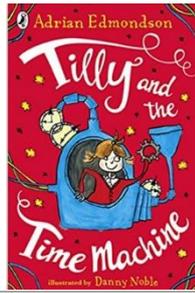
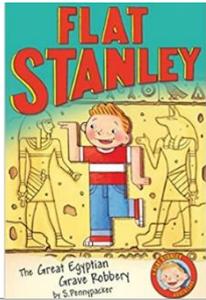


Our Class books:



## Walk Like an Egyptian

**Year 3 and 4 Topic Web – Autumn Term  
1 2022**

<b>Subjects related to the topic</b>	
<p><b>English - writing</b> Letter and postcard writing Fiction – Write an Adventure Story</p>	<ul style="list-style-type: none"> <li>- Write a postcard in the character of Flat Stanley from Egypt.</li> <li>- Plan, write and edit their own Flat Stanley adventure story using the 5- part story plan. Write in paragraphs, build in suspense writing to introduce the dilemma.</li> <li>- Write a persuasive letter in the character of Hatshepsut. Identify and explore persuasive devices. Write in paragraphs, using appropriate text structure, language features and devices.</li> <li>- Punctuation and Grammar – Demarcate sentences with capital letters, full stops, question and exclamation marks. Use ellipses to keep the reader hanging on. Use of inverted commas for speech, use of commas after fronted adverbials and capital letters for proper nouns.</li> <li>- Handwriting - Use the diagonal and horizontal strokes needed to join letters and know which letters are best left un-joined when adjacent</li> </ul>
<p><b>History</b> Ancient Egyptians</p>	<ul style="list-style-type: none"> <li>- Find out about the way of life of people living in ancient Egypt from archaeological discoveries. Children will develop their understanding of characteristic features of a society; identify the different ways the past is represented; and use sources of information to make simple observations, inferences and deductions.</li> <li>- know an overview of when and where the first civilisations appeared including their achievements: Ancient Sumer; The Indus Valley; Ancient Egypt; The Shang Dynasty of Ancient China</li> <li>- H4.6 know in depth about Ancient Egypt.</li> <li>- H3.5 know how to learn more about a historical period through asking relevant questions</li> <li>- H3.9 know what B.C. means and that it can also be referred to as B.C.E.</li> <li>- H3.10 know how to plot events on a timeline accurately using B.C. / B.C.E.</li> <li>- H3.12 know and use historical vocabulary to represent the passing of time, such as ‘period’, ‘era’ and ‘millennium’</li> <li>- H4.10 know what A.D. means and that it can also be referred to as C.E.</li> <li>- H4.11 know how to plot events on a timeline accurately using A.D. / C.E. and B.C / B.C.E</li> <li>- H4.16 know and make links between two overlapping periods of history, such as between The Egyptians and The Romans</li> <li>- H4.17 know the duration of different civilisations and represent this on a timeline</li> <li>- H3.6 know how to compare a range of primary and secondary sources and discuss validity and reliability</li> <li>- H4.9 know how to begin evaluating the usefulness of different sources of information</li> </ul>
<p><b>Geography</b></p>	<ul style="list-style-type: none"> <li>- Use maps, atlases, globes and digital computer mapping to locate countries and continents and describe features (Ancient Egypt).</li> <li>- G4.8 Know the impact of the water cycle eg potential flooding.</li> </ul>
<p><b>Art</b></p>	<ul style="list-style-type: none"> <li>- Sketch Egyptian artefacts – Do careful observation drawing. Experiment with different pencils in creating tone. Show an awareness of objects having a 3<sup>rd</sup> dimension and perspective.</li> <li>- Use coil techniques to create a coil pot. Make a slip to join pieces of clay. Use the correct language to explain the techniques being used.</li> </ul>

<b>Other areas of the curriculum – not related to the topic</b>	
<p><b>Maths</b> Place Value Addition and Subtraction</p>	<ul style="list-style-type: none"> <li>- <b>Year 3</b> – To represent, partition, order and compare numbers to 1000 using a variety of different representations including the number line.</li> <li>- To count in 50s</li> <li>- To add 1s, 10s and 100s to a 3-digit number</li> </ul>

