



Year 4 Ancient Egypt



Term	Spring 2025		
Key text	How the World Began: <i>A story from Ancient Egypt</i> , National Geographic Everything Ancient Egypt, Golden Slipper Saviour Pirotta		
Key Vocabulary	Ancient Egypt, Egyptians, civilisations , BC, BCE, fertile, laws, taxes, subjects, pyramid, chariot, excavation, Valley of the Kings, hieroglyphics, tomb, Rosetta, translate, scribe, religion, religious , afterlife, soul, ba, mummification, Canopic jars, continuity		
Key Thread	History- Ancient Egypt: what stayed the same across 3,000 years? Learning about early civilisations, society structures, their beliefs, buildings and location.		
Topic curriculum coverage and content			
Lesson WALT	Subject covered within lesson	Curriculum content covered within lesson	What will this look like when it is achieved?
Key learning: 1 Introduction to Ancient Egypt. The River Nile a. When and where b. Importance of the River Nile	History	<ul style="list-style-type: none">- Develop an awareness of how places relate to each other for example Egypt being a part of Africa.- Demonstrate knowledge of features about places beyond the UK. (physical and human)- Place some historical periods in a chronological framework.- Use historical terms relating to the period of study.- Use an increasing range of common phrases relating to the passing of time.	Children will <ul style="list-style-type: none">• Describe where and when the Ancient Egyptians lived• Explain why the River Nile was important for them• Explain why the River Nile was essential to survival for Ancient Egyptians• Create a summary of their learning
Key learning:2 The three kingdoms of Egypt a. What did the pharaohs do? b. The Old Kingdom c. The Middle Kingdom d. The New Kingdom	History	<ul style="list-style-type: none">- Use a variety of resources to find out about aspects of life in the past.- Describe the achievements of early civilisations – Ancient Egypt.	Children will <ul style="list-style-type: none">• Describe how the kingdoms of Egypt changed over time• Plot a timeline of the Kingdoms• Compare advances in the Kingdoms (pyramids, farming, monuments, warriors, weapons and chariots)

Key Learning:3 Howard Carter and the Valley of the Kings	History	<ul style="list-style-type: none"> - Use historical terms relating to the period of study. - Show understanding of some of the ways in which we find out about the past and identify different ways in which we represent them. <p>Use a variety of resources to find out about aspects of life in the past</p>	<p>Children will</p> <ul style="list-style-type: none"> • Meet Howard Carter and create an information profile • Explain and describe Howard Carters great discovery role play the discovery
Key Learning: 4 The Rosetta Stone and Egyptian Writing a. What happened to the Rosetta Stone b. How did hieroglyphics change	History	<ul style="list-style-type: none"> - Understand how our knowledge of the past is constructed from a range of sources and that different versions of past events may exist, giving some reasons for this by learning about the discovery of the tomb of Tutankhamun Use historical terms relating to the period of study. - Show understanding of some of the ways in which we find out about the past and identify different ways in which we represent them. - Use a variety of resources to find out about aspects of life in the past. 	<p>Children will</p> <ul style="list-style-type: none"> • Understand why discovering the Rosetta stone was so important • Describe what Ancient Egyptian writing looked like. • Explain how it changed over time
Key Learning :5 Death and Ancient Egypt a. Beliefs about death b. What did the Ancient Egyptians do when people died	History	<ul style="list-style-type: none"> - Use historical terms relating to the period of study. - Beliefs and customs 	<p>Children will</p> <ul style="list-style-type: none"> • Understand the importance of gods and goddesses • Explain the belief of afterlife • Discuss the soul 'ba' • Compare the burial ritual in the Old and New Kingdom
Key Learning: 6 Change and Continuity	History	<ul style="list-style-type: none"> - Know the difference between primary and secondary sources - Timelines - Change and continuity in a time frame 	<p>Children will</p> <ul style="list-style-type: none"> • Review learning and discuss what continued to stay the same and what changed over the 3000year period • Relate their learning to why and what happened for the changes and continuity.

