



Birchfield
PRIMARY SCHOOL

Year 4 Curriculum Overview
Term 3.2

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| Enquiry Question | How did life change for people living in Ancient Civilisations? |
| Significant People | <ul style="list-style-type: none"> - Princess Diana - Ahmed Mustafa |
| Class Texts | <p>Secrets of a Sun King</p> <p>'London, 1922. A discovery from ancient Egypt. A cursed package... The untold story of a young pharaoh. When Lilian Kaye finds a parcel on her grandad's doorstep, she is shocked to see who sent it: a famous Egyptologist, found dead that very morning, according to every newspaper in England. The mysterious package holds the key to a story... about a king whose tomb archaeologists are desperately hunting for. Now Lil and her friends must embark on an incredible journey – to return the package to its resting place, to protect those they love and to break the deadly pharaoh's curse.</p> |
| Reading | <p>During this half term, the children will be consolidating their learning on 'retrieval' and 'literal comprehension.' As they covered this domain back in the autumn term, they shall now be looking to answer much more advanced questions, justifying their answers with evidence from the text.</p> <p>Similarly, the children will also consolidate their previous learning on 'inference.' They shall be inferring how the characters in our new class text are feeling, presenting their ideas in a P.E. format.</p> |
| Writing | <p>The children will begin this half term by learning how to write character and setting descriptions. The children will learn how to write descriptively, structuring their work to include all the features. The language features of descriptive writing include adjectives, adverbs, expanded noun phrases, similes, metaphors, personification, fronted adverbials, and conjunctions.</p> <p>As the half term continues, the children will then learn how to write recounts. The recounts will be linked to our enquiry question and will teach the children how to write in chronological order using time adverbials to structure their work.</p> |
| Maths | <p>Moving on from decimals, this half term the children will be looking at money learning the value of money and how to estimate and order money as well as, solving money word problems.</p> <p>Children will then move onto looking at time, both on a 24-hour clock and a 12-hour clock. Children will be challenged to convert</p> |

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| | <p>time between analogue and digital and to and from the 24-hour clock.</p> <p>Following time, children will move onto looking at shapes, deepening their understanding of turns by grasping the concept of clockwise and anticlockwise. Children will also learn about different angles, acute and obtuse angles as well as recapping on right angles. Using their knowledge of angles children's understanding will be assessed by challenging them to compare and order the angles based on their sizes.</p> <p>We will then move on to looking at the properties and types of a triangles, quadrilaterals, and polygons. Moving on from this, children will then begin to look at lines of symmetry on 2D shapes, which will also involve them completing a symmetric figure.</p> <p>As the half term continues, children will progress on to statistics in maths which will consist of children using skills such as interpreting charts including pictograms and bar charts. Following this, children will use their knowledge of addition and subtraction to answer questions based on interpreting charts. Children will then be introduced to line graphs and how to interpret and draw them. Coming to the end of the term, children will finish off the year by looking at position and direction this will consist of looking at coordinates, drawing 2D shapes and translation.</p> |
| History | <p>This half term, we will continue with History and the study of Ancient Civilisations, our focus will be Ancient Egypt. Over the coming weeks, we will learn about city life in ancient Egypt and how this differs from ancient Sumers, we will compare the hierarchy of ancient Egyptians to Ancient Sumer. As well as this, the children will look at the role of pharaohs and the process of mummification.</p> |
| Science | <p>Our Science topic this half term shall be 'Electrical Circuits and Conductors.' Within this project, your child will learn about the importance of electricity to our daily lives and the two sources, mains electricity and cells or batteries. They will discuss the dangers of mains electricity and safety measures and will learn about a range of electrical components such as, cells, batteries, wires, lamps, buzzers, and motors. These devices will then be used to construct series circuits, exploring the effect of adding and removing different elements. The children will also re-visit some of their learning on food and the digestive system, in particular the work on food chains and habitats.</p> |
| DT | <p>Our design and technology focus this half term will be 'Tomb Builders'. This project teaches the children about simple machines, including wheels, axles, inclined planes, pulleys, and levers. The</p> |

