

Title: Ancient Egypt-All Wrapped Up!

Timescale: 7 weeks

Rationale:

This is one of the key periods in History, full of wonder, interest and fascination for children.

Comet class are going to begin the topic by looking at the geography of Egypt and placing Ancient Egypt on a historic timeline. They will be encouraged to extend their researching ability by using ICT and looking at 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 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, newspaper reports and expected to create a 'pop up' book based on the Egyptian myth 'Seth and Osiris'. Children will look at examples of the above genres and locate their features. We will then produce a 'class write' which will include all of the features identified. Finally the children will produce their own examples for assessment.

Hook: Watch the film 'The Prince of Egypt'. Children will be shown a range of artefacts, D.V.D's, websites and photographs and be encouraged to discuss the facts that they already know about our topic and devise questions based on what they would like to find out. We will also be having visits from local artists and plan to transfer our handwriting skills to creating our own hieroglyphics.

Take-Away Task: Optional - to be handed in on Monday 14th October 2018 The children may like to create a piece of information text on a feature of Ancient Egyptian life (this could be life on the Nile, gods and goddesses, clothing, food etc). This will be created in three stages through research, planning and then making the final piece (they only need to hand in the final product). The children need to be prepared to give a brief talk based on their findings and Dojos will be awarded for all children. The information text will be able to be presented however the children choose, it could be through more typical styles such as a booklet, powerpoint or poster for example. However, it would be great to see other inventive ways such as a painting related to what they are focussing on with writing in the middle. These are just guidelines and the possibilities are endless.

The 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?

Educational Visits/Global/Cultural Link:

Ancient Egyptian day- Friday 19th October-Your choice of costume but it must be linked to Ancient Egypt. We plan to turn our classroom into a tomb with real life mummies!

Please could you bring in a shoe box as soon as possible.

Looking at the effect that the Ancient Egyptians had on modern society and what we still have in place as a result of this time period. We will link this to our own British traditions and values.

Main Subjects Covered: Literacy, Numeracy, Guided Reading, ICT, Science, Geography, History, Art and Design, Music, French, PE, RE

RE Topic for the Half Term: Temptation

Science Topic for the Half Term: Digestion and Teeth

Link to the Value: Respect

SMSC-British Values- Look at 'respect' with links to our school and the wider community.

P.S.H.E- Linked to Seal- new beginnings/ feelings

Autumn 1 – MTP - Year 4

	WEEK 1 (2 days)	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7
Numeracy	Number and place value	Number and Place Value	Number and place value	Number and place value	Addition and subtraction	Addition and subtraction	Addition and subtraction
Literacy		Instructional Writing Introduce Instructional writing. Comparing, reading and following various instructions. Form a toolkit	Instructional Writing Class write- looking at how to structure writing using the correct format. Study Language used, identify features and use tool kit.	Instructional Writing Individual planning and personal writing of Instructions Chn write own instructions- How to make a Mummy!	Pop Up Books-linked to DT and Guided Reading Shared class reading of Egyptian myth 'Seth and Osiris'. – using D.T/Art time chn create a Pop Up book with mechanisms to illustrate the story retold by them.	Newspaper report writing Comparing different newspapers and reports. Look at format, features and language used. Building the toolkit for Newspaper report writing.	Newspaper report writing Big Writing using 'Pupil Progress' booklets for assessment Individual writing of a newspaper report based on Howard Carter's discovery of Tutankamun Peer Assessment of reports using the toolkit as a check list/ success criteria Record reporting in ICT
Guided Reading Y4 Whole class text- Seth and Osiris		I can interpret characters feelings, thoughts... Focus on grammar and punctuation being covered in Spag this week. Comprehension questions differentiated according to reading level/age	I can identify and summarise the main ideas from several paragraphs.. Comprehension questions differentiated according to reading level/age. Focus on grammar and punctuation being covered in Spag.	I can identify how language, structure and presentation affect meaning... Comprehension questions differentiated according to reading level/age. Focus on grammar and punctuation being covered in Spag.	I can ask questions to improve understanding of a text Comprehension questions differentiated according to reading level/age. Focus on grammar and punctuation being covered in Spag.	I can recognize themes and conventions I can discuss interesting words and phrases in text Comprehension questions differentiated according to reading level/age	I can predict how story may end on what the writer suggests. I can interpret characters feelings, thoughts...