Lesson WALT	Subject covered	Curriculum content covered within unit	What will this look like when it's achieved?
Lesson 1 Identify sources of sound and understand how sounds are formed	Science Sound	Identify how sounds are made, associating some of them with something vibrating.	Children will <ul style="list-style-type: none"> • Explore ways to see sound. • Create a list of sound sources in school • Test and observe ways to see vibrations using rice and a drum and a tuning fork and water. • Record findings
Lesson 2 Link the volume of sound to the strength of vibrations.		Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the volume of a sound and the strength of the vibrations that produced it.	Children will <ul style="list-style-type: none"> • Investigate sound in space / vacuum (secondary sources) • Model sound waves using dominoes and slinky. • Create a mini science episode explaining how sound is linked to the size (amplitude) of vibrations • Children write a script for their performance. • Record and then share performances.
Lesson 3 Find patterns between the pitch of sound and the instrument used to create it		Find patterns between the pitch of a sound and features of the object that produced it.	Children will <ul style="list-style-type: none"> • Investigate changing the length of a string/ bar to create a different sound • Record in a table • Draw a conclusion from results • Create a pitched instrument and explain why it works
Lesson 4 Understand that sound vibrations travel through a medium to your ear.		Recognise that vibrations from sounds travel through a medium to the ear.	Children will <ul style="list-style-type: none"> • Watch a video of how the ear works. • Label a diagram of the ear. • Investigate how sound can damage your ears and how you can protect your ears. • Bing Videos • Investigate sound proofing – create a sound proof box. • Create a clear aim and method.
Lesson 5 Understand that different mediums		Recognise that vibrations from sounds travel through a medium to the ear.	Children will <ul style="list-style-type: none"> • Investigate a range of reasons and places, people use ear defenders.

can change how sound travels.			<ul style="list-style-type: none"> Investigate a range of designs of ear defenders. Design ear defenders using knowledge from previous lesson. Test ear defenders with class room sounds – predictions and conclusions.
Lesson 6 Describe how sound changes over distance		Recognise that sounds get fainter as the distance from the sound source increases.	Children will <ul style="list-style-type: none"> Fair test using sound recorders – i-pads Understand decibels are a unit to measure sound. Measure sounds at different distances – fair test Create string telephones and explain how they work
Lesson 1 group things in a variety of ways.	Science Living things and habitats	Recognise that living things can be grouped in a variety of ways	Children will <ul style="list-style-type: none"> Sort living and non-living things using Venn diagrams. Understand features of living things MRS NERG Look at main differences of plants and animals.
Lesson 2 group living creatures using Carroll diagrams.		Recognise that living things can be grouped in a variety of ways	Children will <ul style="list-style-type: none"> Recognise the main animal groups mammals, birds, reptiles, amphibians, insects and fish. Sort animals using Carroll diagrams. Create a riddle about an animals giving ever more detailed facts about it.
Lesson 3 use keys to identify animals		Explore and use classification keys to help group, identify and name living things	Children will <ul style="list-style-type: none"> Recap main animal groups Use keys to identify unusual creatures. Fill in gaps in keys.
Lesson 4 create keys to classify animals		Explore and use classification keys to help group, identify and name living things	Children will <ul style="list-style-type: none"> Create their own classification diagrams to sort animals Create their own alien creatures and use these to create a key. Try out their key on a partner.
Lesson 5 understand that f events can change an		<ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things 	Children will <ul style="list-style-type: none"> Recap what is meant by an environment. Identify different environments and their key features around the school grounds.

