

## Year 3/4 Unit of Learning – Autumn 1 WALK LIKE AN EGYPTIAN

<b>Key Question</b>		<b>Central Idea</b>	<b>Guiding Questions</b>	
What did the ancient Egyptians achieve?		They will understand what life was like was for Egyptians	Why are the achievements of the Egyptians relevant to today? Where and when did ancient Egypt exist? How did they communicate? Who were the key figures in ancient Egypt? What is Egypt like today and how does it compare and contrast?	
<b>NC Computing</b>		<b>Values</b>	<b>Religious Education</b>	<b>PHSE</b>
I can design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts I can use sequence, selection, and repetition in programs; work with variables and various forms of input and output I can use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs I can 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 I can use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content I can 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 I can use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.		Excellence Resilience Responsibility Trust Courage Respect Determination Freedom Equality Honesty Confidence Kindness	<b>Where did the world begin?</b>	<b>New beginnings Excellence</b>
		<b>Core Texts /Visits</b>	I can consider beliefs about origin I know where the world and everything in it came from I know what Jews and Christians believe about the creation of the world I know how Christians thank God for the world and care for other people I know how St Francis showed his thanks to good for his creation I know what Muslims believe about the creation of the world.	
		<b>Visit: Freshwater theatre</b>		
		<b>Text: Anthony and Cleopatra</b>		
		<b>Howard Carter Diary</b>		
		<b>Discovery of the tomb of Tutankhamun</b>		
		<b>Writing Genres</b>		
		<b>Coverage across the year:</b>		
		<b>Fiction</b>	<b>Singing</b>	<b>Music NC</b>
<b>PE NC Knowledge and Skills Games 1</b>		<b>Narrative including fairy tales and myths</b>	I can play and perform in solo and ensemble contexts, using my voice with increasing accuracy, fluency, control and expression	I can play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression
I can use running, jumping, catching and throwing in isolation and in combination		<b>Adventure, mystery and real life stories</b>	I can listen with attention to detail and recall sounds with increasing aural memory	I can improvise and compose music for a range of purposes using the inter-related dimensions of music
I can play competitive games and apply basic principles suitable for attacking and defending.		<b>Poetry</b>	I can sing in tune with expression	I can listen with attention to detail and recall sounds with increasing aural memory
<b>Dance</b>		<b>Playscripts</b>		I can use and understand staff and other musical notations
I can develop flexibility, strength, technique, control and balance		<b>Descriptive writing</b>		
I can perform dances using a range of movement patterns		<b>Suspense writing</b>		
<b>Swimming</b>		<b>Non-Fiction</b>		
I can swim competently over a distance of at least 25 metres.		<b>Newspaper reports</b>		
I can use a range of strokes effectively		<b>Persuasive</b>		
I can perform safe self rescue in different water based		<b>Instructional</b>		
		<b>Non chronological</b>		

<p>situations</p> <p>I can work with confidence in the water.</p> <p>I can explore and use skills actions and ideas individually and in combination eg use arms to pull and push the water.</p> <p>I can remember, repeat and link skills.</p>		<p><b>report</b></p> <p><b>Explanation</b></p> <p><b>Debate and balanced arguments</b></p> <p><b>Recount</b></p> <p><b>Letter writing</b></p> <p><b>Biography</b></p>	<p><b>Spanish</b></p> <p><b>Recap on Greeting and key questions Year 1 and 2</b></p> <p>Hola, Buenos dias, tardes, noches. Que tal? Como estas? Comot tel llamas? Cuantos anos tienes?</p>	<p>I can appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p> <p>I can develop an understanding of the history of music.</p>
<p><b>Science NC Skills - Working Scientifically</b></p> <p><i>I can ask relevant questions</i></p> <p><i>I can ask relevant questions and use different types of scientific enquiries to answer them</i></p> <p><i>I can set up simple practical enquires, comparative and fair tests</i></p> <p><i>I can make systematic and careful observations and where appropriate take accurate measurements using standard units with a range of equipment</i></p> <p><i>I can gather, record, classify and present data in a variety of ways to help answer questions</i></p> <p><i>I can record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts and tables.</i></p> <p><i>I can report on findings from enquires including oral and written explanations, displays or presentations of results and conclusions</i></p> <p><i>I can use result to draw simple conclusions , make predictions for new values, suggest improvements or raise further questions</i></p> <p><i>I can identify differences, similarities or changes related to simple scientific idea sand processes</i></p> <p><i>I can use straight forward scientific evidence to answer questions or support their findings.</i></p>	<p><b>Science NC Knowledge and Skills – States of Matter Y4</b></p> <p>I can compare and group materials together according to whether they are solids, liquids and gases</p> <p>I can observe that some materials change shape when they are heated, cooled and measure and research at which this happens in degrees Celsius</p> <p>I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p><b>History NC Knowledge and Skills</b></p> <p>I can understand the achievements of the ancient Egyptians</p> <p>I can understand where and when the Ancient Egyptians lived</p> <p>I can describe how ancient Egypt compares to Egypt today</p> <p>I can identify key historical figures in Ancient Egypt</p> <p>I can understand how ancient Egyptians communicated</p>	<p><b>Art NC</b></p> <p><b>Egyptian art, hieroglyphics, vases (link to museum exhibition outcome)</b></p> <p>I can create sketch books to record their observations and use them to review and revisit ideas</p> <p>I can improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>I can about great artists, architects and designers in history</p>	
<p><b>Key Outcome</b></p> <p><b>Ancient Egypt Day</b></p>				