Ashill V.C. Primary School

My Learning Discovery
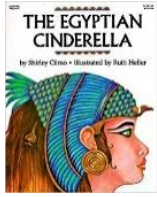

Year 3/4

The Exciting Egyptians

Spring 1 and Spring 2 2026

Exciting Egyptians

This is a traditional tale, but with an historical setting and it 'crashes' together those two things to illustrate to the children how to do this in their own writing – and letting them see that it is allowed!!

'The Time Slip Scarab' by Pie Corbett is a Talk for Writing story which will be used to help the children remember the Egyptian artefacts we will talk about. It is a 'portal story,' which means an object, (in this case a Scarab Beetle, ports the character to another place.)
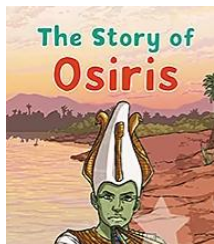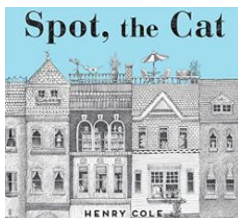
This mythical story is great for introducing the Egyptian Gods to the children.

Additional texts to support learning:
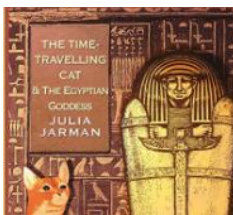
This is a more involved text that allows the children to hear a whole story from start to finish and appreciate how a story is crafted. It will be used for reading comprehension and discussion.

'Spot, the Cat' is a picture book which, by the absence of text, allows the children more time to reflect on the pictures and create their own narratives as to what is happening.
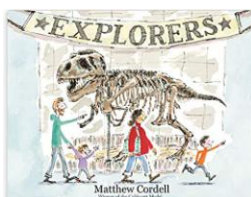
Explorers is a picture book which tells the story of a family at a museum, who lose a paper bird that one of the children made. Another family help to find it, and it shows how people from different backgrounds or cultures can work together.

Further opportunities in maths and English

Maths	English
• Observations and recording data in science. • Understanding teeth numbers in dentistry. • Repetition and patterning in computing • Identifying errors in logical sequences – DT • Working with notation in music.	• Asking questions in history. • Communicating orally what I feel an artist is trying to express in their own work. • Writing in role in RE • Writing complements for others - PSHE

In support of our vision and values as a school, opportunities for spirituality are provided for the children to foster deep feelings inside, of being part of something bigger on the outside, and the connectedness of ourselves to this.

Further opportunities for Spirituality this term:

Experiences of Awe and Wonder:
- **Through Science lessons:** Exploring the natural world, noticing its beauty, and appreciating its complexity can spark a sense of wonder.
- **In English and RE looking at stories:** Engaging with stories that explore themes of good and evil, courage, and compassion can stimulate reflection and discussion.
- **Creative Arts:** Allowing children to express their feelings and ideas through art, music, and drama can be a powerful way to explore spirituality.

Developing Emotional Awareness: through PSHE, RSHE and RE lessons
- **Recognizing Feelings:** Helping children identify and name their emotions, both positive and negative, is a crucial step in spiritual development.
- **Empathy and Compassion:** Encouraging children to understand and share the feelings of others fosters a sense of connection and concern for the well-being of others.
- **Self-Awareness:** Creating opportunities for self-reflection and appreciation of their own uniqueness can build self-esteem and a sense of purpose.

Opportunities for Reflection: through all subjects
- **Quiet Time:** Providing moments of quiet reflection, perhaps after a stimulating activity, can allow children to process their experiences and feelings.
- **Discussions:** Creating a safe and supportive environment for children to share their thoughts and feelings about big questions can be very valuable.

Connecting to Something Bigger: through RE, History, Geography and PSHE lessons
- **Values and Beliefs:** Exploring concepts like kindness, honesty, and fairness, and how these relate to their own lives and the lives of others.
- **Meaning and Purpose:** Asking open-ended questions about the world and their place in it can encourage children to think about meaning and purpose.
- **Belonging:** Fostering a sense of belonging to their school community, their families, and the wider world.

In Science, we will learn about animals including humans, specifically the digestive system and our teeth. We will describe the simple functions of the basic parts of the digestive system in humans and identify the different types of teeth in humans and their simple functions. We will also construct and interpret a variety of food chains, identifying producers, predators and prey.

Science
Year 3 & 4

- I can identify and name parts of the human digestive system.
- I can explain the functions of the digestive system and use scientific evidence to answer questions.
- I can create a model of the digestive system to understand how it applies to me.
- I can identify the types and functions of teeth and identify similarities and differences related to scientific ideas.
- I can listen to a visitor / information from a dental practice about how to look after my teeth.
- I can ask scientific questions and choose a scientific enquiry to answer them by creating an enquiry or test.
- I can make careful observations, appropriately record my results and use them to develop further investigations x2.
- I can construct and interpret food chains.
- I can show my skills and knowledge through an assessment of my understanding.

