



Year 3/4 Curriculum theme - EGYPT



February 2024 - July 2024



We will ask Mr Egypt to come and visit us again! During previous visits, he has taught us so much about life in ancient Egypt. The children were absolutely fascinated when listening to his tales and learned some much from him.



St.Botolph's Curriculum Drivers - EGYPT

(What underpins our curriculum? What do we think about when planning the theme in detail?)

Our World <small>Sustainable environments Diversity & beliefs Communities</small>	Social, emotional and physical wellbeing	Spiritual and moral
<p>As people concerned about the world around us, we will:</p> <ul style="list-style-type: none"> ❑ Look at the main industries in Egypt today. Why do most people go there? Is it tourism? How does this impact the country? ❑ What are the beliefs of the majority of the Egyptian population today? ❑ What is it like to live in Egypt today? ❑ Litter picking - learn about litter and its impact on our local environment and the wider world. 	<p>As we learn how to look after and take care of ourselves, we will:</p> <ul style="list-style-type: none"> ❑ Take part in 'Healthy Me' work in May where we address key elements of our PSHE programme - SRE Unit (more details to follow) ❑ Enjoy physical activity and celebrate with parents/carers during our Sports Afternoon in May. ❑ Integrate the units of the Cambridgeshire PSHE programme into our teaching and through discrete units. <p>PSHE = Personal, Social & Health Education PSHE = Personal, Social & Health Education We have a rolling programme of units that we follow each year. They are taken from the Cambridgeshire PSHE programme.</p>	<p>In our spiritual and moral development, we will:</p> <ul style="list-style-type: none"> ❑ Learn about the belief systems of others from around the world, including those who lived in the past ❑ Explore the rituals carried out by the Ancient Egyptians ❑ Continue to build on our understanding of our school vision and ethos through our assembly and Act of Worship programme.











Theme Weeks

Healthy Me Week (May) - During this week, we have a special focus on looking after ourselves in many different ways. We learn more about how a healthy diet and exercise can help us to stay well. Our sports afternoon will also take place involving fun and competition. It is also important to consider what we can do to look after ourselves and those we care about by learning more about our mental and emotional health and wellbeing.

Additional key events covered in school include:

Red Nose Day



<p>History</p> 	<p>Geography</p> 	<p>Art</p> 
<p>Our history focus will now shift to using what we have learned about the life of children who lived during the times of ancient Egypt with children living today. Children in year 4 will also be able to make additional comparisons with what life was like for children in Roman times. The children will build on their knowledge of timelines and chronology. They will learn more about what different sources of evidence can tell you and how reliable sources of evidence are.</p>	<p>The children will learn more about the water cycle and rivers as we use this knowledge to research the importance of the River Nile to the ancient Egyptians and how it is still important to Egypt and the world today. We will use a range of resources to further develop knowledge of physical and human features. Children will ask and answer geographical questions. They describe similarities and differences between countries. Our work will also help the children to investigate patterns as they learn key geographical vocabulary.</p>	<p>Children will have the opportunity to create pieces by mastering different techniques. The children are going to recreate a canopic jar. They will use clay to recreate the top of the jar which represents one of the sons of the god Horus.</p> 
<p>Design & Technology</p> 	<p>PE</p> 	<p>Computing</p> 
<p>The children were so good at baking the cakes for Red Nose Day. We are eager to get back into the Food Room as often as possible! With this in mind, we want to make bread. We are going to test out a recipe for a basic Egyptian flatbread. This will give the children the opportunity to learn new skills. We are also going to develop our D & T skills and knowledge of electrical circuits when designing and making a trap for those who would try to steal Egyptian artefacts. The children will design, make, evaluate and refine their work.</p>	<p>As we are now in our new school, we will make use of our new ballcourt and large school field! To develop practical skills in order to participate, compete and lead a healthy lifestyle, the children will learn the skills, rules and attitudes needed to play:</p> <ul style="list-style-type: none"> • Netball • Cricket • Athletics • Rounders 	<p>All of the children are becoming much more confident in using and accessing our Chromebooks to do TTRockstars. We will be starting to have a look at using the Chromebooks to complete some word processing work too. We have recently completed some work on Online Safety. We will continue to return to this in order to ensure we are staying safe when we are online.</p>
<p>Music</p> 	<p>RE</p> 	<p>Languages</p> 
<p>We are following the school music programme, Charanga.</p> <p>Discrete units to be taught:</p>	<p>We will continue to follow the Leicestershire Syllabus for RE alongside the Understanding Christianity units.</p>	<p>We will continue to follow the Languages Scheme of work for French.</p>

