Year 4 Curriculum Term 2

Walk like an Egyptian	
English **Ice Palace – narrative, poetry – exploring images** To start off term 2, we will be reading a fantastic fantasy story called 'Ice Palace' by Robert Swindells. The story centres on the character of Ivan, a young boy, who lives in a land where winter is dark and fearful. Starjik, King of Winter, steals Ivan's little brother and Ivan braves the bitter cold to find him. Whilst studying this text, the children will learn to use the narrative structure of a five part story with an interwoven and logically related middle, beginning and end. We will learn to describe settings in stories in detail, making a variety of expanded noun phrase, verb and adverb choices for impact, to suit the genre and to create mood, tone and atmosphere. We will also explore the use of figurative language to describe settings. We will learn to describe characters making word choices that infer. The children will learn to use accurately punctuated dialogue, character interactions and the viewpoint of the narrator to infer information about the characters. We will learn to use word and punctuation choices to create tension and suspense in fantasy stories. We will explore maintaining past tense and 1st or 3rd person as appropriate. The children will learn to use both subordinating and coordinating conjunctions to create complex and compound sentences that create variety, make links and aid cohesion in their story writing. We will learn about using a variety of sentence openers (fronted adverbials) such as verbs, adverbs, adjectives and time conjunctions, ensuring that sections of writing are chronological, sequenced and linked to move narrative on. We will also use the book 'Ice Palace' as a prompt for writing poetry. We will explore how to create imagery in poems using figurative language techniques – alliteration, onomatopoeia and personification. The children we learn how to construct lines, stanzas, verses and whole poems in this unit of work. **Winter Poetry – poetry – exploring form** We will explore a range of winter poetry. The children will learn to compose a range of poems based on the structure of the type being studied (form and features). They will learn to create phrases, lines and verses using vocabulary	**Maths** Factor pairs, integer scaling and correspondence problems Step 1: Understanding and finding factors Step 2: Solving integer scaling and correspondence problems Step 3: Exploring correspondence problems Step 4: Solving a range of correspondence problems Step 5: Creating their own correspondence problems Problem solving involving measures to apply place value, mental strategies and arithmetic laws Step 1: Addition and subtraction problems involving measures Step 2: Exploring multiplication Step 3: Linking multiplication and division on the bar model Step 4: Exploring division Step 5: Rearranging multiplication and division models and word problems Step 6: Two step problems involving all four operations Multiply and divide a one or two-digit number by 10 or 100 Step 1: Multiplying and dividing by 10 – investigating the effect Step 2: Multiplying and dividing by 10 – understanding the effect Step 3: Dividing by 10 – using decimal and fraction notation Step 4: Multiplying and dividing by 100 – understanding the effect, using decimal notation Step 5: Multiplying and dividing by 10 and 100 – applying learning and reasoning ideas Measure: conversion of units Step 1: Converting between units of length – understanding the calculations needed Step 2: Converting between units of mass and capacity – understanding the calculations needed Step 3: Converting hours to minutes Step 4: Converting minutes to hours and hours to minutes Step 5: Converting between units of time – understanding the calculations needed

choices, rhyme, rhythm, syllables and images according to the model of the type of poetry being studied, for example, haiku, tanka, limericks and acrostic poems. We will learn to create a clear picture either of a scene, feeling or emotion and build images, phrases and lines of poetry that continue to reflect and construct this. The children will learn to reflect feelings, attitudes and viewpoints through vocabulary, phrase, line and stanza choices.	Measure: compare, estimate and calculate Step 1: Measuring, estimating and comparing length Step 2 (optional): Measuring, comparing and estimating with mass and capacity Step 3: Calculating with length, mass and capacity Step 4: Calculating time addition (hours and minutes) Step 5: Calculating time subtraction (hours and minutes) Step 6: Calculating duration of time (hours and minutes) Discrete and continuous data (time graphs), including application of scales and division Step 1: Interpreting discrete data – reading scales on pictograms and bar charts Step 2: Interpreting continuous data Step 3: Presenting data – choosing the best way to present it
R.E. **Christianity – Christmas Journeys** In RE, the children will be learning about the Christmas journey to Bethlehem. The children will learn about the part of Bethlehem that Jesus was born in; why Christians make pilgrimages to Bethlehem; and why Bethlehem is an important religious site. Learning will be expressed through art, music and drama. Children will also focus on the emotions of Mary, Joseph and Jesus when they fled to Egypt to escape Kind Herod and how they would feel if they had to leave their home and have nowhere to stay.	**PSHE** **HEALTHY RELATIONSHIPS – KINDESS and ANTI-BULLYING FOCUS** **"Break the Silence,"** **World Kindness Day is Friday 13th November** This term, our learning will focus on kindness, respect and how our actions can make a positive difference to others. As part of World Kindness Day, we will explore the importance of being kind to ourselves and respecting our own needs, considering how we can look after our mental and physical wellbeing. Through stories such as *The Invisible Boy* by Trudy Ludwig and *How to Be More Hedgehog* by Anne-Marie Conway, we will discuss inclusion, empathy, resilience and the impact of bullying, including cyberbullying. The children will explore what it means to be an upstander, how to safely speak up when something is unfair, and how our choices, both in person and online, can affect others. Through discussion and reflection, we will encourage the children to make thoughtful choices, build positive relationships and understand how small acts of kindness can help everyone feel valued, respected and included. **- We are a Telling School** **- S.T.O.P – Start Telling Other People** (if something is happening to you or someone else, speak out) Key Vocabulary: Kindness, unkindness, emotions, self-care, bullying, cyber-bullying, banter, argue, empathy, regulation, online safety, respect
Art	**Music**