	<ul style="list-style-type: none"> <li>- To add and subtract 3 digit numbers including the use of exchange and formal written methods</li> <li>- <b>Year 4</b> – To represent, partition, order and compare numbers to 10,000 using a variety of different representations including the number line.</li> <li>- To use Roman numerals</li> <li>- To round numbers to 10,000</li> <li>- To add 1s, 10s, 100s, and 1000s to a 4-digit number</li> <li>- To add and subtract 4 digit numbers including the use of exchange and formal written methods.</li> </ul>
<b>Science</b> Light	<ul style="list-style-type: none"> <li>- Know that light is a form of energy</li> <li>- Know that energy comes in different forms and can be neither created nor destroyed, only changed from one form to another</li> <li>- Know that we need light to see things and that darkness is the absence of light</li> <li>- Know that light travels in straight lines</li> <li>- Know that light is reflected when it travels from a light source and then ‘bounces’ off an object</li> <li>- Know that everything that we can see is either a light source or something that is reflecting light from a light source into our eyes</li> <li>- Know that the Sun is a light source, but that the Moon is not and is merely reflecting light from the Sun</li> <li>- Know that many light sources give off light and heat</li> <li>- Know that sunglasses can protect eyes from sunlight <b>but looking at the Sun directly – even with sunglasses – can damage the eyes</b></li> <li>- Know that opaque objects block light creating shadows and that light passes through transparent objects</li> <li>- Know that opacity/transparency and reflectiveness are properties of a material</li> <li>- Know that as objects move towards a light source, the size of the shadow increases</li> <li>- Know how to show the changing of shadow size by drawing a diagram with straight lines representing light</li> <li>- <b>Know that a data logger can keep track of light levels and that this can be plotted on a graph to show how this changes over the course of a day</b></li> </ul>
<b>RE –</b> Creation/Fall	<p>In this unit children will make links between Genesis 1 and what Christians believe about God and creation. They will gain an understanding of what Christians do because they believe God is Creator. They will ask questions and suggest answers about what might be important in the creation story for Christians living today and for people who are not Christians.</p>
<b>PSHE –</b> Myself and my relationships. Beginning and belonging.	<p>In this unit children will have the opportunity to contribute to creating a safe and happy classroom through developing ground rules. They will experience activities designed to build positive relationships in the class. They will explore what it feels like to be in new situations, how to cope in them and how to welcome others who are new. They will identify their own support networks and develop skills to enable them to access help and support.</p>
<b>Computing</b> Computing systems and networks – connecting computers	<p>Children will develop their understanding of digital devices, with an initial focus on inputs, processes, and outputs. We will start by comparing digital and non-digital devices, before introducing them to computer networks that include network infrastructure devices like routers and switches.</p>
<b>PE</b> <b>Swimming</b> <b>Athletics</b>	<p>In this unit, the children will be introduced to basic techniques used in swimming. We will discuss different water safety situations. They will learn how to glide, float and kick the water whilst using a flutter and kick board. They will also acquire the skills of the front crawl and the backstroke technique.</p> <p>We will focus on the fundamentals of athletics through practicing existing jumping, running and throwing skills. The children will learn how to use a proper sprinting technique to gain speed. They will also learn how to use an effective baton exchange in relay running. The children will have opportunities to learn new skills and techniques, including doing the standing triple jump and the Javelin Throw. They will apply all these skills into a mini-Olympics at the end of the unit.</p>
<b>French</b> Encore	<p>We will:</p> <ul style="list-style-type: none"> <li>- <b>Revise ways of describing people</b> - Descriptive vocabulary: Il/Elle a(He/She’sgot)... les cheveux courts/longs(short/long hair), les yeux bleus (etc.)(blue eyes, etc.), un chien (a dog), septans (is seven), un frère/une sœur(brother/sister)</li> <li>- <b>Describe someone’s nationality</b> français(e) (French), canadien(ne)(Canadian), britannique(British)Il/Elle est(He/She is)...</li> <li>- <b>Describe people using various adjectives</b> - Adjectives: intelligent(e) (clever), sportif(sportive)(sporty), sévère(strict),</li> </ul>

**Music –**  
Pulse

In this unit, children will learn about ostinatos and the importance of maintaining a steady pulse when performing the ostinatos. They will explore and create a range of sounds to compose their own short rhythm to be used as an ostinato. Children will then practise their ostinatos and use them in a whole class performance where several rhythmic patterns are being played at once. Visual cues will be explained, created and used to conduct groups during their performances.