## **The Federation of the Church Schools of Shalfleet and Yarmouth**

**Medium Term Plan:** **Class:** Shalfleet Year 4 **Term:** Spring 1

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| **Title:** Ancient Eqyptians- All wrapped up | **Timescale:** 6 Weeks |
| **Rationale:**  This is one of the key periods in History, full of wonder, interest and fascination for children.  We are going to begin the topic by looking at the geography of Egypt and placing Ancient Egypt on a historical timeline. The class will be encouraged to extend their researching ability by using ICT and looking at a range of maps of the world to explore what life in Ancient Egypt was like.  The children are going to look at the day to day life of an Egyptian and we will be asking questions such as: What jobs did people have? What did they live in? What did they eat? What did they wear?  This topic will open opportunities for children to effectively use their art and design skills throughout, beginning by creating their own mummy tombs (complete with mummy) and death masks. These will be displayed around the room throughout the topic and parents will be invited to view our very own ‘Valley of the Kings’! We are also going to have an Ancient Egyptian day where the children will need to come dressed in theme. Our classroom is going to be turned into a tomb, complete with real life mummies!  Within their Literacy work, the children will be focusing on writing instructions based on mummification and writing a Newspaper to announce the discovery of the tomb of Tutankhamun.  **Big Questions:**  When did the Ancient Egyptian period start? Who ruled the Kingdom? Where is Egypt? What impact did the River Nile have on Egyptian life? What key features from this period are still standing today? What do you know about mummification and Ancient Egyptian religion? | |
| **Focus Curriculum Principle:** Strong Working Partnerships | |
| **Main Subjects Covered:** History and Design Technology | **PSHE/SMSC:** Feeling good and making friends |
| **Maths:** **Number:** Multiplication and Division  **Measurement:** Area  **Number:** Fractions | **English:** Text Driver: Howard Carter/Voices in the Park  Form: Instructions & Newspaper  Audience: Peers & Parents  Purpose: To inform |
| **Science:** Digestive System and Teeth | **R.E.:** Myth |
| **Global/Cultural Link:** Early Societies | **Trips/Events/Visitors/Risk Day:** Egyptian Day |
| **Optional Home Task:** To create a Pyramid using only recyclable materials. | **Homework:** Timetable Rock Stars, Focus on consolidation of 7 and 9x table. |

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| **Subject** | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** |
| Science | Identify the different types of teeth in humans and their simple functions. | Identify that animals, including humans, need the right types and amounts of nutrition that they cannot make their own food and they get nutrition from what they eat. | Describe the ways in which nutrients and water are transported within animals, including humans. | Describe the simple functions of the basic parts of the digestive system in humans. | Compare the teeth of herbivores and carnivores. | Investigation |
| History | Big questions-time line  What do I already know? | What is Mummification? Why did the Ancient Egyptians mummify their dead? | Mummification, Part 2. | Egyptian food/farming, Linked to Geography and the Use of the Nile | Tutankhamun case study | Topic Review |
| Geography | Location and extend of the Egyptian Empire |  |  | Land Use: The Nile-seasons/farming/food Draw together initial findings and make detailed geographical conclusions about farming around the Nile |  |  |
| Art | Introduction of Topic | To research hieroglyphs. Investigation using ICT, What materials would they have used to create such lines and art? | Have a go at creating hieroglyphs using a range of modern equipment.  Children to write their own names. |  | Children to use knowledge of hieroglyphs to illustrate findings in their own Newspapers. |  |
| Design and Technology | Introduction of Topic | As part of Literacy children are to write a set of instructions based on mummification, using this knowledge children are to research Egyptian burial chambers. | Using research collected previously, working in individually children are to design a burial chamber including the main burial items. | Children are to paint a shoe box to act as the main structure to their burial chamber | Children to use clay to create Canopic jars and an Ancient Egyptian. | Final touches and presentation. |
| Music | Introduction of Topic | Share a range of music inspired by Egypt – collect children’s first thoughts – focus on the timing, tempo, rhythm, melody and mood of the pieces | Collate children’s responses to music – identify mood, instruments and suggest what the place is like | Demonstrate to the children the way to build a musical composition and how to record a simple score.  In groups, children to select instruments and begin to think about the mood they want to create | Listen to Bangles ‘Walk like an Egyptian’  Chn and teacher compose dance to match song/music | Groups to focus on the composition of their music  Ensure children are suing the score, all instruments and have the correct tempo and rhythm  Peer assess each groups to offer improvements |
| Computing | Digital Literacy: The Power of Words & Video | Digital Literacy: The Power of Words & Video | Excel Spreadsheet Project. | Excel Spreadsheet Project. | IPAD Video Project | IPAD Video Project |
| PE | Swimming  Hockey | Swimming  Hockey | Swimming  Hockey | Swimming  Hockey | Swimming  Hockey | Swimming  Hockey |
| RE | Myth | Myth | Myth | Myth | Myth | Myth |
| SMSC/PSHE | Feeling good and making friends | Feeling good and making friends | Feeling good and making friends | Feeling good and making friends | Feeling good and making friends | Feeling good and making friends |