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| | children will explore how they helped ancient builders to lift and move heavy loads. By the end of the topic, the children will have created a prototype of a simple machine that the Egyptian tomb builders would be able to use. |
| Music | During their music lessons, the children will continue to be taught on Charanga. The topic for this term is 'Blackbird' by The Beatles. The children will learn that The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison, and Ringo Starr. |
| Computing | Children will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity, where children can discover similarities between two environments. Children look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. The outcome of this unit is for children to design and create a game which uses repetition, applying stages of programming design throughout. |
| PSHE | This half term the children will look at the question 'how can we manage risk in different places?' They will learn how to recognise, predict, assess and manage risk in different situations. The children will also learn how to keep safe in the local environment and less familiar locations. They will also look at how to stay safe online which will be linked with their computing learning. |
| RE | This half term the children will focus on two topics, 'Being imaginative and exploratory' and 'Appreciating beauty'. |
| PE | This half term the children will take part in Cricket and Yoga activities. |

Teaching Team:

Miss Fisher, Mr Barnes, Miss Rehman

SLT: Mr Aldred

PE Days: Thursday

Homework: Tuesday & Friday

Please see below an overview of the main themes, knowledge, and skills we will be covering this half term.

Knowledge Organisers:

Secrets of a Sun King

A girl from London becomes an unlikely heroine in a quest to break an ancient curse that threatens her family. Her quest takes her to Egypt. She forms good friendships along the way and solves mysteries about her life and the life of the young pharaoh, Tutankhamun, who lived 3000 years ago.



Author

Emma Carroll was born on 26th March 1970. She lives in Somerset with her husband and two Jack Russell terriers. She used to write stories as a child about ponies and pop stars.

Later she became a secondary school English teacher then left teaching to become a full-time writer.




Historical Context

In 1922, people in Britain were dealing with the aftermath of the First World War such as losing loved ones, high unemployment and inequality. Poor people could not afford medical care and only 40% of women could vote. Howard Carter was a British archaeologist who discovered Tutankhamun's tomb shortly after Egypt gained independence from the British Empire.



Howard Carter

Year 4 Knowledge Organiser

| Settings | |
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| <p>London 1922</p>  | <p>Lil lives in a flat in London. There are toilets, coal bunkers and mangles in the back yards. People have few clothes and little food.</p> |
| <p>Cairo</p>  | <p>"I could smell Cairo: warm, dusty, animal dung, old apples." Egypt is a feast for the senses with exotic sights, such as camels and mosques, the constant sound of mosquitoes and the scent of fig trees.</p> |
| <p>Valley of the Kings</p>  | <p>The valley is silent with an unsettling atmosphere. It has a winding road along the bottom with sheer rock faces and huge boulders on both sides. The tombs of ancient pharaohs were built there.</p> |

| Characters | |
|------------|---|
| Lil | Lil is a working-class girl who has won a scholarship to a girls' school where she has difficulty making new friends. She worries about her grandad and will do anything to help him! |
| Grandad | Grandad is a mysterious character who has secrets and regrets. He has a rarities and antiques shop and is a collector so his house is always messy. Lil and her Grandad are very close and share a love for ancient Egypt. |
| Tulip | Tulip is an adventurous, friendly girl who Lil meets at the British Museum. She comes from a wealthy family and shares Lil's interest in ancient Egypt. Tulip can be bossy and resourceful when putting a plan into action. She can also be brave and kind. |
| Lysandra | Lysandra is a scribe who lives in Egypt in 1323 BC. Her job is to write an account of everything that happens in the palace. She is friends with the young Tutankhamun and can interpret dreams. |

Themes

- Equality
- Putting right old wrongs
- Secrets
- Friendship
- Respect

Secrets of a Sun King

Year 4 Knowledge Organiser

Language

The novel is written in the first person. This allows the reader to know the main character's thoughts and feelings such as: *'a strange, shivery feeling came over me. I didn't want to go any further.'*

The reader lives the story with the main character. We find out things when she does and have similar reactions.

Lil often asks herself a series of questions such as *'was the parcel moving? What was that rustling sound? Was the package unwrapping itself?'* These create a sense of urgency and add to the mystery as the reader does not know the answers either.

