**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.
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| **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.
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| **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.
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| **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.
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| **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
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| **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 |