YEAR B - SUMMER 1
Key Stage: Lower Juniors
Topic: Ancient Egypt

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English	**Maths**	
	Year 3	**Year 4**
A Child's Thought by Robert Louis Stevenson Children write a poem in the style of Robert Louis Stevenson about the places they go when they fall asleep. Key objectives: ● Expanded noun phrases ● Practise a poem to perform ● Use creativity and your senses to take your reader on a journey **Isis and Osiris** Children to write a myth based on an oral story of Isis and Osiris. Key objectives: ● Expanded noun phrases ● Fronted adverbials ● Use a range of subordinate conjunctions. **Traditional Tale** Children explore a traditional tale from around the world. Key objectives: ● Subordinate conjunctions ● Paragraphing ● Careful vocabulary choices to create cohesion across a text	**Fractions** ● Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. ● Recognise, find and write fractions of a discrete set of objects: unit fractions and non-unit fractions with small denominators ● Add and subtract fractions with the same denominator within one whole ● Solve problems that involve all of the above **Measurement - Money** ● Add and subtract amounts of money to give change, using both £ and p in practical contexts **Measurement - Time** ● Tell and write the time from an analogue clock, including using Roman numerals from 1 to XII and 12-hour and 24 hour clocks ● Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight ● Know the number of seconds in a minute and the number of days in each month, year and leap year ● Compare durations of events	**Decimals** ● Recognise and write decimal equivalents of any number of tenths or hundreds ● Recognise and write decimal equivalents to ¼. ½, ¾ ● Find the effect of dividing a one- ot two- digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths ● Round decimals with 1 dp to the nearest whole number ● Compare numbers with the same number of decimal places up to 2dp ● Solve simple measure and money problems involving fractions and decimals to 2dp **Measurement - Money** ● Estimate, compare and calculate different measures, including money in pounds and pence **Measurement - Money** ● Read, write and convert time between analogue and digital 12 and 24-hour clocks ● Solve problems involving converting from hours to minutes, minutes to seconds, years to months and weeks to days.

	Computing	History	Geography
Description	To use micro:bit software to animate a sprite using a count-control loop.	To learn about the Ancient Egyptian civilisation.	
NC Objectives	• Design, write and debug programs that accomplish specific goals including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.	• Learn about the achievements of the earliest civilisations - an overview of where and when the first civilisations appeared and an in depth study of Ancient Egypt	
Substantive Knowledge	• To use directional commands to create a simple algorithm • Write increasingly more precise algorithms for use when programming • Use simple selection in algorithms • Use logical reasoning to detect and correct errors in programs • Decompose tasks (such as animations) into separate steps to create an algorithm	• Explore what life was like during Ancient Egyptian times • Know where Egypt is located • Know how Egyptian society is structured and what some Egyptian roles involve • Know why the pyramids were built and the features they included • Understand why Tutankhamun is famous and explain what was found in his tomb and how it was decorated	
Disciplinary Skills	• To create a count control loop independently • To debug a count control loop that has been given to me by an adult	• **Chronology -** Uses and understands phrases such as 'over three hundred years ago' and AD/BC or BCE/CE; begins to understand historical periods overlap each other and vary in length; uses more precise chronological vocabulary; • **Characteristics features** - Can describe main features associated with the period/civilisation studied, mostly using period specific language; can give simple explanations that not everyone in the past lived in the same way; consistently uses period specific language in explanations • **Cause and Consequence** - can describe the causes and/or consequences of an important historical event offering more than one example of its results; can describe with simple examples different types of causes seeing that events happen for different reasons not just human action • **Historical significance** - Understands that events, people and developments are considered significant if they resulted in change; can identify significance reveals something about history or contemporary life • **Historical interpretation** - can recognise differences between versions of the same event and can give a simple explanation of why we might have more than one version. • **Historical Enquiry** - can describe in simple terms how sources reveal important information about the past; asks perceptive questions; knows how to find, select and utilise suitable information and sources to formulate and investigate hypotheses.	
Vocabulary	Broadcast block, code blocks, conditional, coordinates, decomposition, features, game, information, negative numbers, orientation, parameters, position, program, project, script, sprite, stage, tinker, variables/algorithm, code, computational thinking, decomposition, input, logical reasoning, output, pattern recognition, script, sequence, variable.	Ancient Egypt, Egypt, Valley of the Kings, BC, AD, Valley of the Queens, hieroglyphics, Pharaoh, trade, merchants, markets, gods, goddesses, after life, mummification, River Nile, Cleopatra, nobles, priests, soldiers, scribes, craftsmen, farmers, slaves, chambers, tomb, sphinx,	
Assessment	Animate a sprite using a count-control loop using micro:bit software.	End of unit essay: Do you think the Egyptians were a civilised society?	

