

Our pathway to learn...



Summer One

THE HOME-SCHOOL



CONNECTION

Families will be kept up to date on children's fantastic learning and achievements through regular Class Dojo updates.



# Falconhurst School Summer 1 2024

Year Group: Three and Four



As Historians we will be studying Ancient Egypt with a particular focus on:



- Using a timeline to order significant historical Egyptian events, including the reigns of different rulers and significant Egyptian inventions.
- How bodies were prepared for burial and the significance of this.
- Investigating Ancient Egyptian gods and their influence of daily life.
- Comparing and contrasting daily life for pharaohs and ordinary people.
- Understanding the Egyptian social pyramid.

Our Drivers for Learning and Success are:

### Possibilities

To help us build aspiration for our futures through enquiry, enterprise and an appreciation of diversity we will:

Through this pathway, children will gain an appreciation of the diverse world in which we live. They will explore the Egyptian social pyramid and compare and contrast the daily lives of pharaohs and ordinary people.

### Knowledge of the World




To develop a sense of cultural capital that helps us to recognize, understand, value and learn from the world around us so that we are ambitious for our future:

Children will be learning about life in Ancient Egypt and how people were treated differently based on their wealth and social status. They will gain an appreciation for wealth divides when learning about pharaohs and famous rulers.

### Well-Being

To embed our healthy physical, emotional and mental well-being that builds our resilience and keeps us safe, we will:

Each week all children will take part in a PSHE lesson. This half term the topic is 'Relationships' where we will be looking at jealousy, healthy relationships with others and making memories. We will end the unit with a focus on ways to celebrate relationships with different people.

	New Knowledge and Skills	Build on our Prior Knowledge and Skills	Vocabulary	Home Links
<p>As <b>Writers</b> we will</p> 	<ul style="list-style-type: none"> <li>• Build a varied and rich vocabulary</li> <li>• Indicate possession by using the possessive apostrophe with plural nouns and revise Y2 singular</li> <li>• Recognise the grammatical difference between plural and possessive 's</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Use paragraphs to organise information and ideas around a theme</li> <li>• Use headings and subheadings to aid presentation</li> <li>• Assess the effectiveness of own and others' writing</li> </ul>	<p>Revise use of simple organizational devices in non-narrative material</p> <p>Write in the present tense</p> <p>Use punctuation at Y2 standard correctly</p> <p>Use subordination (when, if, that, because) and coordination (or, and, but)</p> <p>Use expanded noun phrases</p>	<p>expanded noun phrase</p> <p>adjective</p> <p>verb</p> <p>adverb</p> <p>preposition</p> <p>determiner</p> <p>subordination</p> <p>coordination</p> <p>possessive</p>	<p><a href="https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar">https://www.topmarks.co.uk/english-games/7-11-years/spelling-and-grammar</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zhrnd2p">https://www.bbc.co.uk/bitesize/topics/zhrnd2p</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/zkbr4j">https://www.bbc.co.uk/bitesize/topics/zkbr4j</a></p>
<p>As <b>Scientists</b> we will</p> 	<ul style="list-style-type: none"> <li>• Recognise that they need light in order to see things and that dark is the absence of light.</li> <li>• Recognise that light from the Sun can be dangerous and that there are ways to protect their eyes.</li> <li>• Notice that light is reflected from surfaces.</li> <li>• Recognise that shadows are formed when the light from a light source is blocked by an opaque object.</li> <li>• Find patterns in the way that the size of shadows change.</li> </ul>	<p>Name the times of the day</p> <p>Observe and describe the Sun's position in the sky at different times of the school day</p> <p>Name the four seasons</p> <p>Notice and name the key features of each season</p> <p>Observe and record the weather over four seasons</p> <p>Describe the weather in a names season</p> <p>Describe how day length varies in each season</p>	<p>Light, eyes, light sources, natural light sources, artificial light sources, sun, sunglasses, protect, reflection, shiny, dull, shadow, opaque, translucent, transparent, independent variable, dependent variable, controlled variables</p>	<p><a href="https://www.bbc.co.uk/bitesize/topics/z3nbn9q/articles/zpnvf82">https://www.bbc.co.uk/bitesize/topics/z3nbn9q/articles/zpnvf82</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z3nbn9q/articles/zy34r2p">https://www.bbc.co.uk/bitesize/topics/z3nbn9q/articles/zy34r2p</a></p> <p><a href="https://www.bbc.co.uk/bitesize/topics/z3nbn9q/articles/z9wm7yc">https://www.bbc.co.uk/bitesize/topics/z3nbn9q/articles/z9wm7yc</a></p>
<p>As <b>Artists</b> we will</p> 	<ul style="list-style-type: none"> <li>• Generate ideas from a range of stimuli and carry out simple research and evaluation as part of the making process.</li> <li>• Use sketchbooks for a wider range of purposes, for example recording things using drawing and annotations, planning and taking next steps in a making process.</li> <li>• Confidently use of a range of materials and tools, selecting and using these appropriately with more independence.</li> </ul>	<ul style="list-style-type: none"> <li>• Use colours and materials appropriately, showing an understanding of effective composition.</li> <li>• Confidently explain their ideas and opinions about their own and others' artwork, with an understanding of the breadth of what art can be and that there are many ways to make art.</li> </ul>	<p>Ancient, audience, civilisation, colour, composition, convey, design, Egyptian, fold, imagery, inform, layout, material, painting, papyrus, pattern, process, scale, scroll, sculpture, shape, technique, zine</p>	<p><a href="https://www.kate.org.uk/kids/make/cut-paste/how-to-make-a-zine#:~:text=A%20zine%20(pronounced%20'zeen')">https://www.kate.org.uk/kids/make/cut-paste/how-to-make-a-zine#:~:text=A%20zine%20(pronounced%20'zeen'</a></p>