

## Science - Driver

- Know about, and name, some of the advanced societies that were in the world around 3000 years ago
- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty
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- Know about the key features of either: Ancient Egypt; Ancient Sumer; Indus Valley; or the Shang Dynasty
- Can I find this Ancient civilisation on a timeline and compare this with the Ancient Greek civilisation, putting across how far they were apart from each other in time and from today's events?
- Do I know how advanced ancient civilisations were around 3000 years ago?
- Can I understand what types of pyramids there were and what they were used for?
- Do I know how hieroglyphs and cuneiform were used? Can I understand why cartouches were used?
- Do I know how the hierarchical system of Egyptian rulers/pharaohs and society functioned including Tutankhamun?
- Do I understand the importance of the River Nile?
- Do I know the importance of the different gods and sacred items such as the lotus flower and scarab beetle?
- Do I know beliefs about the afterlife and mummification?
- Can I understand what life was like for children, men and women at home and in terms of society and religion?

### Key Skills

- **Plot** significant events, dates, people and changes to British, local and world history on a timeline using correct terminology e.g. Ancient Rome (753 BCE - 476 CE).
- **Explore** hieroglyphics and their meanings
- **Investigate** inundations and irrigation systems on the River Nile.
- **Compare** life for men, women and children in Egypt with daily life in Ancient Greece (brief recap).
- **Compare** systems of Pharaohs ruling with those previously studied i.e. Ancient Greece and with today.

## PSHE

### Knowledge

- Know some reasons why people feel jealousy
- Know that jealousy can be damaging to relationships
- Know that loss is a normal part of relationships
- Know that negative feelings are a normal part of loss
- Know that memories can support us when we lose a special person or animal
- Know that change is a natural part of relationships/ friendship
- Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe.

### Social and Emotional Skills

- Can identify feelings and emotions that accompany jealousy
- Can suggest positive strategies for managing jealousy
- Can identify people who are special to them and express why
- Can identify the feelings and emotions that accompany loss
- Can suggest strategies for managing loss
- Can tell you about someone they no longer see
- Can suggest ways to manage relationship changes including how to negotiate

## Year 4 Curriculum Map – Summer 2

### How can we recreate the wonder of Ancient Egypt?

#### Music

- Identify major and minor tonality.
- Recognise the sound and notes of the pentatonic scale by ear and from notation.
- Talk about the different styles of singing used for different styles of song.
- Talk about how the songs and their styles connect to the world.
- Read and perform pitch notation within a range.
- Follow and perform simple rhythmic scores to a steady beat: maintain individual parts accurately within the rhythmic texture, achieving a sense of ensemble.
- Rehearse and learn to play one of four differentiated instrumental parts by ear or from notation, in the tonal centres of C major, F major, G major and D major.
- Improvise over a simple chord progression.
- Improvise over a groove.
- Create a melody using crotchets, minims, quavers and their rests. Use a pentatonic scale:
- C, D C, D, E C, D, E, G C, D, E, G, A Start and end on the note C (Pentatonic on C)
- C, D C, D, E C, D, E, F C, D, E, F, G Start and end on the note C (C major)
- A, B A, B, C A, B, C, D A, B, C, D, E Start and end on the note A (A minor)
- Reflect on the performance and how well it suited the occasion.
- Discuss and respond to any feedback; consider how future performances might be different.

#### Computing

- iMail unit – Information Technology
- Lesson 1: iMessage
  - To understand that messages can be used to communicate over distance a number of ways
- Lesson 2: iRetrieve
  - To understand how email travels and how to retrieve it
- Lesson 3: iSend
  - To send and reply to emails
- Lesson 4: iAttach
  - To attach a file to an email
  - To understand the advantages of attaching files to emails
- Lesson 5: iCollaborate
  - To use email to communicate ideas

#### Geography

- Know the names of and locate at least eight major capital cities across the world
- **Place knowledge**
- *describe and understand key aspects of:*
  - *physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains and the water cycle*
  - *human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water*

#### MFL

- Recall from memory a selection of nouns and indefinite articles/determiners for twelve common classroom objects.
- Learn how to replace an indefinite article/determiner with the appropriate possessive adjective.
- Learn how to use the negative in French.
- Describe what we have and do not have in our pencil case/rucksack.

## PE

- sprint over a short distance and show stamina when running over a long distance
- jump in different ways
- throw in different ways and hit a target, when needed
- throw and catch accurately with one hand
- hit a ball accurately with control
- vary tactics and adapt skills depending on what is happening in a game
- move in a controlled way
- include change of speed and direction in a sequence
- work with a partner to create, repeat and improve a sequence with at least three phases
- take the lead when working with a partner or group
- use dance to communicate an idea
- follow a map in a (more demanding) familiar context
- follow a route within a time limit
- provide support and advice to others in gymnastics and dance
- be prepared to listen to the ideas of others
- I know where I am with my learning and I have begun to challenge myself.
- I can make up my own rules and versions of activities.
- I can perform and repeat longer sequences with clear shapes and controlled movement.
- I can select and apply a range of skills with good control and consistency

## Art

- Create and combine shapes eg nets or using solid materials
- Sculpt using clay & other mouldable materials Include texture that conveys expression and movement
- Dye fabric
- Use cross stitch & back stitch

## RE

### Emerging:

- Ask questions raised by the stories and life of Jesus and followers today, and give examples of how Christians are inspired by Jesus (B1).
- Suggest some ideas about good ways to treat others, arising from their learning (C3).

### Expected:

- Make connections between some of Jesus' teachings and the way Christians live today (A1).
- Describe how Christians celebrate Holy Week and Easter Sunday (A1).
- Identify the most important parts of Easter for Christians and say why they are important (B1).
- Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).

### Exceeding:

- Make connections between the Easter story of Jesus and the wider 'big story' of the Bible (creation, the Fall, incarnation, salvation – see unit L2.2), reflecting on why this inspires Christians (A1).

Present their own ideas about the most important attitudes and values to have today, making links with Christian values (C2).