

Key Knowledge Overview

Term: Autumn 1

Topic: Ancient Egyptians

Year: 4

Subject	Key Knowledge	Rag rated at end of unit
Science	<p style="text-align: center;">Working scientifically</p> <ul style="list-style-type: none"> Investigate ramps and levers <p>Plants and Flowers</p> <p>To identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers</p> <p>To explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant (Poster for homework – Aut 1)</p> <p>To investigate the way in which water is transported within plants</p> <p>Celery and flower food colouring (Aut 1)</p> <p>To explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</p> <p>(Reading comprehension – Aut 1)</p>	
History	<p style="text-align: center;">Local History</p> <ul style="list-style-type: none"> To explain and understand the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Egypt; To make a study of and compare everyday life of the Ancient Egyptians to today 	
Geography	N/A	
Art and Design	<p style="text-align: center;">Study of drawing techniques</p> <ul style="list-style-type: none"> To create sketch books to record their observations and use them to review and revisit ideas To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials (pencil and charcoal) To learn about great artists and architects in history Textiles - link to background To explore different types of patterning from different cultures. To compare ideas and approaches. To use knowledge of dip dye technique to produce backgrounds for printed work. To make collograph blocks to communicate their observations and ideas. To print collograph blocks onto fabric squares 	
Design Technology	N/A	
RE	<p style="text-align: center;">Worship in different religions</p> <ul style="list-style-type: none"> To explore the major religions in terms of how, where, and special celebrations, beliefs and attributes they have; Christianity, Judaism, Sikhism, Islam, Buddhism and Hinduism To understand and build on previous learning about each of the major religions To learn about the part played by the city of Makkah and the Ka'aba in the Prophet Muhammad. To learn about the revelation of the Qur'an. To learn about the content of the Qur'an. 	
Computing	<p style="text-align: center;">Unit 4.1 Coding</p> <ul style="list-style-type: none"> To review coding vocabulary and to use a sketch or storyboard to represent a program design and algorithm. To use the design to create a program with a character that repeats actions. To program a character to respond to user keyboard input. To be able to create an algorithm modelling the sequence of a simple event and to manipulate graphics in the design view to achieve the desired look for the program. 	

	<ul style="list-style-type: none"> To use an algorithm when making a simulation of an event on the computer. 	
MFL	<p style="text-align: center;">Parts of the body</p> <ul style="list-style-type: none"> To Listen to and follow a short story Identify adjectives in a text and recognise that they can change spellings Listen for specific words and phrases Pronounce some words accurately 	
PE	<p style="text-align: center;">Hockey -</p> <ul style="list-style-type: none"> To be able to play competitive games, modified where appropriate hockey To apply basic principles suitable for attacking and defending To play within a team and work on key skills and techniques <p style="text-align: center;">Gymnastics</p> <ul style="list-style-type: none"> develop flexibility, strength, technique, control and balance through gymnastics 	
PHSE	<p style="text-align: center;">What is diversity?</p> <ul style="list-style-type: none"> Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes 	
Music	<ul style="list-style-type: none"> understand and explore how music is created, produced and communicated, including through the inter-related dimensions: pitch, duration, dynamics, tempo, timbre, texture, structure and appropriate musical notations. listen with attention to detail and recall sounds with increasing aural memory appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians perform and share your learning as you progress through the Unit of Work. 	