

Stanbridge Lower School



Teacher: Miss Bunn
Year Group: Four
Term: Summer One
Academic Year: 2020-2021



World War II / Ancient Egypt

Simmering Starter:

The children will generate and use a range of adjectives, based on what springs to mind when they look at real images of WW2. They will then plan, design and create an emotive piece of artwork as a reflection of their learning, understanding and thoughts about WW2 so far. The children will include a range of media for these emotive pieces (printed designs from the laptops), collage materials, pencil, charcoal and paint). This work will be celebrated and put up on a main display board at the front of the school.

Grand Finale:

The children will create an informative video of a 'Grand Tour' around their 'Ancient Egyptian Museum'. The 'museum' will be set up in the classroom with Egyptian artefacts and their work that they have produced throughout their new topic (for example, their Egyptian masks, fact files, hieroglyphics and related art work). The children will be given this opportunity to creatively present their knowledge and understanding through the media of film.

History:

WW2: The children will continue to learn about what life was like on the home front and how the people there, contributed towards the war (the home effort). They will write letters from the point of view of an evacuee and describe what life would have been like for the children living during WW2. The class will also be given the opportunity to think from the perspective of a soldier and learn about the roles and responsibilities that they had at the time. All of these learning opportunities will be brought to life through the WW2 workshop, which will include real actors and lots of fun activities to help to consolidate and connect their learning together within this topic!

Ancient Egyptians: The children will also learn about the lives of the Ancient Egyptians by asking questions, carrying out research and by studying key artefacts. They will think about things that were important to the people during the ancient Egyptian times and compare this with their own lives. They'll also find out about the ancient Egyptian ritual of mummification and why this was so important. They will then learn about the Egyptian Gods and compare/contrast the powers that each of them were said to have.

Design Technology:

WW2: The children will research, plan, design and make mini 3D Anderson shelters. They will gather their own materials and evaluate their work against self-made success criteria (based on their understanding of what an Anderson shelter was and why it was used).

They will also have the opportunity to plan, prepare and cook a range of different dishes. Some of these recipes will be inspired by WW2 dishes (rationing links).

Ancient Egyptians: The children will research, plan, design and make their own Egyptian masks. They will explore with using papier-mâché to create texture and with joining a range of materials together (using different methods and techniques) to create their final piece of work.



Art:

The children will study the work of the famous Architect (Christo) and his relationship/links to Egyptian buildings and artefacts. They will gather and develop their ideas by looking at a range of Egyptian themed imagery before planning and designing their own Egyptian sculptures. They will make their own sculptures (inspired from the pyramids) using clay.

They will also be developing their sketching and drawing skills further, by creating a piece of art that includes an Ancient Egyptian God/Goddess or Pharaoh and hieroglyphics. They will also learn how to add further detail to their work by using 'line' and 'colour' and specifically learning to complete a colour wash for their backgrounds.



Science:

Living things and habitats- The children will generate criteria, use characteristics and ask/answer key questions to sort living things into a table, Venn and Carroll diagram. They will also learn how to identify invertebrates by looking at their characteristics and to recognise the dangers to wildlife in the local and wider environment.

The children will discuss the dangers to wildlife and animals that were apparent during WW2 and the impact that the war would have had on humans, animals and their habitats. E.g. the 'War Horse'.

Computing:

WW2: The children carry out their own research on what life was like on the home front. They will gather their own facts in order to help them to plan and create their own multi-media presentation.

Self-image, identity, online reputation and personal information:

The children will be learning how to use the internet safely and what to do if they are unsure about any content that they may come across. They will also learn how to identify dangers in a range of online scenarios and how to protect themselves from online identity theft. The children will learn that internet usage is monitored and what a digital footprint is. They will be able to describe how others can find out information about them online and ways that this could be copied or shared by others. Finally, they will be able to explain what plagiarism is and why they need to consider who owns the information that they want to use online and whether they have the right to reuse it.

Physical Education:

This half-term the children will take part in 'young leader' training to learn how to deliver, adapt and teach a variety of games to the younger year groups within school. They will also take part in keep fit sessions called 'Energize' alongside.

They will also develop their orienteering skills and take part in outdoor adventurous activities. These activities will give the children the opportunity to develop their team work, collaboration and problem-solving skills.

Religious Education:

Why do some people think life is like a journey?

Throughout this topic, the children will be exploring beliefs and traditions, which different religions and non-religious people follow, surrounding love, commitment and promises. They will learn about what happens in these commitment ceremonies, what the individual rituals mean and how to recognise and compare the similarities and differences between these different practices. The children will offer informed suggestions about the meaning and importance of a variety of ceremonies, reflect on their own opinions and decide whether they personally feel that these celebrations are still valuable today. Finally, the children will also raise their own questions and suggest answers about whether they feel it is good for everyone to see life as a journey and whether they think it is important to mark the major milestones along the way.

Music:

WW2: The children will plan a composition to reflect the Blitz. They will think about the mood of their piece of music and how to include 'sombre' elements.

P Bones: The children will be learning how to play a new instrument called a 'Pbone' (a plastic trombone). They will have a specialist music teacher come in, once a week, to teach them how to play, read music, compose their own pieces and to perform in front of a group/small audience. The Pbone lessons will be running up until the summer holidays so this will give the children enough time to build their confidence and hopefully work towards taking part in a summer concert.

PSHCE:

Rights, laws and personal boundaries: The children will learn about the importance of having personal boundaries and the right to their own privacy. They will learn about their responsibilities, rights and duties at home, school and for their surrounding environment. The children will also discuss what is meant by the term 'stereotype' and how they can personally play a role in challenging these, in day-to-day life. The children will also consider how stereotyping is linked to anti-social behaviours and how these can negatively affect others. They will also explore their human rights and the children specific rights (specifically the UN declaration) and how these are designed for their own protection.

Money: In this part of the topic the children will learn about the role of money and the importance of money management. They will specifically think about the importance of saving and budgeting and will have a go at practically making their own 'party budgets' on an Excel spreadsheet (computing cross-curricular). They will also learn about 'interest' and 'loans' in practical contexts.

Within each of these topics the children will be reminded about who they can speak to and who they can go to if they need any help or are unsure.

French:

Holidays and hobbies:

Within this topic the children will be learning about the seasons (accurately naming the months of the year), the weather (presenting a weather forecast to a range of audiences) and holidays (describing 'where they went, what they did and who with'). They will also specifically learn how to orally rehearse and write answers to questions in French (by using full sentences), use the third person plural verb and use the correct form of the possessive 'my' in a variety of contexts.