



***'Jewel of the Nile'***

***Summer Term***

***Year Groups 3 & 4***

***Curriculum Year A***

**Jewel of the Nile!**  
(Year 3 & 4)

Summer term 2013-2014  
Year A

Brief Overview

'Overview of when the first civilisation appeared – in depth study of the Ancient Egyptians to include a study of the Nile.'

Science

See subject coordinators overview for each year group.

Art and design

- Printing – Egyptian Art
- Use layers of two or more colours
- Replicate patterns observed in natural or built environments
- Make printing blocks (e.g. from coiled string glued to a block)
- Make precise repeating patterns
  
- Replicate some of techniques used by artists, artisans and designers
- Create original pieces that are influenced by studies of others

Computing

- 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

Design and Technology

**Designing and Planning**

- Investigate similar products to the one to be made to give starting points for a design.
- Draw/sketch products to help analyse and understand how products are made.
- Think ahead about the order of their work and decide upon tools and materials.
- Plan a sequence of actions to make a product.
- Record the plan by drawing (labelled sketches) or writing.
- Develop more than one design or adaptation of an initial design.
- Propose realistic suggestions as to how they can achieve their design ideas.
- Add notes to drawings to help explanations

**Skill – Materials/Structures**

- Measure, mark and cut out using centimetres accurately.
- Use a range of tools appropriately including a hand drill (with supervision).
- Use sand paper to smooth edges.
- Create shell or frame structures, strengthen frames with diagonal struts
- Measure and mark square selection, strip and dowel accordingly to 1cm
- Know how materials are combined to create more useful properties.
- I understand that 3D structures can be constructed from nets.

**Skill – Electricals**

- Incorporate a circuit with a bulb or buzzer into a model
- Use crocodile clips to join components.
- Use pins to secure fasteners.
- Use a screwdriver to connect wires in a circuit.
- Apply knowledge of electrical circuits and use switches to make e.g. an alarm box or an on off torch.
- Find a fault in a simple circuit and correct it.

**Skill – Textiles**

- Understand seam allowance
- Join fabrics using running stitch, over sewing, back stitch
- Explore fastenings and recreate some e.g. sew on buttons and make loops
- Prototype a product using J cloths
- Use appropriate decoration techniques e.g. appliqué(glued or simple stitches)
- Create a simple pattern

<ul style="list-style-type: none"> <li>• Understand the need for patterns</li> <li>• Use scissors to cut straight lines, corners and curves in felt, cotton, etc.</li> <li>• Measure more accurately in centimetres.</li> <li>• Learning how to start and finish stitches.</li> </ul> <p><b><u>Skill – Food technology</u></b></p> <ul style="list-style-type: none"> <li>• Develop sensory vocabulary/knowledge using, smell, taste, texture and feel</li> <li>• Analyse the taste, texture, smell and appearance of a range of foods</li> <li>• Follow instructions</li> <li>• Make healthy eating choices from and understanding of a balanced diet</li> <li>• Join and combine a range of ingredients e.g. snack foods</li> <li>• Measure and weigh ingredients appropriately</li> <li>• Understand the importance of hygiene when handling food – washing hands, hair tied back, wearing an apron.</li> <li>• Use scales to measure materials more accurately.</li> <li>• Measure liquids more accurately.</li> </ul> <p><b><u>Evaluating processes and products</u></b></p> <ul style="list-style-type: none"> <li>• Identify where evaluation of the process could lead to improvement.</li> <li>• Identify the strengths and weaknesses of their design ideas</li> <li>• Decide which design idea to develop</li> <li>• Consider and explain how the finished product could be improved</li> <li>• Discuss how well the finished product meets the design criteria and how well It meets the needs the needs of the user.</li> </ul>
<b>Geography</b>
<ul style="list-style-type: none"> <li>• Use maps, atlases, globes and digital/computer mapping to locate Egypt and describe features</li> <li>• Ask and answer geographical questions about the physical and human characteristics of a location</li> <li>• Use 8 points of compass, symbols and keys</li> <li>• Describe and understand climate, rivers, settlements, trade links.</li> </ul>
<b>History</b>
<ul style="list-style-type: none"> <li>• Suggest suitable sources of evidence for historical enquiries</li> <li>• Suggest causes and consequences of some of the main events and changes in history</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society</li> <li>• Place events, artefacts and historical figures on a time line using dates</li> <li>• Use appropriate historical vocabulary to communicate including: dates, time period, era, change, chronology</li> <li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</li> <li>• Children will study the achievements of earliest civilisations and undertake a detailed study of The Ancient Egyptians and the River Nile.</li> </ul>
<b>Languages</b>
<ul style="list-style-type: none"> <li>• Understand a range of spoke phrases</li> <li>• Understand standard language</li> <li>• Answer simple questions and give basic information.</li> <li>• Give responses to questions about everyday events</li> <li>• Pronounce words showing knowledge of sound patterns.</li> <li>• Read out loud everyday words and phrases.</li> <li>• Use phonic knowledge to read words.</li> <li>• Write or copy everyday words correctly.</li> <li>• Label items and choose appropriate words to complete short sentences.</li> <li>• Write one or two short sentences</li> <li>• Write short phrases used in everyday conversations correctly.</li> <li>• Identify countries and communities where the language is spoken.</li> <li>• Demonstrate some knowledge and understanding of the customs and features of the countries or communities where the language is spoken.</li> <li>• Show awareness of the social conventions when speaking to someone.</li> </ul>
<b>Music</b>
<ul style="list-style-type: none"> <li>• Choose, order, combine and control sounds to create an effect</li> <li>• Use digital technologies to compose pieces of music</li> <li>• Devise non-standard symbols to indicate when to play and rest</li> <li>• Recognise the notes EGBDF and FACE on the musical stave</li> <li>• Recognise the symbols for a minim, crochet and semibreve and say how many beats they represent</li> <li>• Use the terms: duration, timbre, pitch, beat tempo, texture and use of silence to describe music</li> <li>• Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> </ul>
<b>Physical Education</b>
<ul style="list-style-type: none"> <li>• Swimming</li> <li>• Swim competently, confidently and proficiently over a distance of at least 25 metres.</li> <li>• Use a range of strokes effectively.</li> <li>• Perform safe self-rescue in different water-based situations.</li> <li>• Use running, jumping, throwing and catching in isolation and in combination. (Year 3 Athletics 1, Year 4 Athletics 2) leading to sports day and District sports events</li> </ul>

