

Key Literacy Texts:		Locality Links:		Visits/experiences/hooks		Significant people																	
Melvyn the Mummy The Scarabs Secret Egyptian Cinderella		Hull as a trading port. River Humber compared with the River Nile		Ancient Egypt WOW day World book day - 7/8th March (Week 8) Assessment week 11th March (Week 9)		Artist of the term - Hazem Taha Hussein Author of the term - Anthony Horowitz Athlete of the term - Lucy Bronze Musician of the term - Freddie Mercury																	
Writing Outcomes:				Key artefacts/resources:																			
Spine poetry, Instructions, Adventure story, newspaper report, playscript				Ancient Egypt box																			
English		Reading		Maths		Science		History		Geography		Arts & DT		PE		PSHCE		Computing		RE		Music	
<p><b>Week 1 - Performance Poetry Melvyn The Mummy</b> Tbat perform poetry using variety of expression (yr 4 tone, pitch, expression) (3 lessons) Tbat use key adverbs Tbat use a variety of prepositions for specific descriptions</p> <p><b>Week 2 - Spine Poem</b> Tbat use similes for description Tbat use metaphors for description Tbat follow a structure to plan and write a spine poem.</p> <p><b>Week 3 - Instructions - How to wrap a Mummy (History Link)</b> Tbat use imperative verbs to give verbal instructions Tbat order a series of instructions Tbat write a story map for an instructional text Tbat write up an instructional poster.</p> <p><b>Week 4 - How to build a pyramid (History Link)</b> Tbat extract information and justify my opinions Tbat create a pictorial map for a set of instructions Tbat to identify sentences with imperative verbs (commands) Tbat write a set of instructions Tbat write in chronological order Tbat use effect choice of words to instruct Tbat write commands Tbat use time adverbials Tbat use bullet points Tbat use commas for a list Tbat write in the present tense and future tense</p> <p><b>Week 5 &amp; 6 - Newspaper Report : The Death of King Tut (History Link)</b> Tbat punctuate speech accurately Tbat use direct and indirect speech Tbat use fronted adverbials for time and place (yr 4 punctuated correctly) Tbat use a variety of verb tenses accurately Tbat create a scenario for King Tut's death. Tbat create and ask questions in an interview. Tbat group ideas by paragraphs (plan a newspaper report) (yr 4 independently) Tbat write a newspaper based on a tragic event. 3w</p> <p><b>Week 7 &amp; 8: Adventure Narrative The Scarab's Secret</b> Tbat make a prediction about a story from evidence from an introduction. Tbat accurately punctuate speech Tbat use expanded noun phrases Tbat use paragraphs to organise ideas in a narrative (yr 4 independently) Tbat plan and write an alternative narrative. Tbat use a range of sentence types to build tension (compound, simple, complex) Tbat use a range of emotive language for description Tbat write in the past tense choosing the correct words Tbat correctly use exclamation marks for effect Tbat use apostrophes for possession</p> <p><b>Week 9 - Test Week</b></p> <p><b>Week 10 - Greek Gods</b> Tbat write a character profile for a Greek God Tbat choose past or present tense and write consistently Tbat use descriptive language - adjectives, adverbs, metaphors, similes</p>		<p><b>Week 1:</b> Author of The Term - Retrieval (fact file)</p> <p><b>Week 2:</b> Author of the term - Dictionary Skills</p> <p><b>Week 3:</b> 'The Tomb' -retrieval</p> <p><b>Week 4:</b> Pyramids - multiple choice</p> <p><b>Week 5:</b> Tutankhamen - True or false</p> <p><b>Week 6:</b> Howard Carter - Inference</p> <p><b>Week 7:</b> Lucy Bronze - Inference</p> <p><b>Week 8:</b> Valley of the Kings - Retrieval</p> <p><b>Week 9:</b> Anthony Horowitz - Multiple choice</p> <p><b>Week 10:</b> Egyptian Cinderella - predictions</p>		<p>Place Value Y3: Compare and order Y4: <math>\times/\div</math> by 10, 100, 1000 inc decimals</p> <p>Addition and subtraction Y3: 2 and 3 digit numbers Y4 expanded, compact, including money</p> <p>Using multiplication facts Times tables, fact families Y4: Written and mental methods Division</p> <p>Written and mental methods Y4 (problem solving