**St Michael’s CE (A) Primary School**

**Topic Termly Overviews**

**Year:** 4

**Topic: Funky Pharaohs**

**Term: Autumn**

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| **Subjects** | **Objectives/Learning intentions** |
| **Art**  Figures / Egyptian Death Masks | **To develop ideas**   * Develop ideas from starting points throughout the curriculum. * Collect information, sketches and resources.   **To master techniques**  **Drawing**   * Use different hardness of pencils to show line, tone and texture. * Annotate sketches to explain and elaborate ideas. * Sketch lightly (no need to use a rubber to correct mistakes). * Use shading to show light and shadow. * Use hatching and cross hatching to show tone. * Use different methods to show texture.   **Sculpture**   * Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). * Use tools to carve and add shapes, texture and pattern. * Use clay and other mouldable materials. [to make a sample mask] * Add materials to provide interesting detail. |
| **DT**  Make an Egyptian Tomb | **To design, make, evaluate and improve**  **Other areas**   * I can recognise that my designs have to meet a range of different needs and users. * I can use words, labelled sketches and models to communicate the details of my designs and can clarify when asked. * I can reflect on the design and make process and my end products and identify some improvements.   **To master practical skills**  **Textiles**   * I can use patterns either self-generated or templates and cut out accurately.   **Structures**   * I can measure using cm to cut, score and fold. * I can use scoring and folding to shape materials accurately. * I can use cutting and shaping techniques within the perimeter of the materials such as cut-outs.   **To take inspiration from design throughout history**   * I can identify some of the great designers in all of the areas of study to generate ideas for designs. |
| **Geography**  Rivers | **To communicate geographically**   * Describe key aspects of: * physical geography, including: rivers, mountains and the water cycle (science link). * human geography, including: settlements and land use. |
| **History**  Egyptians | **To understand chronology**   * Place events from a period studied on time line * Use terms related to the period and begin to date events * Understand more complex terms eg. BC / AD   **To build an overview of world history**   * Use evidence to reconstruct life in time studied   **To investigate and interpret the past**   * Ask a variety of questions * Use the library and internet for research * Use text books and historical knowledge   **To communicate historically**   * Use appropriate historical vocabulary to communicate, including: * Dates * time period * era * change * chronology. * Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. |
| **Computing** | **Multimedia**  **AUDIO EDITING**   * Identify that sound can be digitally recorded * Use a digital device to record sound * Explain that digital recording is stored as a file * Explain that audio can be changed through editing * Show that different types of audio can be combined and played together * Evaluate editing choices made |
| **Cultural Capital** | Egyptian Workshop |
| **English Links** | Character description, followed by story re-telling, based on the story of Egyptian Cinderella  <https://www.youtube.com/watch?v=rxCH4mO09RA>  Diary entry based on the video clip Tadeo Jones  <https://www.literacyshed.com/the-egyptian-pyramids.html>  The Time Travelling Cat and the Egyptian Goddess – Julia Jarman |