



At Churchwood Everyone Can

Year: 4	Term: 1
Topic Name: Walk Like an Egyptian	
Subject / Topic Focus: History	

Grand Finale...

Egyptian Day

WOW Starter:

**Brighton
Museum**

A trip to ...

Brighton Museum

Everyone Can Curriculum Coverage

Subject	Topic	Coverage
Science	Materials	<p>To work scientifically:</p> <ul style="list-style-type: none">• Ask relevant questions.• Set up simple, practical enquiries and comparative and fair tests.• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.• Gather, record, classify and present data in a variety of ways to help in answering questions.• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.• Identify differences, similarities or changes related to simple, scientific ideas and processes.• Use straightforward, scientific evidence to answer questions or to support their findings. <p>States of Matter</p> <ul style="list-style-type: none">• Compare and group materials together, according to whether they are solids, liquids or gases.• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

		Individual liberty Mutual respect
History	Ancient Egyptians	<p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. <p>Build an overview of world history</p> <p>Compare some of the times studied with those of other areas of interest around the world.</p> <ul style="list-style-type: none"> • Describe the social, ethnic, cultural or religious diversity of past society. • Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children. <p>Chronology</p> <p>Place events, artefacts and historical figures on a time line using dates.</p> <ul style="list-style-type: none"> • Understand the concept of change over time, representing this, along with evidence, on a time line. • Use dates and terms to describe events <p>Historical communication</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change

		<ul style="list-style-type: none"> • chronology. • Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Democracy Rule of law Individual liberty Mutual respect Tolerance
Computing	E-Safety	E-Safety Espresso Materials Democracy Rule of law Individual liberty
Art and Design	Amulets	<u>Develop Ideas:</u> <ul style="list-style-type: none"> • Develop ideas from starting points throughout the curriculum. • Collect information, sketches and resources. • Adapt and refine ideas as they progress. • Explore ideas in a variety of ways. • Comment on artworks using visual language. Master Techniques (Sculpture): Paint; <ul style="list-style-type: none"> • Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines. • Mix colours effectively. • Use watercolour paint to produce washes for

		<p>backgrounds then add detail.</p> <ul style="list-style-type: none"> • Experiment with creating mood with colour. <p>Print;</p> <ul style="list-style-type: none"> • 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. <p>Textiles;</p> <ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. <p>Inspiration from the greats:</p> <ul style="list-style-type: none"> • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others. <p>Democracy Rule of law Individual liberty Mutual respect Tolerance</p>
Music	Charanga	<p>Charanga Mutual respect</p>

P.E	PE Syllabus	Games Democracy Rule of law Individual liberty
R.E	East Sussex agreed syllabus	Creation Stories Tolerance
PSHE	PSHE map	Democracy Rule of law Individual liberty Mutual respect Tolerance
MFL	French club Mandarin club	Mutual respect
British Values	Democracy Rule of law Individual liberty Mutual respect Tolerance	Integrated with foundation subjects

Vocabulary, Punctuation and Grammar focus:	Determiners, pronouns, fronted adverbials, Cohesion, verb inflections
Spelling Focus	Progression in spelling follows the Spelling Bank materials and the Support for Spelling to show weekly progression.
Linked Extended Writing:	Information text Stories with historical settings
Cross curricular Maths opportunities:	Bar charts, time line, measure
Early Morning Maths Focus:	Multiplication
Target Writing:	Punctuation - progression will be determined after assessment. Context: Information text /Stories with historical settings