focus) Fractions Y3: Fractions of shapes and numbers Y4: tenths, hundredths, simplifying Y3: Money Y4: addition and subtraction multi-step problems Fractions Y4 identify decimal equivalents to <math>\frac{1}{2}</math> <math>\frac{1}{4}</math> <math>\frac{3}{4}</math> Geometry Y3: Angles - Acute, Obtuse Right angle Y4: Co-ordinates, translations</p> <p>Addition and subtraction Column/bar Y4 Written methods</p> <p>Multiplication and division written methods Tables focus</p> <p>All groups: Measuring g/kg Different scales</p> <p>Pictograms and tables Y4 Converting measures</p>		<p>W2: Tbat describe key physical properties of different rocks <b>Identifying and classifying Are all rocks the same?</b></p> <p>W3: Tbat group and compare different types of rock based on appearance and physical properties <b>Identifying and classifying - Venn diagram How do you measure a rock?</b></p> <p>W4: Tbat conduct a scientific investigation <b>Identifying and classifying (line graph) Is the heaviest rock always the biggest rock?</b></p> <p>W5: Tbat describe how fossils are formed <b>Changes over time How do we know Dinosaurs existed?</b></p> <p>W6: Tbat recognise that soils are made from rocks and organic matter <b>Identifying and classifying What is soil?</b></p> <p>W7: Tbat compare and contrast different types of soil (samples from different locations in locality) <b>Reporting, presenting and communicating data/findings Is soil the same everywhere?</b></p> <p>W8: TK that some rocks are permeable and some are not <b>Patterns and relationships</b></p>		<p>W1: Tbat create a KWL grid based upon Ancient Egypt W1: TU what it means to be an ancient civilisation, Tbat place an overview of a range of ancient civilizations on a timeline</p> <p>W2: Tbat place key events of ancient Egypt in chronological order</p> <p>W4: TK about Howard Carter's discovery of the tomb</p> <p>W6: Tbat describe what everyday life was like for the Ancient Egyptians (Shaduf)</p> <p>W8- TK that Ancient Egypt was a hierarchy W8 TK the jobs that Ancient Egyptians might have had</p> <p>W10 - Tbat compare the rulers of Ancient Egypt and England from WWII (similarities &amp; differences)</p> <p>TK that the Ancient Egyptians worshipped many gods (Literacy link) TK that Ancient Egyptians used hieroglyphics (Art link) Tbat understand the process of mummification (Literacy Link) Tbat know how pyramids were built (Literacy) TK who Tutankhamun was (Literacy)</p>		<p>W1: Tbat locate Egypt on a map and identify significant places (latitude/ longitude/ hemisphere/ equator/ Nile, using atlases and globes)</p> <p>W3: Tbat describe key aspects of the physical geography of Egypt (climate, vegetation, rivers)</p> <p>W5: Tbat recognise the importance of the River Nile TK that Egypt/The River Nile has three key seasons</p> <p>W7: Tbat describe the human geography of modern day Egypt (settlements, land use, trade, natural resources) using Google maps and digital mapping (timemaps.com).</p> <p>W7: Tbat to use fieldwork skills of timemaps, to see human and physical features in Egypt over time.</p> <p>W9: Tbat compare the similarities and differences of our local trading ports of Hull and Grimsby, compared to the River Nile trading port</p>		<p>Week 1 - Tbat create an inspiration page based upon Ancient Egypt <b>Heiroglyphics, Artist work, Ancient Egypt images.</b></p> <p>Week 2 - Pattern imitate pattern - pyramids work / stories hieroglyphics <b>History link - Tbat use primary ( wall paintings) and secondary sources to find out about TBAT identify and imitate pattern in the environment TBAT imitate natural and manmade pattern. Outside and gather different prints in the environment - walls, floor, wood etc.</b></p> <p>Week 3 -5 Complete relief / impressed printing <b>Tesselation (pattern blocks) TBAT complete relief and impressed teaching TBAT complete monoprintings TBAT adapt and modify prints TBAT use tessellation</b></p> <p>Week 6 - Colour mix / overlapping prints effectively. TBAT colour mix by overlapping prints <i>Class piece of work with print design.