This term, children will explore creating tints, tones, shades, and hues. They will analyse how artists utilise complementary colours in their work and construct a colour wheel displaying tertiary colours. Additionally, children will investigate complementary colour combinations, culminating in a final piece that effectively utilises these colours for visual impact.	In music this term, we will be using our voices, as well as tuned and untuned instruments to explore rhythm. We will be learning about rock drumbeats and different variations of these on a 4-beat bar. We will also be forming 2 part ensembles by singing over a drumbeat.
French This term in French, we will be learning numbers 10–30, basic greetings and classroom commands. The children will practise introducing themselves by saying their name, age and where they live. We will also learn the months of the year and how to talk about birthdays, before exploring French Christmas traditions and festive vocabulary. Throughout the term, we will develop our speaking, listening and pronunciation skills through fun, interactive activities and games.	**P.E** This term, children will develop their dance skills by creating and performing sequences using rhythm, movement and expression. They will also develop their multi-skills, including running, jumping, throwing, catching and striking, while improving their coordination, speed and agility.

Thematic Curriculum		
Title	Walk like an Egyptian	
Golden Thread	Culture and Communities	
Big Question	Were all Egyptian Pharaohs good leaders?	
Prior Knowledge	During year 3 in History, the children learnt about the Romans, Mayans and The Stone Age. The children will be considering where the Egyptian period fell compared to other time periods that the children have learnt about. The children will extend their understanding of sources; moving from being able to use a range of sources to evaluating the reliability of sources. Within Science, the children will be focusing on the digestive system. In year 3 in anatomy, the children learnt about nutrition and the impact healthy and unhealthy foods can have on them.	
Blurb overview:	Through this theme the children will be exploring what life was like during the time of the Egyptians. They will learn about some of the key features if Ancient Egypt from Pharaohs to pyramids; hieroglyphs to the Egyptian's significant contribution to art and architecture. They will consider what impact this Ancient Civilisation has on our lives today. The children will consider how we know about the past using primary and secondary sources and will place key events on a timeline.	
Celebration of Learning	Egyptian Museum: At the end on the unit of learning have out all the artefacts the children have made (fact files, models, mummification videos etc).	
Text Links	Marcy and the riddle of the Sphinx The Heart Scarab Secrets of a Sun King	
Oracy End Point:	Activity Create an instructional video on how to mummify a body	Learning intentions Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event

		Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain

Science	
Substantive Knowledge	Disciplinary Knowledge
•To Know the simple functions of the basic parts of the digestive system in humans (mouth, tongue, teeth, oesophagus, stomach, small and large intestines). •To know the different types of teeth in humans and their simple functions. •To know and interpret a variety of food chains, identifying producers, predators and prey. -To know about the work of past and present scientists: Past - Hesy-Ra Present - Zhaoming Liu	-Classifying and presenting data in a variety of ways to help in answering questions -Identifying differences, similarities or changes related to simple scientific ideas and processes -Discussing criteria for grouping, sorting and classifying; and use simple keys -Use relevant scientific language to discuss their ideas and communicate their findings in ways that are appropriate for different audiences -Use specialist vocabulary e.g. speak like an archaeologist -Make precise language choices e.g. instead of describing a cake as 'nice' using 'delectable'