Structure

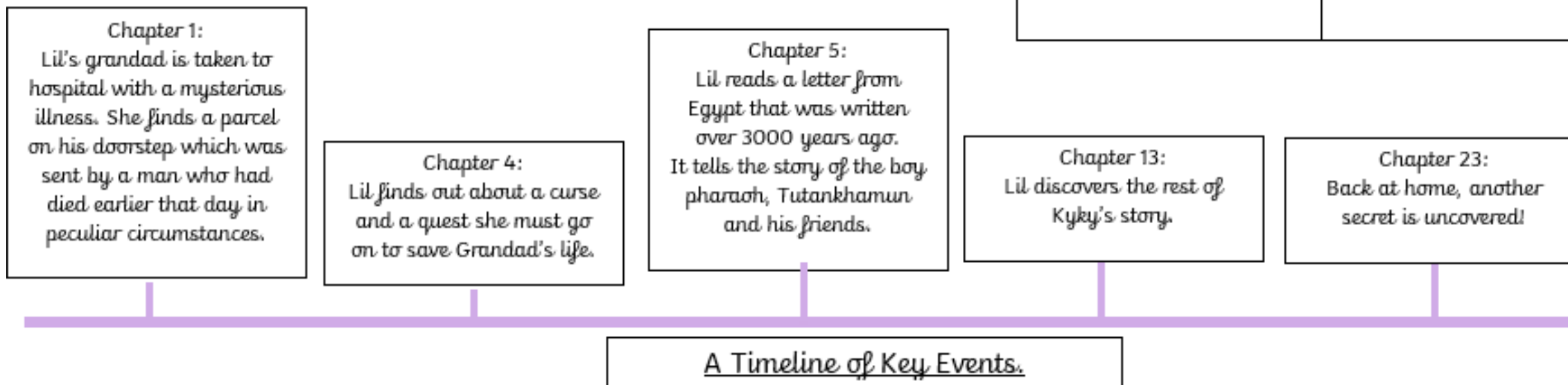
The novel tells the story of Lil in 1922 but also tells the story of Kyky in 1323 BC.

The ancient Egyptian story is told through a series of letters that Lil finds and reads.

The author gives information about the customs and practices of ancient Egypt in these letters to help the reader visualise and understand the events that happened there.



| Key Terms | |
|--------------------|--|
| First Person | A text in the first person is written from the main character's point of view. For example, <i>'I rubbed my eyes like I was waking up from a dream.'</i> |
| Heroine | The heroine of a book is the main female character who usually has many good qualities. |
| Historical Fiction | Historical Fiction stories take place at a real time in the past but the events might not have really happened. Though Lil's story takes place just after the First World War, the events are fictional. |
| Quest | A quest is an adventurous journey with obstacles that the characters must face. The main character usually leaves home to find an object, place or person. |



Ancient Civilisations.

A civilisation is a developed society. Civilisations share common features, including cities, inventions, language, writing, hierarchy, leadership, infrastructure, arts and culture, trade and religion. Ancient civilisations first appeared over 6000 years ago in, or near, a semi-circular area of land in the Middle East known as the Fertile Crescent. The climate, availability of water and variety of plants in the Fertile Crescent meant that nomadic hunter-gatherers could settle in one place and begin to farm for the first time.



Ancient Sumer



Ancient Sumer was the very first civilisation. It originated between the Euphrates and Tigris rivers in modern Iraq. Being near a river was important for early civilisations, providing water for drinking and fertile soil for agriculture. The ancient Sumerian civilisation began c4500 BC and lasted for around 2600 years.

Cities

After nomadic people settled down as farmers instead of hunter-gatherers, small villages grew into cities. Public buildings and temples were built, surrounded by a protective wall. Cities, such as Uruk and Ur, had ports on the river for trade and canals for irrigation. The ancient Sumerians used mud bricks to build homes and huge ziggurats.



Rulers

A series of city states grew up in ancient Sumer. The city states were often at war with each other. A king or queen ruled each city and lived in a palace. King Lugalzaggisi united the city states of ancient Sumer under one ruler, but then King Sargon, of the neighbouring kingdom of Akkad, conquered ancient Sumer. He forced everybody to speak the same language and crushed rebellions. Sumer became part of the Akkadian empire.