environment and its inhabitants.			<ul style="list-style-type: none"> Look back to changes within the rainforest environments last year. Are there other environments which may be changing?
Lesson 6 Investigate how changes in environments impact on animals		Recognise that environments can change and that this can sometimes pose dangers and have an impact on living things	<p>Children will</p> <ul style="list-style-type: none"> Research how deserts are currently changing Describe causes of the changes Describe changes to plants and animals including humans. Create a poster to show the impact of desert changes.
Lesson 7 use keys to identify animals and plants locally		Name a variety of living things in their local and wider environment using keys	<p>Children will</p> <ul style="list-style-type: none"> Explore outside environments and recognise a range of trees and plants using keys. Outdoor learning. Respond to theoretical suggestions of change within these environments.
Lesson 1 Understand what Sikhs believe about creation.	RE Sikhism	<p>In the Guru Granth Sahib Ji, creation is described by the Gurus but it is not a creation story similar to those found other religions. Descriptions are not in a particular order within the book. However, it doesn't mean that Sikhs can't think about what the logical order might have been.</p> <p>Guru Nanak Dev Ji was the first Sikh Guru, he came from a small town called Talwandi in India, 500 years ago. Sikh traditions teach that his birth and early years were marked with many events that showed he was special.</p> <ul style="list-style-type: none"> There is only one God Love should be shown to all. Be kind to all living things Always speak the truth <p>God welcomes good and honest work,</p> <ul style="list-style-type: none"> There is only one God. God cannot be described as either male or female. God created the world and created people to know the difference between right and wrong. 	<p>Children will</p> <ul style="list-style-type: none"> Discuss the five fingers of faith for Sikhism Listen to the Sikh idea of creation Pick cards to add elements of the creation to reinforce it is not a story.
Lesson 2 To retell the story of Guru Nanak Dev Ji (the first guru)			<p>Children will</p> <ul style="list-style-type: none"> Watch the beginning of Guru Nanak's life Who was Guru Nanak? - BBC Bitesize Bing Videos first part Retell to a friend one of the stories which show he was special – draw an illustration to show this Cobra/ tree shading him Giving away food to the poor
Lesson 3 Understand teachings of Guru Nanak.			<p>Children will</p> <ul style="list-style-type: none"> Hear and retell the story of Guru Nanak's disappearance in the river Understand that Nanak spread the word on 4 journeys. Record the 5 teachings – recall within a game

		<ul style="list-style-type: none"> Sikhs do not have images of God and are forbidden to worship any images created of God. In Sikhi, there are ten Gurus including Guru Nanak. Sikhs believe that these Gurus were at one with God. This is known as prisoner release day. This celebrates the release from prison of the Sikh leader Guru Hargobind Sahib Ji. 	<ul style="list-style-type: none"> BBC Two - Pathways of Belief, God - Oneness and Equality, The beginnings of Sikhism
Lesson 4 understand the main beliefs of the Sikh faith			<p>Children will</p> <ul style="list-style-type: none"> Watch children explaining the beliefs of Sikhism BBC Two - Pathways of Belief, God - Oneness and Equality, The beginnings of Sikhism Record these ideas in picture form on cards and then recall in a pair.
Lesson 5 retell the story of Bandi Chhorn Divas			<p>Children will</p> <ul style="list-style-type: none"> Guru Hargobind and Bandi Chhor Divas - BBC Teach Watch an animation of the story and then answer questions as a class What is the message of the story? Care for others. Be wise in your actions Act out the release story.
Lesson 1 To retell the Islam creation story	RE Islam	<p>In the space before time began, there was just Allah. And when Allah wanted to create something, all he had to say was 'be' and it became.</p> <p>Allah created the world, heavens and creatures. He created angels sun, moon and stars.</p> <p>He created man from soil by breathing life into them. The stories differ as the Islamic story describes creation of angels and Allah breathing life into soil to create man. They are linked as God/Allah created the world. They created creatures, heavens and Earth. Key belief that there is only one god – Allah. Allah is the Arabic word for God.</p> <p>Belief in angels.</p> <p>Belief in the holy books.</p> <p>Belief in the Prophets (special messengers) and that Muhammad (Peace Be Upon Him) was the final prophet.</p> <p>Belief in the Day of Judgement (the day when Allah decides if a person goes to Heaven or Hell).</p> <p>Belief in Predestination (the belief that Allah has already planned out what will happen).</p>	<p>Children will</p> <ul style="list-style-type: none"> Explore the 5 fingers of faith for Islam Discuss the Islamic creation story. Create a story board of the story.
Lesson 2 To make links between the Christian and Islamic creation story			<p>Children will</p> <ul style="list-style-type: none"> Recap the Christian, Sikh and Islamic creation stories Compare the story to the Sikh and Christian creation stories. Create a table showing similarities and differences.
Lesson 3 To understand the main beliefs of the Islamic faith			<p>Children will</p> <ul style="list-style-type: none"> Discuss the main beliefs of Islam Create a visual representation of these beliefs Retell the beliefs using the visual representations as a Muslim Dina believes ...
Lesson 4 Understand the Five pillars of Islam			<p>Children will</p> <ul style="list-style-type: none"> Discuss the 5 pillars of Islam Create a poster explaining the 5 pillars of Islam