In History, we will establish clear narratives within and across the periods we are studying. We will note connections, contrasts and trends over time and develop the appropriate use of historical terms. We will construct informed responses involving thoughtful selection and organisation of relevant historical information and we'll understand how our knowledge of the past is constructed from a range of sources.

We will do this through looking at the achievements of the Ancient Egyptians where we will cover answer questions such as 'Who Were the Ancient Egyptians?' and 'What Was Life like in Ancient Egypt?' We will explore their jobs and roles, education, leisure, homes, rituals and processes such as mummification, their respected rulers such as Tutankhamun and their beliefs by studying the Egyptian Gods. We will be comparing 'then and now' in respect of The Nile.

History	
Year 3	Year 4
Historical Interpretation • I can give a plausible explanation about what an object was used for in the past. Knowledge and Understanding • I can answer questions using an artefact/ photograph provided. Historical Understanding • I can find out more about a person or event from the past from a given source. • I can ask and answer questions about old and new objects. Chronological Understanding • I can describe dates of and order significant events from the period studied.	Historical Interpretation • I can look at different versions of the same event in history and identify differences. • I can give more than one reason to support an historical argument. Knowledge and Understanding • I can describe differences and similarities between people, events and artefacts studied. Historical Understanding • I can research what it was like for a person in a given period from the past using primary and secondary sources. Chronological Understanding • I can order significant events and dates on a timeline.

In Computing this term, both units look at repetition and loops within programming. In the first half term, we will create programs by planning, modifying, and testing commands to create shapes and patterns. We will use **Logo, a text-based programming language.**

In the second half term we will continue with programming. Here we will look at coding a game that includes repeating functions and timing elements. We will be using **Scratch software.**

Computing	
Year 3	**Year 4**
Programming – Repetition in Shapes Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. To identify that accuracy in programming is important • I can program a computer by typing commands • I can explain the effect of changing a value of a command • I can create a code snippet for a given purpose To create a program in a text-based language • I can use a template to draw what I want my program to do • I can write an algorithm to produce a given outcome • I can test my algorithm in a text-based language To explain what 'repeat' means • I can identify repetition in everyday tasks • I can identify patterns in a sequence • I can use a count-controlled loop to produce a given outcome To modify a count-controlled loop to produce a given outcome • I can identify the effect of changing the number of times a task is repeated • I can predict the outcome of a program containing a count-controlled loop • I can choose which values to change in a loop To decompose a task into small steps • I can identify 'chunks' of actions in the real world • I can use a procedure in a program • I can explain that a computer can repeatedly call a procedure To create a program that uses count-controlled loops to produce a given outcome	**Programming - Repetition in games** Using a block-based programming language to explore count-controlled and infinite loops when creating a game. To develop the use of count-controlled loops in a different programming environment • I can list an everyday task as a set of instructions including repetition • I can modify a snippet of code to create a given outcome • I can predict the outcome of a snippet of code To explain that in programming there are infinite loops and count controlled loops. • I can choose when to use a count-controlled and an infinite loop • I can modify loops to produce a given outcome • I can recognise that some programming languages enable more than one process to be run at once To develop a design that includes two or more loops which run at the same time. • I can choose which action will be repeated for each object • I can evaluate the effectiveness of the repeated sequences used in my program • I can explain what the outcome of the repeated action should be To modify an infinite loop in a given program • I can explain the effect of my changes • I can identify which parts of a loop can be changed • I can re-use existing code snippets on new sprites To design a project that includes repetition. • I can develop my own design explaining what my project will do • I can evaluate the use of repetition in a project • I can select key parts of a given project to use in my own design

• I can design a program that includes count-controlled loops • I can make use of my design to write a program • I can develop my program by debugging it	<u>To create a project that includes repetition.</u> • I can build a program that follows my design • I can evaluate the steps I follow when building my project • I can refine the algorithm in my design

In Art, we will appreciate how art and design both reflect and shape our history, and contribute to the culture, creativity and wealth of our nation. We will create portrait pictures, which include paint and collage, including a mood board to choose colours associated with feelings that we want to be portrayed. We will block print our own sketched vase design.