	Art	DT	Science
Description		To design and create an information guide for a Water Cycle using levers and linkages.	Physics - Forces and Magnets: the children explore surfaces and magnetic forces
NC Objectives		• To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups • To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional diagrams and prototypes • Select from and use a wider range of tools and equipment to perform practical tasks accurately. • Investigate and analyse a range of existing products • Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work • Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. • Understand and use mechanical systems for their products (levers and linkages).	• Compare how things move on different surfaces • Notice that some forces need contact between two objects but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing
Substantive Knowledge		• Design - research design criteria; generate ideas, use annotated sketches, measure and mark accurately, apply finishing techniques • Make - select from a range of tools and equipment, follow safety procedures • Evaluate - investigate a range of existing products; identify strengths and weaknesses; evaluate the quality of the product • Technical knowledge - understand the mechanical systems of levers and linkages, understand how to strengthen, stiffen and reinforce more complex structures	• Compare how things move on different surfaces • Notice that some forces need contact between two objects but magnetic forces can act at a distance • Observe how magnets attract or repel each other and attract some materials and not others • Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet and identify some magnetic materials • Describe magnets as having two poles • Predict whether two magnets will attract or repel each other, depending on which poles are facing
Disciplinary Skills		• To apply the substantive knowledge of the existing products and materials to create their information page using levers and linkages which is fit for purpose and aesthetically pleasing • Make thoughtful improvements based on critical evaluation • Apply learning from other subjects (maths and art) to help design, make and evaluate the information page.	• Set up simple practical enquiries, comparative and fair tests - which everyday objects are magnetic? • Sort items into magnetic and non-magnetic in a table • Report on findings from magnetic or non-magnetic enquiry - what do you notice? • Identify what is similar and different about the magnetic and non-magnetic items • Using straight-forward scientific evidence to answer questions and support their findings - do you think…is magnetic? Why/why not?
Vocabulary		Mechanism, lever, linkage, pivot, slot, bridge, guide, system, input, process, output, linear, rotary, oscillating, reciprocating	Friction, surface, attract, repel, magnetic, force, contact, magnetic, push, pull, pole, North, South, gravity, water resistance, buoyancy
Assessment		Children to evaluate their information guides containing levers and linkages.	Headstart quiz on Forces and Magnets

	PE	Music	Religious Education	
Description	Outdoor - athletics Outdoor - strike and field	Super Hero Rhythms	**Description**	**AUTHORITY -** Children will look at different events in Jesus' life that show his authority. They will consider why the disciples were willing to do as he instructed them. They will learn about Pentecost and consider the importance of the Holy Spirit in Christians lives.
NC Objectives	• Use running, throwing and catching in isolation and in combination • Play competitive games, modified where appropriate and apply basic principles. • Develop flexibility, strength, technique, control and balance • Take part in outdoor and adventurous activity challenges both individually and within a team • Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Sing and play musically with increasing confidence and control. They should develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music • Listen with attention to detail and recall sounds with increasing aural memory • Use and understand staff and other musical notations	**Living Difference Concept Cycle**	**Communicate** • To identify different authority figures in their own life • To identify someone whose authority they trust and consider why they would listen and act on that person's instructions **Apply** • To recognise that sometimes we need to use our own discernment when instructed to do something **Inquire** • To understand what is meant by 'authority' and 'authority figure' and recognise the different characteristics that a person with authority might have **Contextualise** • To accurately describe some of the key events in Jesus' life that show his authority • To accurately describe how the events of Pentecost gave authority to the Apostles to continue Jesus' Ministry **Evaluate** • To discern and describe the impact of Jesus' authority on his followers • To discern and describe importance of Jesus' authority for Christians
Substantive Knowledge	**Athletics** • Use running, jumping, and throwing in isolation and combination • Develop flexibility, strength, technique, control and balance • Compare their performances with previous ones and demonstrate improvement to achieve their personal best. **Strike and field** • Use running, jumping, sending an object and receiving an object in combination • **P**lay competitive games, modify where appropriate and apply basic principles.	• Identify and understand how rhythm patterns fit to a steady beat using 2,3 and 4 metre • Identify voice types and a wider range of non-percussion instruments by family and name: further extend the use of voices and percussion instruments • Develop understanding of extended conventional structures including Rondo (ABACADA) and identify the more subtle development of musical ideas - similar but not the same for example simple theme and variations. Further develop use of ostinato.		
Disciplinary Skills	• Understand and demonstrate the difference between sprinting and pacing. • Throw with some accuracy and power • Perform a range of jumps, showing consistent technique. • Use a range of skills, eg throwing, striking, intercepting and stopping a ball, with some accuracy • Choose and vary skills and tactics to suit the situation in a game successfully.	• Use the voice as an instrument, chant and sing expressively in layers including more complex rounds and partner songs • Develop fluency when using instrumental skills and techniques and play with accuracy and increased musicality • Recognise which improvements need to be made • Understand and use detailed graphic notation. Use basic stave notation • Respond to, identify, compare and contrast sounds and music in different contexts and for different purposes. Consider the devices used by composers to represent ideas musically • Describe, discuss and share opinions about what you hear, the context/purpose and impact of the music and the composers' use of musical devices using a growing musical vocabulary	**Religious Traditions**	CHRISTIANITY
Vocabulary	Sprint. Pace, Long Jump, Vortex, Bowling, Fielding, Batting, Accuracy.	Duration, steady, beat, rhythm, pattern, 4-metre, ostinato	**Vocabulary**	Authority, judgement, trust, miracle, disciples, Pentecost, Holy Spirit
Assessment	Athletics - to achieve a personal best Strike and field - competitive game play	Create Super Hero music including steady beat, rhythmic ostinato and improvised sections.	**Assessment**	Diary entry from point of view of Simon Peter, recounting one of the miracles studied