		<p>Muslims believe that doing these five things helps put their faith into action.</p> <p>Each pillar has a different name; Shahada, Salah, Zakat, Sawm, and Hajj.</p> <p>Shahada – Pillar one. This is a declaration of their faith.</p> <p>Salah – pillar two. Prayer.</p> <p>Zakat. Pillar three. Looking after people.</p> <p>Sawm. Pillar four. Ramadan.</p> <p>Hajj - Pillar five. Pilgrimage.</p> <p>Muslim festivals are based on lunar cycles.</p> <p>There are two Eids in the Islamic calendar: Eid Al-Fitr and Eid Al-Adha. Eid Al-Adha is also known as the 'greater Eid' or the 'Feast of the Sacrifice'. This is because of the loyalty, obedience and devotion shown by one man towards Allah.</p> <p>The story behind Eid Al-Adha can be found in the Qur'an</p>	<ul style="list-style-type: none"> • Create 3 Questions about the 5 pillars with a partner to challenge another pair.
<p>Lesson 5</p> <p>To explain the festival of Eid al Adha</p>			<p>Children will</p> <ul style="list-style-type: none"> • Hear the story behind the Eid al Adha festival • Discuss difficult choices they have had to make. • Understand with ways Muslims celebrate Eid al Adha • Record interesting facts they have learned about Eid al Adha
<p>Lesson 6</p> <p>To name the significant days throughout the Easter story.</p>	Christian story of Easter	<p>Ash Wednesday marks the beginning of lent.</p> <p>Lent lasts for 40 days.</p> <p>Some Christians choose to fast or give up certain foods during this time.</p> <p>Palm Sunday is when Jesus rode in to Jerusalem.</p> <p>Maundy Thursday marks the day Jesus and his disciples shared their last meal.</p> <p>Christians believe Jesus died on Good Friday.</p> <p>Easter Sunday marks the end of lent. People celebrate this as it is when Christians believe Jesus rose from the dead.</p>	<p>Children will</p> <ul style="list-style-type: none"> • Hear the story of Easter • Create a time line of Easter events • Act our sections of the Easter story • Create a Glossary of Easter days
<p>Lesson 7</p> <p>Name and explain the British traditions of Easter</p>	Christian traditions of Easter		<p>Children will</p> <ul style="list-style-type: none"> • Discuss ways Easter is celebrated in Britain • Take part in crafts linked to the British Easter traditions
<p>Part 1 art work</p> <p>WALT : create, teach and learn a dance sequence at different levels and with a range of transitions.</p>	PE dance Dance Ancient Egypt	<p>Planned by External specialist Louise Jaggard</p> <p>Egyptian art work</p> <p>Action - Travelling, turning, elevation, stillness</p> <p>Shape - 2-dimentional, flat</p> <p>Space-Levels: low, medium, high</p>	<ul style="list-style-type: none"> • Warm up – corners game with dance vocabulary. • Explore – 2D Egyptian profile poses • Small groups choose unison or contrast poses • Choreography- Vary levels of poses with a transition movement. Rehearse movements become confident • Performance - Perform and teach to other groups

