



***At Churchwood Everyone Can***

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

**Grand Finale...**  
**Egyptian Day**

**WOW Starter:**  
**Brighton  
Museum**

**A trip to ...**  
**Brighton Museum**

## Everyone Can Curriculum Coverage

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

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

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

		<p><b>backgrounds then add detail.</b></p> <ul style="list-style-type: none"> <li>• <b>Experiment with creating mood with colour.</b></li> </ul> <p><b>Print;</b></p> <ul style="list-style-type: none"> <li>• <b>Use layers of two or more colours.</b></li> <li>• <b>Replicate patterns observed in natural or built environments.</b></li> <li>• <b>Make printing blocks (e.g. from coiled string glued to a block).</b></li> <li>• <b>Make precise repeating patterns.</b></li> </ul> <p><b>Textiles;</b></p> <ul style="list-style-type: none"> <li>• <b>Shape and stitch materials.</b></li> <li>• <b>Use basic cross stitch and back stitch.</b></li> <li>• <b>Colour fabric.</b></li> <li>• <b>Create weavings.</b></li> <li>• <b>Quilt, pad and gather fabric.</b></li> </ul> <p><b>Inspiration from the greats:</b></p> <ul style="list-style-type: none"> <li>• <b>Replicate some of the techniques used by notable artists, artisans and designers.</b></li> <li>• <b>Create original pieces that are influenced by studies of others.</b></li> </ul> <p><b>Democracy</b>  <b>Rule of law</b>  <b>Individual liberty</b>  <b>Mutual respect</b>  <b>Tolerance</b></p>
<b>Music</b>	<b>Charanga</b>	<p><b>Charanga</b>  <b>Mutual respect</b></p>

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

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