SPAG		Link with writing genre-features found in Instructional writing-nouns, adjectives, verbs and adverbs. To indicate degrees of possibility using adverbs or modal verbs	Link with writing genre-features found in Instructional writing-To punctuate sentences appropriately using all levels of punctuation techniques according to ability level	To understand the term conjunction and apply to own writing.	To use fronted adverbials and to use adverbial openers independently in writing. To use commas after fronted adverbials	Link with Pop Up Books To use apostrophes for omission and possession within writing	Link with report writing genre To use speech punctuation and inverted commas accurately
Word Level		Topic Words for half term. –stick on working wall.	To convert nouns or adjectives into verbs using suffixes – ate, -ise, -ify	To convert nouns or adjectives into verbs using suffixes – ate, -ise, -ify	Prefixes	prefixes	Homophones
Phonics RWI		RWI- book 1 and 2 Words with ay: ay, a-e, ai, eigh Words with soft c	RWI- book 1 and 2 Words with ay: ay, a-e, ai, eigh Words with soft c	RWI- book 1 and 2 Words with ee: ee, ea, e, y Words with soft g	RWI- book 1 and 2 Words with ee: ee, ea, e, y Words with soft g	RWI- book 1 and 2 Review	RW-I book 1 and 2

Science		Introduction to our digestive system-what is it? What does it do? Key words/vocab	Classification of digestive body parts Create own collage of digestive system and label.	Explain the Science behind the digestive system and how it works Create own collage of digestive system and label. Draw and label in books first.	Teeth- Inside our mouth-name the parts-chewing experiment	The job of our teeth. How they all have a slightly different role.	How to look after our teeth-plaque experiment with tooth dyeT Teeth-the effect of sugar on our teeth-coke experiment
Computing		Basics Key skills Typing game	Powerpoint project Introduce and refine over next weeks	Slide transitions	Animations	Enhancing viewer's enjoyment	Viewer's perspective

RE/Values	Respect	Respect	Respect for each other	The class/school	The federation/ community	R.E. Day Temptation	Other cultures
PSHE/SMSC/SEAL	Classroom rules Class Charter	Understanding rules and laws	Exploring feelings	Exploring feelings	Belonging to a community	Rights and responsibilities	Recognising others' gifts/talents/ difficulties
History Ancient Egypt		Big questions- time line What do I already know?	Egyptian food/farming	Mummification	The After Life	Gods and goddesses	The great rulers The valley of the Kings- Tutankhamun
Geography		Our locality – Where are we? Mind map, outline of topic, what do the children know/want to know, map work relating Egypt, the Nile and the World Final geographical conclusions and comparisons about Egypt	The Nile-seasons/farming/fo od Draw together initial findings and make detailed geographical conclusions about farming around the Nile				
Art and Design Design and Technology		Pyramid collage	Clay mummy sculptures	Tombs made out of shoe boxes	Death Masks	Pop Up Book The story of Seth and Osiris	Risk day-turning our classroom into a tomb with live mummies

Music		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 using the score, all instruments and have the correct tempo and rhythm Peer assess each groups to offer improvements	Within their groups, children to perform their Freshwater Bay inspired compositions to the rest of the class. Peer assessment related to the mood the piece was trying to create, the use of the score and the way the children kept the tempo, melody and rhythm of the piece
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Language French- Back to School L’ Ecole		Find out where France is and compare it to England re: size and population. To name some famous French towns	Where do I go to school? Be able to say where you live/stay in France Me, my friends and family	Numbers-0-20	Learn and practise the use of common phrases-name, age, time, lessons and sports, items in school	Learn and practise the use of common phrases-name, age, time, lessons and sports, items in school	The school day and French food
PE		Invasion games Tag Rugby	Invasion games Tag Rugby	Invasion games Tag Rugby	Invasion games Tag Rugby	Dance-linked to topic Tag Rugby	Dance-linked to topic Tag Rugby