			<ul style="list-style-type: none"> • Appreciation discuss performances • Cool down – repeat artwork shapes keeping 2 D quality • Lie on floor repeat shapes with as many points on floor as possible.
Part 2 Mummies WALT: create and rehearse a phrase as a class. Create a paired improvised phrase		Egyptian Mummies Action - Isolations with the head and shoulders, Shuffles with the feet Relationships - Contact improvisation Dynamics - Stiff, rigid, blank facial expressions	<ul style="list-style-type: none"> • Warm up – corners game with dance vocabulary. • Improvise -mummy movements learn mummy phrase as a class. • Choreography- contact improvisation mummies • Performance – class performance – mummy phrase – circle contact improvisation and then return to tomb. • Appreciation – watch half class and spot blank faces – rigid body parts interesting duets • Cool down – return to tombs count of 10 to rise
Part 3 Pyramids WALT: create a structure as a group, Choreograph as dance as ABAB		Constructing Pyramids Action - Arm and hand gestures, Triangular shapes Relationships - Contact work Physical skill - Balance and control	<ul style="list-style-type: none"> • Warm up – Joints, pulse raisers, stretches • Explore – construction – practise moves and rehearse individually with facial expressions • Choreography- groups to create pyramids • Performance - ABABAB • Appreciation half class – facial expressions – strong and controlled pyramids- structure of ABAB • Cool down – repeat stretches from warm up
WALT: evaluate and improve on our performance.		Develop flexibility, strength, technique, control and Perform dances using a range of movement patterns	<ul style="list-style-type: none"> • Warm up Joints, pulse raisers, stretches • Practise and then perform for a recording of the dance • Recap reach section of the dance. • Combine the elements of the dance • Record and watch the dance – evaluate things to work on.
WALT: perform to an audience.		Develop flexibility, strength, technique, control and Perform dances using a range of movement patterns	<ul style="list-style-type: none"> • Warm up - Joints, pulse raisers, stretches - add in elements suggested by children. • Recap sections of dance and then run through the performance. • Perform to another class. • Take feedback from the other class.

Gymnastics (4 weeks)	Gym	GSC	•
Yoga (2 weeks)		GSC	•
OAA (3weeks)		GSC	•
Tennis (4 weeks)		GSC	•
Develop rolls		<ul style="list-style-type: none"> • develop flexibility, strength, technique, control and balance through gymnastics • compare their performances with previous ones and demonstrate improvement to achieve their personal best. 	Children will <ul style="list-style-type: none"> • warm up =- stuck in the mud • develop their own dynamic stretches • log roll and barrel roll • develop forwards roll – shoulders touch first – power from legs helps you roll • combine rolls and balances in a sequence
Assess and improve my rolls			<ul style="list-style-type: none"> • warm up – shape stuck in the mud • Children lead stretches in a group • Revisit forwards roll • Teddy bear roll • Combine rolls from last week in a sequence
Link actions that flow using my rolls			<ul style="list-style-type: none"> • Rolls revisited • Stretches – leading groups • Create a sequence using a jump , given roll and balance at each station. • What improvements have you made ?
Develop a sequence with a partner.			<ul style="list-style-type: none"> • Roll recaps combining travelling movements • Stretches • Rotate round stations each one having a focus roll create e sequence with a partner. • Show sequences and give and accept positive feed back .

Develop strength through inverted movements			<ul style="list-style-type: none"> • Alien tag • Stretches • Shoulder stand- develop with leg movements • Bridge to full bridge • Demonstrate to another pair • Give and accept positive feed back
Develop strength through inverted movements			<ul style="list-style-type: none"> • Team travel (bunny hops , bear crawl and crabs) • 3 stations stretches with an allocated leader • Combine movements on apparatus developing bridge and shoulder stand
<p>Lesson 1</p> <p>WALT understand how to be responsible for making good choices to stay safe and healthy</p>	PHSE Safety First	<p>Explain the importance of privacy (including keeping some body parts private), different circumstances when privacy is important (including online), and how to respect personal boundaries</p> <p>Explain a range of ways to keep healthy, that habits can have positive and negative effects on health, and how to manage pressure to do things that are not healthy.</p> <p>Explain the importance of balancing time online with other activities for physical and mental wellbeing</p>	<p>Children will</p> <ul style="list-style-type: none"> • discuss things they can do independently that they used to need help with; • describe what a dare is and identify situations involving peer pressure; consider the impact of accepting a dare; • know when to seek help in risky or dangerous situations; • identify sources of pressure to behave in a certain way, other than peer pressure; • identify and discuss some school rules for staying safe and healthy; • list some of the dangers we face when we use the road; • describe drugs, cigarettes and alcohol in basic terms; explain some of the ways in which drugs, cigarettes and alcohol affect the human body; appreciate that some drugs are helpful, others are harmful and all drugs can be harmful if not taken correctly;
Lesson 2 WALT identify a risky situation and act responsibly show resistance to join in			

