



Year 4 Spring Term New Curriculum



Term	Spring 1	Spring 2
Main subject and theme	Egyptians History	
Suggested questions	<i>Who built the pyramids and what's inside?</i>	
Objectives covered	The achievements of the early civilisations Where and when the first civilisations appeared	
SCIENCE	<u>States of matter</u> - 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.	
Links to English:	<u>Working Scientifically</u> Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Pupils should read and spell scientific vocabulary correctly and with confidence, using their growing word reading and spelling knowledge	
Links to Maths:	<u>Working Scientifically</u> Gathering, recording, classifying and presenting data in a variety of ways Take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Record findings using keys, bar charts, and tables	
ART & DESIGN	<u>Topic- Egyptians artist MC Escher</u> Development of materials and techniques: -Pencil (tone and shading) -Charcoal (shading) -Chalk (light and tone) - Ink pens (detail and tone). Observations and ideas: Observe and recreate artwork of focus artist. Practise using mediums Design and create own work. Improving Mastery of mediums: Focus- Drawing Range of Materials: Chalk Charcoal Pencil	<u>Optional Topic- States of Matter Thetic Blacker Batik artist</u> <i>Create own Batik or look closely and study techniques using wax crayon and water colour.</i> <i>One off lesson:</i> SCULPTURE <i>Scarab beetle necklaces/ amulets.</i>

	<p>Ink pens Develop understanding and skills involved in using shade and tone (chalk, charcoal and paint). Artist Focus: M.C. Escher (Graphic artist focusing on shade, tone and pattern).</p>	
D&T	<p>Design: Recognise their designs have to meet intended audience needs. Communicate ideas in different ways – discussion/labelled sketches/lists/ICT. Assemble and rearrange a range of materials and components to model ideas. Sketch/model alternative ideas. Plan a sequence of actions. Consider purpose, appearance and conservation of materials.</p> <p>Make: Select from and use a wider range of tools with greater accuracy and control. Use simple cutting, joining, shaping and finishing techniques. Select from and use a wider range of materials and components including construction and textiles according to their functional qualities. Mark out and accurately cut materials using standard measures. Use materials with awareness of conservation</p> <p>Evaluate: Evaluate, disassemble and analyse a range of existing products. Evaluate their products against design criteria (purpose, appearance, conservation of materials). Consider the views of others to improve their work.</p> <p>Technical Language: Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. Egyptian death masks/ Egyptian musical instruments</p>	
Expressive Arts		<p>Curriculum Objectives:</p> <ul style="list-style-type: none"> • Apply & develop a broad range of movement skills • Learn how to use these in different ways • Link them to make actions & sequences of movement • Enjoy communicating and collaborating with each other • Develop an understanding of how to improve • Learn how to evaluate and recognise own success <p>Learning Outcomes:</p> <ul style="list-style-type: none"> • Use a variety of movements in isolation and combination • Develop flexibility, strength, technique, control and balance • Perform dances using a range of movement patterns • Compare and evaluate performances against previous ones • Demonstrate improvement to achieve personal targets <p>After learning about Egyptian civilization, introduce the idea of</p>

		Egyptian slavery. Children will create ‘sad’ movements and balances to represent the pyramid workers/builders within a gymnastics/dance lesson. Children can practise these shapes and movements individually, then join as a group to create a routine of pyramid balances and Egyptian travelling movements.
MUSIC	<p>Activ music scheme ‘Pitch’.</p> <p>play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <ul style="list-style-type: none"> ▪ 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. <p>Look at the role of music in Egyptian culture.</p>	
COMPUTING		
Links to English books	<p>The Time Traveling cat – Juila Jarman</p> <p>The Pharaohs of Ancient Egypt – Elizabeth Payne</p> <p>The Mystery of the Melting Snowman by Florence Parry Heide</p>	