



Year A/B: A	Year Group: 3&4	Unit/Topic: Egyptians (History Focus)
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Key Texts	Reading - Key Focus Areas	Writing	Maths
The Time Travelling Cat and the Egyptian Goddess by Julila Jarman	retrieve and record information from non-fiction; reading books that are structured in different ways and reading for a range of purposes; use skimming to locate the main ideas of text; identifying main ideas drawn from more than one paragraph and summarising these; identify structural conventions of non-fiction in relation to the text type (e.g. newspapers have a heading on but non-chronological reports have a title)	Narrative – Adventure Poetry (Structured) progressively building a varied and rich vocabulary; simple organisational devices [for example, headings and subheadings]; assessing the effectiveness of their own and others' writing and suggesting improvements	Number: Decimals (including money) Measurement: Time Statistics
Science (A Feast of Flowers, Fruits & Seeds)	Computing	History	Geography
-Identify and describe the functions of different parts of flowering plants. -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	Not covered in this topic (opportunity for catch up if needed) History links: -Use the web to facilitate data collection (research)	-Use a timeline to place events in order and understand timelines can be divided into BC/AD. -Understand history can be divided into different time periods with their own names. -Show knowledge and understanding by describing features of past societies and periods. -When did the ancient Egyptians live? Who were they ruled by? - Name famous monuments/ruins. - Explain mummification. - Describe everyday life. What did they do for us?	Not covered in this topic.

Art & Design	Design & Technology (DT)	Physical Education (PE)	Music
<p><u>3D Sculpture</u>: Plan, design, make and adapt model; Show understanding of form, shape and space; Join clay adequately, including a clay base; Make a simple papier mache object (Pyramids, Sphinx etc)</p>	<p>Not covered in this topic.</p>	<p>Each class in the phase will teach one of these units only, see specific curriculum map for class details (some units to be taught by J. Wassell). Striking and Fellinging</p>	<p><i>Each class will study music for one full term during the year.</i></p> <ul style="list-style-type: none"> -Begin to sing with confidence using a wider vocal range. -Understand how mouth shapes can affect voice sounds -Begin to develop singing in tune -Sing with awareness of pulse and control of rhythm - Identify (and recognise) melodic phrases and sing them back - Recognise rhythmic patterns -Identify and recall rhythmic and melodic patterns
Learning to Thrive (PSHE)	French (MfL)	Religious Education (RE)	
<p>Healthy relationships</p> <ul style="list-style-type: none"> • Knowing Me - Knowing You 	<p>Naming common foods Expressing likes and dislikes Saying what they are eating Naming cutlery Saying what they would like to have Understanding cooking instructions</p>	<p>See individual topic guidance in RE folders for specifics to be taught.</p> <p>Muslim What difference does being a Muslim make to daily life?</p>	