Lesson 3 WALT be safe on or near a road			<ul style="list-style-type: none"> • appreciate that the most courageous thing is to say no; • identify which information they should never share online; • identify who they should tell if they see something online that worries, upsets or confuses them; • explain what it means to be kind and respectful online. • appreciate what being responsible means and name some of their responsibilities; • give examples of a range of risky or dangerous situations; appreciate that doing something risky may lead to danger; • appreciate that their own decisions and behaviour can impact on their safety and the safety of others; • describe where pressure to do things can come from; identify people who can help us in an emergency; • identify safety precautions that can be taken on and near roads; advise others on how to stay safe on and near roads; • know how to use mobile devices and the Internet responsibly; • understand why certain information should never be shared online; • identify behaviour that constitutes cyberbullying. • advise others on how to stay safe online. • appreciate the difference between good risks and dangerous risks;
Lesson 4 WALT recognise that some substances are dangerous and can affect the human body			
Lesson 5 Safety First WALT keep safe when using the internet			
Lesson 1 WALT describe the male and female body parts and	PSHE Growing Up	Identify external genitalia and internal reproductive organs, and describe how and why bodies change as they grow, including during puberty and suggest strategies to manage these	<p>Children will</p> <ul style="list-style-type: none"> • name the main male and female body parts needed for reproduction;

explain what they are for.		Explain how families are different and identify features of positive family life	<ul style="list-style-type: none"> • describe some of the changes boys go through during puberty; • describe some of the changes girls go through during puberty; • describe some feelings young people might experience as they grow up; • talk about their own family and the relationships within it; • understand that there are many different types of families; • identify similarities and differences in different loving relationships; • explain in simple terms how babies are made and how they are born
Lesson 2 WALT describe how boys change as they go through puberty.			
Lesson 3 WALT describe how girls change as they go through puberty.			
Lesson 4 WALT describe the feelings that some people experience as they grow up.			
Lesson 5 WALT understand that there are many different types of relationships and families.			
Lesson 6 Growing Up WALT describe how babies are made and how they are born.			
Lesson 1 Fruit	French Going shopping	<ul style="list-style-type: none"> • Listen and respond to topic vocabulary. • Answer questions using the topic vocabulary. • Take part in role play • Greet and respond. 	Children will <ul style="list-style-type: none"> • Name a range of fruit • Ask questions • Give an opinion – like and dislike • Understand masculine and feminine
Lesson 2 Vegetables.			Children will <ul style="list-style-type: none"> • Name a range of vegetables • Ask questions • Give an opinion – like and dislike