History	
Substantive Knowledge	Disciplinary Knowledge
•**Know about the key features of Ancient Egypt.** •To know that Ancient Egypt was a civilization that thrived along the Nile River in Northeastern Africa for over 3,000 years. •To know that the Nile River was essential for the survival and development of Ancient Egypt. •To know that Ancient Egyptian society had a social hierarchy. •To know that pharaohs were the rulers of Ancient Egypt with absolute power. •To know that the Egyptians worshipped gods and goddesses, with each deity having specific roles and associations with natural elements. •To know the role of the pyramids within Egyptian civilisation' •To know that hieroglyphs were the ancient Egyptian writing system. •To know that mummification was a process used to preserve bodies in Ancient Egypt, ready for the afterlife. •To know that Ancient Egyptians believed in an afterlife. •To know that Ancient Egypt made significant contributions to art and architecture.	• *To know how some of the past events/ people affect life today.* • *To know how to order significant periods on a timeline.* • *To know how to use historical vocabulary e.g. century, decade, BCE, CE.* • *To know the difference between primary and secondary sources of evidence* • *To know that sources can vary in reliability.* • *To know how to suggest sources of evidence from a selection provided to use to help answer questions.*

Cultural Capital

Cultural Knowledge: The children will be learning about key figures from Ancient Egypt and will be able to discuss key cultural aspects from this time period, such as art, artefacts and architecture. They will be able to compare what life was like in the Egyptian culture, compared to a Western culture, such as that found in England. Cultural experiences: Visiting the Egyptian exhibit at the Maidstone Museum.	
Weekly Overview	
Week 1	Lesson 1: **IALT know how to order significant events on a timeline. IALT know how to use historical vocabulary.** The children will find out that the Ancient Egyptian civilisation was around from 3100BCE to 30BCE. We will place the Ancient Egyptian era on a timeline and compare it to other important historical eras such as Romans, Mayans, the Stone Age, Modern Britain etc. This will allow the children to understand the Egyptian era's place in history. Lesson 2: **IALT know that Ancient Egypt was a civilisation that thrived along the Nile River in Northeastern Africa for over 3000 years.** We will look at secondary sources of what life was like along the River Nile in Ancient Egypt. The children will learn that the River Nile helped the Ancient Egyptians grow and flourish. We will create maps of River Nile to show the floodplain and key historical places. Lesson 3: **IALT know that the Nile River was essential for the survival and development of Ancient Egypt.** In our second lesson about the Nile, we will write about why the Nile was so essential to the Ancient Egyptian civilisation.
Week 2 Friday 13th World Kindness day	Lesson 1: **IALT know that Ancient Egyptian society had a social hierarchy. IALT know that pharaohs were the rulers of Egypt with absolute power.** Discuss the ancient societies that they have already learned about and place the Egyptians on class timeline. Discuss the social hierarchy of Ancient Egypt and compare and contrast to today. Children will learn about the different hierarchical groups of Ancient Egypt – pharaohs, priests, scribes, artisans and farmers. They will record these on a hierarchical pyramid. Children will learn about famous Egyptian Pharaohs such as Nefertiti, Cleopatra, Khufu, Rameses and Tutankhamun. Research and make fact files about these significant pharaohs. Lesson 2: **IALT know that Egyptians worshipped Gods and Goddesses, with each deity having specific roles and associations with natural elements.** Use secondary sources to research Gods and Goddesses and their specific roles. Create a fact file of one God and one Goddess. The children will use information sheets about Egyptian Gods and Goddesses and Ancient Egyptian beliefs. Lesson 3: **IALT know that mumification was a process used to preserve bodies in Ancient Egypt, ready for the afterlife. IALT know that Ancient Egyptians believed in an afterlife.** Learn about why Egyptian's used mummification and how it changed over time. Mummify a tomato; leave on side and watch changes that happen over time. The children will learn about the Ancient Egyptian's beliefs about afterlife. After mummifying their tomato, the children will write a list of instructions on how to mummify a body in Ancient Egyptian times. Friday 13th November – Kindness Day
Week 3 PSHE	Lesson 1: **To understand how our actions can make others feel included, valued or left out.** How can we help everyone feel that they belong? In the first lesson of the week we will be reading the invisible boy and having class discussions abut feelings. How we can treat people feeling this way. Lesson 2: **To recognise bullying and understand how to respond safely when someone is being treated unfairly**. What can we do when we see someone being hurt or left out? We will be presented different scenarios, such as a disagreement between friends, repeatedly leaving someone out, name-calling and hurtful online messages. We will discuss the difference between a disagreement and bullying, including repeated, intentional hurtful behaviour.

