



Ancient Egypt

Year 4 AUTUMN 1 | Cycle A

Who killed Tutankhamun?

Values **GRATITUDE** | **EMPATHY** | **RESPECT**

Overview Children will embark on an in-depth study into the Ancient Egyptians. Through active storytelling, they will explore how Tutankhamun's tomb was discovered and re-create it learning of the treasures that were within and their significance. Given clues and information, children will attempt to solve the mystery of how Tutankhamun died, drawing on evidence to give an explanation. Children will visit the Fitzwilliam museum in Cambridge where they will encounter rare artefacts. Through learning around this visit, children will find out about the process of mummification and write an information text about the process. In Science, children will investigate the properties of different types of rocks and link this to the learned knowledge of the pyramids and enquire about how they were built. Children will situate this knowledge within a growing understanding of the physical geography of Egypt and the settlements on the River Nile.

Engagement Guests from the University Egyptology department will be invited to work with the children, showing the children artefacts, fossils and stories of times in Ancient Egypt.

Celebration Ancient Egypt immersion day. Children will engage in a range of enrichment cooperative learning tasks e.g. team challenges to build the strongest pyramid, buying and selling wares at the market and playing Senet.

Habits of Mind

Reciprocal cooperative learning tasks, resourcefulness: asking questions, social and cognitive aspects of self-regulation.

Oracy & Dialogue

Linguistic: appropriate vocabulary choices, register, rhetorical techniques, content, seeking information and clarification, guiding interactions, listening actively, liveliness and flair.

Playful Enquiry

Functional, pretence and symbolic play: Egypt tomb-making, excavation/archaeology.

Learning Street

Academic/outreach from Classics/Egyptology department of the University.

Topic Display

River Nile and desert background

Visitors

Tutankhamun's Tomb, Letter writing, Hieroglyphics, Excavation

Educational Visits / Enrichment Day

Fitzwilliam Museum Cambridge

Home Learning Project

Home Learning Presentation

Curriculum Spotlight

Focus Texts:

Place & Time

Geography★ GKS2.1a, GKS2.3a*

History★ HKS2.7a

Citizenship & Ethics

PSHE★: Jigsaw - Being Me in My World

Arts & Creativities

Art★: Drawing

Music★: Musicianship

D&T: not specified

Physical & Emotional Health

PE★: Gymnastics and Games

Faith & Belief

RE★: Judaism

Language, Literacy and Oracy

Writing★: Free verse poetry, information texts

Science & Technology

Science▲: SY3.3a, SY3.3b, SY3.3c

Computing: not specified



| Subject | | Learning Journey | | | | | | |
|----------------------------|-----------|--|--|--|---|---------------------|---|--|
| | | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 | Week 7 |
| Arts & Creativities | Art | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| | Music | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| Language, Literacy & Oracy | Key texts | | | | | | | |
| | Writing | | Free Verse Poetry | Sentence Level | Information Texts | | | Publishing |
| | Spelling | | The suffix -ly. | The /i/ sound spelt y elsewhere than at the end of words. | The /u/ sound spelt ou. | Year 3/4 Prefixes. | Words with the /ei/ sound spelt ei, eigh, or ey. | Possessive apostrophe with plural words. |
| | Grammar | | Commas for a list | Capital letters, full stops, question marks, exclamation marks | Subordinate clauses | Subordinate clauses | Questions and statements | Review |
| Mathematics | Maths | Addition and Subtraction strategies to 10 and 20 (inc. bridging) | Place Value: Numbers to 100 | Getting to know the 100s | Securing mental addition and subtraction strategies | Column addition | Column subtraction | Measurement (Money) Connecting to column addition and subtraction |
| Science & Technology | Science | | SY3.3a Compare and group together different types of rocks on the basis of their appearance and simple physical properties. | | SY3.3b Describe in simple terms how fossils are formed when things that have lived are trapped in rock. | | SY3.3c Recognise that soils are made from rocks and organic matter. | |
| | Computing | CKS1.1d Use technology purposefully to create, organise, manipulative and retrieve digital content. | | | | | | |
| Place & Time | Geography | GKS2.1a Locate the world's countries using maps to focus on Europe and north and south America, concentrating on the environmental regions, key physical and human characteristics, countries, and major cities. | | GKS2.3a Physical geography including climate zones, biome, vegetation belts, rivers and earthquakes. | | | | |
| | History | | GK2.7a The achievements of the early civilisations; an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. | | | | | |

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| Physical & Emotional Health | PE | Gym - Balance Games - Net/Court/Wall games | Gym - different body parts Games - Hit with a bat to develop accuracy | Gym - body tensions and extension Games - strike different balls | Gym - right way up or upside down balances Games - movement | Gym - exploring different shapes Games - small games/understanding rules | Gym - different bases/same shape Games - tactics | Gym - balancing at different levels/different speeds Games - tactics |
| Citizenship & Ethics | PSHE | Becoming a Class 'Team' | Being a School Citizen | Rights, Responsibilities and Democracy | Rewards and Consequences | Our Learning Charter | Owning Our Learning Charter | Evaluation |
| | Philosophy for Children | ★ | ★ | ★ | ★ | ★ | ★ | ★ |
| Faith & Belief | RE | How special is the relationship Jews have with God? | Covenant | Torah | Relationships with God | Affirmation | Reflection | |