			<ul style="list-style-type: none"> Understand singular and plural
Lesson 3 Using adjectives after a noun.			Children will <ul style="list-style-type: none"> Understand the order of word class in sentences
Lesson 4 Asking where to buy items			Children will <ul style="list-style-type: none"> Role play asking where shops are Write questions
Lesson 5 Shopping - money			Children will <ul style="list-style-type: none"> Count numbers to 50 Recognise and find amounts of money in Euros and centimes. How much is 'C'est combien...?' (regarding items in a shop).
Lesson 6 Shopping – asking for items			Children will <ul style="list-style-type: none"> Set up a shop and label the items
Lesson 1 Ask and answer questions about the UK	French Where in the World	Listen and respond to topic vocabulary;	Children will <ul style="list-style-type: none"> Label the parts of the UK in French Present their posters Class will ask them questions
Lesson 2 Identify French speaking countries		Answer questions orally using the topic vocabulary;	Children will <ul style="list-style-type: none"> Identify countries which speak French On parle français au/en/à.... [They speak French in...
Lesson 3 Identify the continents of the world.		Write an answer in a sentence using the topic vocabulary;	Children will <ul style="list-style-type: none"> Find and name the continents in French from an atlas
Lesson 4 Explore different places around the world.		Use an English/French dictionary to translate from English to French.	Children will <ul style="list-style-type: none"> Combine their knowledge about countries and continents to create a poster showing key phrases.

Lesson 1: Introduction to Block Printing	Art Printing	Understand the concept of block printing. Learn about the historical significance of block printing in Ancient Egypt. Identify materials and tools used in block printing.	Children will <ul style="list-style-type: none"> • Explain what block printing is. • Describe the importance of block printing in Ancient Egyptian culture. • List the materials and tools needed for block printing.
Lesson 2: Designing Patterns		Explore common patterns and motifs used in Ancient Egyptian art. Develop skills in designing simple patterns for block printing.	Children will <ul style="list-style-type: none"> • Identify and describe common Ancient Egyptian patterns. • Create their own simple pattern designs inspired by Ancient Egyptian motifs
Lesson 3: Carving the Block		Learn the techniques for safely carving a printing block. Understand the importance of precision in block carving.	Children will <ul style="list-style-type: none"> • demonstrate safe carving techniques. • carve a simple design into a printing block with accuracy.
Lesson 4: Preparing the Printing Surface		Understand the process of preparing surfaces for printing. Learn about different types of surfaces that can be used for block printing	Children will <ul style="list-style-type: none"> • Prepare a surface for block printing • Explain the differences between various printing surfaces.
Lesson 5: Printing Techniques		Learn the step-by-step process of block printing. Experiment with different printing techniques to achieve desired effects.	Children will <ul style="list-style-type: none"> • Perform the block printing process from start to finish. • Experiment with and describe different printing techniques.
Lesson 6: Evaluating and Reflecting		Reflect on the block printing process and the final product.	Children will <ul style="list-style-type: none"> • Evaluate their own work and the work of their peers. • Reflect on what they learned and how they can improve their techniques.

Lesson 1. Understanding levers	Design Technology Mechanisms, pneumatic and levers	Learn how levers work and their applications in everyday life.	Children will <ul style="list-style-type: none"> Identify different types of levers and explain how they create movement
Lesson 2. Exploring Linkages		Explore how linkages are used to transfer motion. Design and create simple linkage mechanisms and describe their function.	Children will <ul style="list-style-type: none"> design and create simple linkage mechanisms and describe their function.
Lesson 3. Pneumatic Systems		Understand the basics of pneumatic systems and how to create movement.	Children will <ul style="list-style-type: none"> Construct a basic pneumatic system and explain how air pressure is used to create motion.
Lesson 4. Strengthening Frames		Learn techniques to strengthen frames using diagonal struts.	Children will <ul style="list-style-type: none"> Students will be able to design and build a frame structure, incorporating diagonal struts to enhance stability
Lesson 5. Practical Application of Mechanical Systems		Apply knowledge of mechanical systems to solve a practical problem.	Children will <ul style="list-style-type: none"> Students will be able to design and build a model that uses levers, linkages, or pneumatic systems to achieve a specific task.
Lesson 6. Ancient Egyptian Farming Techniques		Explore the farming techniques used in Ancient Egypt and their impact on society.	Children will <ul style="list-style-type: none"> Describe the irrigation methods, tools, and crops used by Ancient Egyptians and explain how these techniques supported their civilization. Make a shaoof

In music we follow the Leicestershire Music Scheme – Unit 3 Rhythm Unit 4 Pitch
For computing we use the Kapow computing scheme – Programming / Online Safety