrations, the children learn to be tolerant of and to respect the beliefs of others.

Through storytelling, discussions, storyboarding and drama, the children develop their understanding of the Christian festival of Easter.

The children learn about the range of religious beliefs in school, in the community, in the country and globally, and develop awareness, understanding and therefore tolerance of other faiths.

Music

National Curriculum Aims for Year 4

The national curriculum for music aims to ensure that all pupils:

- perform, listen to, review and evaluate music across a range of historical periods, genres, styles and traditions, including the works of the great composers and musicians
- learn to sing and to use their voices, to create and compose music on their own and with others, have the opportunity to learn a musical instrument, use technology appropriately and have the opportunity to progress to the next level of musical excellence
- understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations.

Key stage 2

- play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
- improvise and compose music for a range of purposes using the inter-related dimensions of music
- listen with attention to detail and recall sounds with increasing aural memory
- use and understand staff and other musical notations
- appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- develop an understanding of the history of music.

Learning this term

The children listen to pop music composed by ABBA. They use a variety of songs to identify similarities in structure, memorable lyrics and melodic phrases. They learn to sing and perform as an ensemble with increasing accuracy, fluency, control and expression. The children learn to read musical notation in order to add instrumental accompaniment.

During the spring term, the whole school participates in *sign2sing*, which is an annual, world record breaking event where the children collectively learn a song and the sign language to accompany the song. By taking part in *sign2sing*, the children learn some sign language in a fun and memorable way.