## Religious Education

See subject coordinators overview for each year group.

## SEAL

Summer 1 – Relationships

Summer 2 – Changes

## Enhancement opportunities (visits, visitors, residential etc)

- Liverpool museum – Egyptian workshop

## Writing opportunities

- Instructional writing – mummification etc
- Explanation writing
- Information text
- Diary of an inventor

## Maths opportunities

- Chronology
- Measurements
- Sales figures – data handling
- Hieroglyphics/ numbers

## Personal Development (to achieve by the end of year 4)

### To try new things

- Try new things when encouraged.
- Enjoy new experiences.
- Join clubs or groups.
- Talk about new experiences with others.

### To work hard

- Enjoy working hard in a range of activities.
- Reflect on how effort leads to success.
- Begin to encourage others to work hard.

### To concentrate

- Focus on activities.
- 'Tune out' some distractions.
- Search for methods to help with concentration.
- Develop areas of deep interest.

### To push themselves

- Begin to understand why some activities feel uncomfortable.
- Show a willingness to overcome fears.
- Push past fears and reflect upon the emotions felt afterwards.
- Begin to take encouragement and advice from others.
- Keep trying after a first attempt.

### To imagine

- Begin to enjoy having new ideas.
- Show some enthusiasm for the ideas of others.
- Ask some questions in order to develop ideas.
- Show enjoyment in trying out some ideas.

### To improve

- Share with others a number of positive features of own efforts.
- Identify a few areas for improvement.
- Attempt to make improvements.

### To understand others

- Listen to others, showing attention.
- Think of the effect of behaviour on others before acting.
- Describe the points of view of others.

### To not give up

- Find alternative ways if the first attempt does not work.
- Bounce back after a disappointment or failure.
- Show the ability to stick at an activity (or a club or interest).
- See oneself as lucky.

#### Communication (to achieve by the end of year 4)

##### To listen carefully and understand

- Engage in discussions, making relevant points.
- Ask for specific additional information to clarify.
- Understand the meaning of some phrases beyond the literal interpretation.

##### To develop a wide and interesting vocabulary

- Use time, size and other measurements to quantify.
- Use interesting adjectives, adverbial phrases and extended noun phrases in discussion.
- Use vocabulary that is appropriate to the topic being discussed or the audience that is listening.

##### To speak with clarity

- Use verbs with irregular endings.
- Use a mixture of sentence lengths to add interest to discussions and explanations.
- Use intonation to emphasise grammar and punctuation when reading aloud.

##### To tell stories with structure

- Bring stories to life with expression and intonation.
- Read the audience to know when to add detail and when to leave it out.

##### To hold conversations and debates

- Make relevant comments or ask questions in a discussion or a debate.
- Seek clarification by actively seeking to understand others' points of view.
- Respectfully challenge opinions or points, offering an alternative.