Inventions

The ancient Sumerians invented many things to make work easier and life more comfortable. They developed a type of writing, called cuneiform, and a numbering system to communicate and keep records. The ancient Sumerians also invented the wheel, the plough, astronomy, irrigation and beer.



Glossary

| | |
|-------------------------|--|
| civilisation | The developed culture and way of life of a society. |
| Fertile Crescent | The semi-circular area of land where the first ancient civilisations began. |
| irrigation | The digging of channels to allow water to flow through a field to water crops. |
| nomadic | A lifestyle involving moving from place to place. |
| ziggurat | A large pyramid made from mud bricks, with a temple on top. |

Food and Farming

Food and farming The ancient Sumerians grew their food in the fertile soil next to the rivers. Plenty of food meant that the population grew and there were crops to trade. The plough made farming easier and allowed people time to develop new skills.



Ancient Egypt



The ancient Egyptian civilisation began on the banks of the Nile, in the Fertile Crescent. Egypt was initially split into Upper Egypt in the south and Lower Egypt in the north. It became one kingdom c3150 BC. The civilisation lasted for around 2970 years.

Cities

The ancient Egyptians built cities on the fertile banks of the Nile, with easy access to water for crops and drinking. Most cities had a surrounding wall and two entrances. A main road ran through the centre of the city. Smaller, narrower streets connected to the main road. People lived in mudbrick houses, which were often two storeys high, with an open courtyard.



Rulers

Pharaohs ruled over ancient Egypt with absolute power. The ancient Egyptians believed that the pharaoh was the earthly representative of the gods. The most well known pharaoh is Tutankhamun. His tomb was discovered in the Valley of the Kings by Howard Carter in 1922. The vast number of priceless artefacts found buried with the pharaoh provided a lot of information about life in ancient Egypt.



Inventions

The ancient Egyptians improved earlier innovations and invented many useful items to make life easier. They created clocks and calendars for telling the time. They made paper from the papyrus plants to record information. To help move water for their crops, they invented a shaduf, which used a lever mechanism to move a heavy bucket of water from a low to higher level.

Food and farming



The ancient Egyptians grew crops in the fertile soil next to the Nile. The most important crops were wheat and barley, which they used to make bread, porridge and beer. They also grew vegetables, fruits and flax to make into linen. Agriculture was essential to the ancient Egyptian economy. It provided food for the people, with enough left over to store for years of drought.



Electricity: Electrical Circuits and Conductors

Electricity is a form of energy used to power many everyday items, such as kettles and mobile phones. It is essential to our daily lives. Lighting buildings, watching television, using computers, cooking meals and keeping in touch with family and friends all rely on electricity.

Glossary

| | |
|-----------------------------|--|
| electricity | The flow of an electric current through a material, e.g. from a power source through wires to an appliance. |
| appliances | A piece of equipment or a device designed to perform a particular job, such as a washing machine or mobile phone. |
| battery | A device that stores electrical energy as a chemical. |
| circuit | A pathway that electricity can flow around. It is based around wires and a power supply. Examples of components (parts) you can add in to a circuit are bulbs, switches, buzzers and motors. |
| mains electricity | Electricity supplied through wires to a building. |
| electrical conductor | A conductor of electricity is a material that will allow electricity to flow through it. |
| electrical insulator | Materials that are electrical insulators do not allow electricity to flow through them. |
| resistance | The ability of a conductor to oppose the flow of electric current |

Sources of Electricity

Electricity comes from two sources, mains electricity and cells. Mains electricity is used when we turn on a light switch or plug an electrical appliance into a socket. Cells contain chemicals that create electrical energy. They are usually used to power small, portable devices, such as torches. A battery is made of two or more cells.

Power stations generate most of the mains electricity we use. Electricity travels through overhead and underground wires, known as power lines, to buildings, including homes, shops, offices and factories.



mains electricity



cell



battery



Power Station

Components

All electrical items are made up of components, which make them work.

Cell

Normally, we would call this a battery but scientifically, this is a cell. Two or more cells joined together form a battery.



Wires

Used to connect the different components in the circuit together.



Bulb

Lights up in a complete circuit.