</i></p> <p><b>DT</b> <b>Week 6 Creating a Shaduf</b> I can do my own research to develop and design an idea I can make annotated sketches of my design before making a prototype I can make functional and appealing products fit for purpose I can cost the materials I will need I can make a product suitable for a certain audience I can choose from a wide range of tools and materials to make my product I can evaluate my product against its purpose</p>		<p>Invasion games 2 (outdoor)</p> <p><b>Year 4</b> To send and control a ball To shoot effectively To use evasion To know and apply principles of defence To apply principles of attack and defence to a game situation (2 Weeks)</p> <p><b>Net Wall</b></p> <p><b>Year 3</b> To develop hand/eye coordination To develop racket skills (2 Weeks) To develop racket/eye coordination To develop hitting technique To hit a moving ball</p> <p><b>Year 4</b> To consolidate forehand To introduce backhand To develop backhand To develop volley technique To perform a variety of shots (2 Weeks)</p> <p><b>Interpretive Dance (indoor)</b></p> <p><b>Year 3</b> To perform rhythmic movements To perform a dance sequence To create a dance sequence To perform an original sequence To perform a dance sequence</p> <p><b>Year 4</b> To learn and copy a dance routine (2 Weeks) To modify a dance routine To create a dance sequence To refine a dance sequence To perform an original sequence</p> <p><b>Gymnastics- Floor</b></p> <p><b>Year 3</b> To move with control and fluency To roll with control To perform a variety of rolls To create a complex sequence To create and evaluate paired sequence To adapt sequence to include apparatus</p> <p><b>Year 4</b> To roll in a variety of ways To perform a backward roll To create a sequence including a change of direction To adapt a sequence (2 Weeks) To create and perform a paired sequence</p>		<p><b>Drug Alcohol &amp; Tobacco/ Medicine</b></p> <p>TU why people take medication.</p> <p>TK how we take medicine properly.</p> <p>TU that some medicine could be harmful (caffeine, alcohol, nicotine) and why.</p> <p>TK alternative s we have to medicine.</p>		<p><b>Computer Science Term 1 - Year 3 Events And actions in programs</b></p> <p>Lesson 1 - To explain how a sprite moves in an existing projects. Lesson 2 - To create a program to move a sprite in four directions. To adapt a program to a new context Lesson 3 - To develop my program by adding features <b>Term 2 - Year 4 Computing systems and networks</b></p> <p>Lesson 1 - To describe how networks physically connect to other networks. To recognise how network devices make up the internet. Lesson 2 - To outline how websites can be shared via the worldwide web. To describe how content can be added and accessed on the worldwide web. Lesson 3 - To recognise how the WWW is created by people. To evaluate the consequences of unreliable content.</p>		<p><b>Community Islam</b> I can recap and explain the key beliefs of Islam</p> <p>I can describe the Muslim belief about humans having special rights and responsibilities</p> <p>I can explore a Muslim celebration (Eid ul-fitr) through a narrative</p> <p>I can make connections about the idea of faith (iman) and ibadah (practice) using one of the 5 pillars as a case study</p> <p>.I can experience first hand a Muslim place of worship - Mosque visit</p> <p><b>Understanding Christianity - Creation</b> I can analyse a version of Genesis and draw conclusions in response to a specific question</p> <p>I can consider and express artistically my own 'Wonderful World'</p> <p>I can consider interpretations of Bible text instructions and reason their accuracy</p> <p>I can describe lived examples of Christians living out their beliefs using case studies</p> <p>I can ask questions about the importance of the creation story today for Christians and those who are not</p>		<p><b>Music - Tomb of the Ancients</b></p> <p>Tbat create my own notation (4 beats to a bar, pitch?)</p> <p>Tbat repeat patterns using instrument s (using notations from previous LO)</p> <p>Tbat perform as part of a group using instrument s</p> <p><b>Taught during PPA</b></p> <p><b>French</b></p> <p>MFL to follow 3/4 scheme of work</p>	