	Lesson 3: **To understand how our words and actions affect others and make a personal commitment to kindness and respect.** How can we make our classroom and online spaces safer and kinder? Think before you act: We will use simple check list. ○ Stop: Pause before speaking, posting or reacting. ○ Think: How might this make someone else feel? ○ Choose: What is the kindest, safest and fairest action? We will have examples involving playground disagreements, group chats, sharing photographs and hurtful comments. Kindness in action: In small groups, we will create a poster, short role-play or comic strip showing how someone can make a positive difference by including others, challenging unfairness safely or supporting a friend.
Week 4	Lesson 1: **IALT know that mumification was a process used to preserve bodies in Ancient Egypt, ready for the afterlife.** Oracy: The children will create an instructional video for how to mummify a dead body. Lesson 2: **IALT know the role the pyramids within Egyptian civilisation.** We will discuss what pyramids are and why the Ancient Egyptians built them. They will learn some names of famous pyramids and that the Greta Pyramid of Giza is one of the Seven Wonders of the Ancient World. The children will label a diagram showing the inside of a pyramid and write about why they were built. WEDNESDAY 25th NOVEMBER – TRIP TO MAIDSTONE MUSEUM – ANCIENT EGYPTIAN WORKSHOP
Week 5	**HISTORY** Lesson 1: **IALT know the difference between primary and secondary sources of evidence. IALT know that sources can vary in reliability. IALT know that hieroglyphs were the Ancient Egyptian writing system.** We will discuss when hieroglyphs were first discovered and place on the class timeline. What were the significance of hieroglyphs and how do they impact on our society today? Children will recreate hieroglyphs to write their name and secret Egyptian messages. Lesson 2: **IALT know that the Ancient Egyptians made significant contributions to art.** The children will look at paintings and jewellery made by the Ancient Egyptians and learn about the significant contribution that Ancient Egyptians made to the art world. We will also study some modern paintings that are inspired by the paintings of this era and compare and contrast them. They will then recreate famous Ancient Egyptian paintings. Lesson 3: **IALT know that the Ancient Egyptians made significant contributions to architecture.** The children will look at sculptures from the time of the Ancient Egyptians and learn about the significant contribution that Ancient Egyptians made to the art world. We will also study some modern architecture that are inspired by the sculptures of this era and compare and contrast them. They will then recreate a pyramid sculpture using clay.
Week 6	**SCIENCE** Lesson 1: **IALT know the different types of teeth in humans and their functions. Why do we have different shaped teeth? IALT know how to look after my teeth. How do we look after our teeth?** In this lesson we will find out the answer to this question: *Why do we have different shaped teeth?* To kick off our science, the children will learn about human teeth; knowing the different types of teeth and their functions. We will explore what each tooth does and made 3D models of the jaw and teeth and label them. In this lesson, we will also find out ow to look after our teeth to prevent cavities. Lesson 2: **IALT know the functions and functions of the parts of the digestive system. What happens to our food when we eat it?** In this lesson we will find out the answer to this question: *What happens to our food when we eat it?* Linking to the canopic jar containing the intestines from the

	mummification process, we will learn about what the intestines and the other parts of the digestive system do. We will explore what the digestive system looks like and what each part does, thinking about the journey of a piece of food from the mouth to the rectum. The children will label a diagram of the digestive system and write a story of the journey of a piece of food! (mouth, tongue, teeth, oesophagus, stomach, small and large intestines). Lesson 3: **IALT know and interpret a variety of food chains, identifying producers, predators and prey. Why are food chains important?** In this lesson we will find out the answer to this question: *Why are food chains important?* We will discuss what producers, prey and predators are and sort pictures of these. The children will explore a variety of food chains and discover that a food chain always begins with a producer. The children will act out being producers, prey and predators as part of a food chain and explain their roles. They will then create their own food chains, ensuring their arrows show the transfer of energy.
Week 7 RE Week	Lesson 1: **IALT know the reasons why animals have different types of teeth. What can we tell about an animal by its teeth?** In this lesson, we will look at different animals and their teeth. The children will find out that carnivores and herbivores have different teeth that are suited to the food that they eat. We will then learn how there is a link to their teeth and the food chain they are in. **R.E. Christianity – Christmas Journeys** Lesson 1: In our first session, we will learn about the importance of Bethlehem to Christians and about what a pilgrimage is. Lesson 2: We will learn about Mary and Joseph's journey to Bethlehem and about the part the shepherds and the three wise men play in the Christian nativity story. Lesson 3: In our last lesson, the children will focus on the emotions of Mary, Joseph and Jesus when they fled to Egypt to escape Kind Herod. They will explore how they would feel if they had to leave their home and have nowhere to stay.