	PSHE	MFL (French)	
Description	**Relationships** - Understanding relationships, how to solve problems when they occur and understand how to treat one another with respect.	To describe clothing people are wearing and parts of the body.	
NC Objectives	• To recognise that there are different types of relationships (e/g/ friendships, family relationships, romantic relationships, online relationships) • That healthy friendships make people feel included	• Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • Develop accurate pronunciation and intonation so that others understand when they are using familiar words and phrases • Speak in sentences, using familiar vocabulary, phrases and basic language structures • Appreciate stories and songs in the language	
Substantive Knowledge	• Identify the roles and responsibilities of each member of a family and reflect on the expectations for males and females • Identify and put into practice some of the skills of friendship, e.g. taking turns, being a good listener • Use some strategies for keeping myself safe online • Explain how some of the actions and work of people around the world help and influence my life • Understand how my needs and rights are shared by children around the world and can identify how our lives may be different • Express my appearance to my friends and family	• Name some items of clothing and describe them using colour vocabulary • Convert le/la/les to mon/ma/mes for possession • Read the book 'Je m'habille et je te croque' • Learn the French song 'Heads, shoulders, knees and toes • Ask and answer simple questions, e.g. 'Qui porte un pull bleu?'	
Disciplinary Skills	• Describe how taking some responsibility in my family makes me feel • Know how to negotiate in conflict situations to try to find a win-win solution • Know who to ask for help if I am worried or concerned about anything online • Show an awareness of how this could affect my choices • Empathise with children whose lives are different to mine and appreciate what I may learn from them • Enjoy being part of a family and friendship groups	• Join in with actions and words to accompany familiar songs • Ask and answer questions • Listen and show understanding of short phrases through physical response • Use strategies for memorisation of vocabulary • Write a simple phrase that may contain an adjective to describe people, places, things and actions using a language scaffold. • Name the gender of nouns name the indefinite and definite articles for both genders and use correctly; say how to make the plural form of nouns • Show awareness of the position and masculine/feminine agreement of adjectives and start to demonstrate use	
Vocabulary	Role, job, responsibilities, differences, similarities, respect, stereotype, conflict, solution, problem solving, friendship, safe, unsafe, risky, internet, social media, gaming, global , communications, interconnected, trade, inequality, needs, wants, rights, deprivation, equality, justice	La culotte, le tee-shirt, les chaussettes, le pantalon, le pull, les bottes, le chapeau, le manteau, la tête, les épaules, les genoux, les pieds, les yeux, les oreilles, la bouche, le nez, les cheveux, le cou	
Assessment	Explain how my life is influenced positively by people I know and also by people from other countries. Explain why my choices might affect my family, friendships and people around the world who I don't know.	Children to be able to orally describe the clothing people are wearing and where the item is using language scaffolds, e.g. 'On her head, she wore a black hat.'	