Motor

Produces movement in a complete circuit.



Buzzer

Makes a noise in a complete circuit.



Switch

Used to turn other components in the circuit on or off.



Components have different jobs. A cell and battery provide electrical power. A wire connects different components and conducts electric current. A lamp emits light. A switch makes or breaks a circuit. A buzzer makes a sound. A motor creates movement.

Circuits

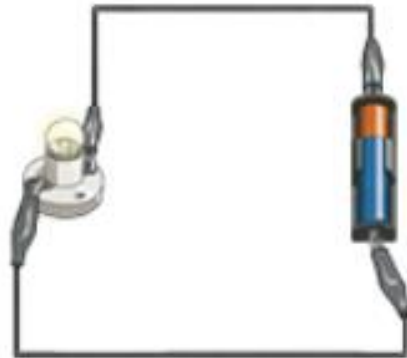
Series Circuit

A circuit where the components are connected in a loop. Electricity flows through each component in a single pathway.



Complete Circuit

Electricity can flow. The components will work.



Incomplete Circuit

There is a break in the circuit that prevents the electricity from flowing. The components will not work.



Conductors & Insulators

Electrical conductivity is a measure of a material's ability to allow an electric current to pass through it. Materials that allow an electric current to pass through them are conductive. They are known as **electrical conductors** and have low resistance. Materials that do not allow an electric current to pass through them are non-conductive. They have high resistance. Many non-conductive materials, such as plastic, are used as electrical **insulators**.

Examples of electrical conductors



Examples of electrical insulators

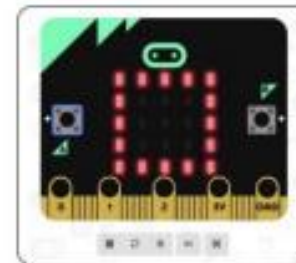


Programmable Technologies

Programmable technologies are devices that can operate automatically by following a set of instructions that have been programmed into them. Robotic vacuum cleaners, microwaves and washing machines are examples of programmable technologies. People input instructions into a device then the device performs tasks independently.

Micro:bit

A micro:bit is a small, programmable computer with an LED display, buttons and sensors. Micro:bits can be programmed to carry out a sequence of instructions.



Future of Electricity

At the moment, most mains electricity is made by burning fossil fuels, such as coal, oil and gas, which pollute the environment. Fossil fuels are also running out, so alternative forms of renewable energy are needed. Renewable energy includes solar power, wind power and geothermal energy. People can also help to save electricity by turning off lights and appliances when not in use or using low energy, LED light bulbs.

Glossary

LED

Light-emitting diode. A device that emits light when part of a complete circuit.

renewable

Something that can be used and then easily replaced.

Knowledge Organiser – Blackbird – Year 4, Unit 5

1 – Listen & Appraise: Blackbird (Pop)

Themes: Equality, civil rights.

Instruments/voices you can hear: Solo male vocals in the verses, another male vocal in the choruses, acoustic guitar, percussion, birdsong.

Do the words of the song tell a story? Does the music create a story in your imagination? What story?

2 – Musical Activities using glocks and/or recorders

Warm-up games play and copy back using 2 notes – C + D.

Bronze: no notes | Silver: C | Gold: C, sometimes D challenge.

Which challenge did you get to?

Singing in unison.

Play instrumental parts with the song by ear and/or from notation using the easy or medium part. You will be using up to 3 notes – C, D + E. *Which part did you play?*

Improvise using up to 3 notes – C, D + E.

Bronze: C | Silver: C, and sometimes D | Gold: C, D + E challenge.

Which challenge did you get to?

Compose a simple melody using simple rhythms choosing from the notes C, D + E or C, D, E, G + A (the pentatonic scale).

3 – Perform & Share

Decide how you going to perform this song. It tells an important story. Tell your audience how you learnt this song and why. Record the performance and talk about it afterwards.

The performance will include one or more of the following:

Improvisations • Instrumental performances • Compositions

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About this Unit

Themes: The Beatles, equality and civil rights.

Facts/info: The Beatles helped to reshape Western Pop music in the 1960s and are one of the most successful bands ever. The Beatles had four members: John Lennon, Paul McCartney, George Harrison and Ringo Starr.