<ul style="list-style-type: none"> • The Dragon Song • Bringing Us Together • Reflect, Rewind and Replay <p>We will take the time to introduce the children to different types of music and encourage them to express their views. They will also learn how to recognise the notes EGBDF and FACE on the musical stave and how to recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</p>	<p>Discrete units to be taught What is the Trinity and why is it important to Christians? (Year 3) What does it mean to be a Hindu in Britain today? (Year 3) What do Christians learn from the creation story? (Year 3)</p> <p>What is it like for someone to follow God? (Year 4) What do Hindus believe God is like? (Year 4) How do Festivals and family life show what matters to Jewish people? (Year 4)</p> <p>Children will learn how people show their beliefs in how they worship and how they live. They will learn about different stories and what they teach people. Children will be taught about the core beliefs and concepts of Christianity and other world religions. Can they make connections between some of the beliefs and practices studied and life in the world today?</p>	<p>Discrete units to be taught iLanguages (Year 3 / 4) Colours Age Days of the week Stories</p> <p>The children will continue to build on their French language skills. One of our areas of focus will be looking at days of the week and colours. This will allow children to broaden their vocabulary and widen their knowledge base to allow them to write short sentences using key phrases. We will also be looking at age - allowing the children to ask and answer questions using their language skills. The children will also have the opportunity to listen to a range of stories in French. This will help to build upon their understanding of the spoken word.</p>
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Science



At the heart of our work in science is getting the children to think and behave like scientists by **working scientifically**.

We will build on skills and knowledge learnt by asking scientific questions, making measurements, gathering data and recording findings. The children will also use results to draw conclusions and come up with further questions to investigate.

In **biology**, we will investigate living things by:

- using classification keys
- grouping living things
- recognising that environments can change and that this can have an impact on habitats.

In **chemistry**, we will investigate materials by:

- looking at fossils and how they are formed. Different types of rocks will also be compared and grouped
- looking at solids, liquids and gases and observing how some materials can change state when they are heated or cooled.

Children will also question what part evaporation and condensation play in the water cycle.

In **physics**, we will investigate:

- forces and how things move on different surfaces
- sounds and hearing
- the movement of the earth in relation to the sun and the movement of the moon relative to the earth.

English



We will continue to work on reading, writing, spelling and grammar through English lessons and the wider curriculum.

In addition to this, we have also researched the Egyptian Pharaohs and then wrote reports about them. The children have completed non-fiction pieces about ancient Egyptian beliefs and practices. Time has been spent hearing and writing stories linked to ancient Egypt.

During this summer term, we are targeting spelling as a key focus. The children are learning how to use direct speech in their stories. They are also building on their knowledge of different types of sentence and how to use them effectively in their fiction and non-fiction writing.

Maths



Maths is taught daily. We follow the White Rose Mastery Scheme of Learning. Mental arithmetic and times tables facts are also practised daily.

Our work will include the following areas of maths:
Geometry - Children will investigate shapes, angles and symmetry.

Measuring -We will return to looking at how to measure lines accurately and how to compare measurements, e.g. kg and g, pounds and pence.

Position and direction - Can we identify places on maps and grids, using directions and compass points?

Timelines - Can we use our knowledge of place value when understanding dates and ordering them on a timeline?

Calculation strategies for the four operations of addition, subtraction, multiplication and division will also be revised.