In the 1950s and 1960s, slavery had been abolished in America, but racism was still rife and life wasn't equal for African Americans. The civil rights movement – led by Martin Luther King Jr. – challenged this. There was a huge struggle for equality. Lots of dreadful things were going on and people were dying. After reading about this, Paul wrote the song Blackbird about a black woman, in support of the Black Power Movement

Listen to 5 other songs by The Beatles

- Yellow Submarine
- Hey Jude
- Can't Buy Me
- Yesterday
- Let It Be

Vocabulary: Acoustic guitar, percussion, birdsong, civil rights, racism, equality, pentatonic scale, unison, pulse, rhythm, pitch, tempo, dynamics, texture structure, compose, improvise, hook, riff, melody, solo

Reflection

What did you like best about this Unit? Why? Was there anything you didn't enjoy about it? Why?

Did you have any strong feelings about it? Were you proud of yourself, happy or annoyed?

Home Learning and Useful Links:

Homework Books

At the end of each week, your child will return home with their homework books in both English and Maths. They will be given two pages to complete based on the learning they have completed that week or the learning they will be doing the following week.

Please encourage your child to complete these to the best of their ability and return to school by Wednesday for them to be marked and any issues to be addressed.

Spellings

These are words your child will be using daily and will need to be familiar with. We will also be sending home words with your children that are key in Year 3 and 4.

Please encourage your child to practise their spellings at the weekend and across the course of the week, as they will be tested on these at the end of each week.

Times tables

Each week, your child will receive a sheet of times tables to help prepare them for the Y4 Multiplication Check.

Please encourage your child to practise these times tables ready for a small test at the end of the following week.

Your child should be to completing at least 5 minutes of times table practice daily.

Please use the website below

Times Table Multiplication Check Website:

<https://www.timestables.co.uk/multiplication-tables-check/>

Reading:

At the end of each week, your child will also come home with a reading book.

Please encourage your child to read this book regularly and listen to them read when you can.

Within their reading diary, we ask that you please make a comment on how your child has read, whether they are enjoying their book or even any questions you may have asked them and discussed about their story.

Both the reading book and reading diary need to be returned to school by Wednesday.

Reading:

[Oxford Owl for School and Home](#)

[Reading and comprehension - English - Learning with BBC Bitesize - BBC Bitesize](#)

[Books for Year 4 children aged 8-9 | School Reading List](#)

Phonics:

[Letters and Sounds, English Games for 5-7 Years - Topmarks](#)

[PhonicsPlay](#)

[Phase 2 Games – Letters and Sounds \(letters-and-sounds.com\)](#)

Writing:

[Year 4 English - BBC Bitesize](#)

[Writing in Year 4 \(age 8–9\) - Oxford Owl for Home](#)

[Spelling and Grammar, English Games for 7-11 Years - Topmarks](#)

Maths:

[Year 4 Maths Curriculum Toolkit | 8 & 9 Year Olds | Home Learning \(thirdspacelearning.com\)](#)

[Key Stage 2 Maths - Topmarks Search](#)

<https://www.timestables.co.uk/multiplication-tables-check/>

Science:

[What are the states of matter? - BBC Bitesize](#)

[Science KS2 / KS3: Classification of organisms - BBC Teach](#)

[Home | WowScience - Science games and activities for kids](#)

History/Geography:

[The natural world - KS2 Geography - BBC Bitesize](#)

[Rivers - BBC Teach](#)

[Explore rivers - BBC Bitesize](#)

Computing:

[Is my child safe online? Parent's questions answered | Barnardo's \(barnardos.org.uk\)](#)

[Parents and Carers - UK Safer Internet Centre](#)

[Parental Controls & Privacy Settings Guides | Internet Matters](#)

PSHE:

[Talk PANTS & Join Pantosaurus - The Underwear Rule | NSPCC](#)

[How to make an emergency 999 call – West Midlands Ambulance Service University NHS Foundation Trust \(wmas.nhs.uk\)](#)

PE:

[Nutrition Based Physical Activity Games - Action for Healthy Kids](#)

[Kids Active Learning & PE at Home – Think Active](#)