Art	
Year 3	**Year 4**
<u>Drawing</u> • I can use drawing as a tool to express an idea. • I can use different shading techniques to give depth to a drawing. <u>Painting</u> • I can mix a range of colours in the colour wheel. • I can identify what colours work well together. • I can create a background using a wash. <u>Printing</u> • I can understand how printing can be used to make numerous designs. • I can transfer a drawing into a print. <u>Sketch books</u> • I can suggest improvements to my work by keeping notes in my sketch book. <u>3D</u> • I can add layers onto my work to create texture and shape. <u>Collage</u> • I can overlap materials. • I can use collage as a tool to develop a piece in mixed media. • I can use collage to create a mood board of ideas. <u>Knowledge</u> • I can explore work from other cultures. • I can communicate what I feel the artist is trying to express in their own work.	<u>Drawing</u> • I can experiment with drawing techniques to support my observations. • I can create a sense of distances and proportion in a drawing. • I can use experimental drawing techniques to create atmosphere in a drawing. • I can explain why they have chosen specific materials to draw with. <u>Painting</u> • I realise the different properties of different paints. • I can create mood in a painting. • I can use shade to create depth in a painting. <u>Printing</u> • I can explore a variety of printing techniques. • I can create an accurate print design. <u>Sketch books</u> • I can produce a mood board to inspire and influence their work. • I can use their sketch books to adapt and improve their original ideas. • I can keep notes about the purpose of my work in my sketch book. • I can evaluate their learning and record in sketchbooks. <u>3D</u> • I can experiment with and combine materials and processes to design and make 3D form. • I can take a 2D drawing into a 3D form. • I can shape using a variety of moldable

materials.

Collage
- I can overlap materials.
- I can use collage as a tool to develop a piece in mixed media.
- I can use collage to create a mood board of ideas.

Knowledge
- I can explore work from other cultures.
- I can see how art can change over time.
- I can communicate what they feel the artist is trying to express in their work.
- I can communicate what they are trying to express in their own work.

In Modern Foreign Languages (MFL,) we will be teaching an appropriate balance of spoken and written language, and this will lay the foundations for further foreign language teaching later.

In Spring 1, we are studying Les fruits (Fruits). In this unit pupils will learn 10 fruits and be introduced to the simple opinions 'I like' and 'I do not like'. By the end of the unit pupils will have the knowledge and skills to be able to say which fruits they like and do not like.

French
Year 3 & 4

- I can recognise and recall 5 fruit nouns with the correct articles/determiners in French.
- I can recognise and recall 5 more fruit nouns with the correct articles/determiners in French.
- I can change singular nouns into the plural form in French.
- I can use the structure 'j'aime' (I like) with the fruit nouns.
- I can use the negative structure 'je n'aime pas' (I do not like) with the fruit nouns.

In Spring 2 we are studying Je peux... (I Am Able...) In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.

French
Year 3 & 4

- I can recognise and recall 5 verbs in French.
- I can recognise and recall 5 more verbs in French.
- I can use the structure 'je peux' (I am able) with the infinitive verbs in French.
- I can use the negative structure 'je ne peux pas' (I am not able) followed by infinitive verbs in French.
- I can use the conjunctions 'et' (and) & 'mais' (but) in French to extend my sentences.

In Design Technology, in Spring 1, we will be designing wearable technology and developing a program and housing for a Micro:bit.

Design Technology	
Year 3	**Year 4**
Developing, planning and communicating ideas • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components? Working with tools, equipment, materials and components to make quality products • I can use equipment and tools accurately and safely. Evaluating processes and products • I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work. • I can assess how well their product works in relation to the purpose. • I can explain how I could change my design to make it better.	Developing, planning and communicating ideas • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. Working with tools, equipment, materials and components to make quality products • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. Evaluating processes and products • I can think about my ideas as they progress and make changes to improve my work • I can assess how well my product works in relation to the design criteria and the intended purpose. • I can explain how I could improve my design and how my improvement would affect the original outcome. Electrical and Mechanical Components • I can use a simple circuit and add components to it.

In Spring 2, we will learn how to cross stitch and applique to decorate and assemble Egyptian collars, which represent the personality of the child in their design.

Design Technology	
Year 3	**Year 4**
Developing, planning and communicating ideas • I can plan my design, using accurate diagrams and labels. • I can plan the equipment/ tools needed and give reasons why. • I can start to order the main stages of making their product. • I can identify a design criteria and establish a purpose/ audience for their product. • I can make realistic are plans. e.g. tools, equipment, materials, components?	Developing, planning and communicating ideas • I can create a final design for my product based on initial ideas and revisions, based on existing ideas. • I can create a detailed plan considering my target audience, design criteria and intended purpose. Working with tools, equipment, materials and components to make quality products • I can use equipment and tools with increased accuracy and safety. • I can select the most effective materials, tools and techniques to use. • I can manipulate materials effectively using a range of tools and equipment.

Working with tools, equipment, materials and components to make quality products

- I can use equipment and tools accurately and safely.
- I can select the most appropriate materials, tools and techniques to use.
- I can manipulate materials using a range of tools and equipment
- I can measure, cut and assemble with increasing accuracy.

Evaluating processes and products
- I can start to think about my ideas as I make progress and be willing to make changes if this helps me to improve my work.
- I can assess how well their product works in relation to the purpose.
- I can explain how I could change my design to make it better.

Textiles
- I can join textiles of different types in a range of ways.
- I can choose textiles both for their appearance and qualities.
- I can begin to use a range of simple stitches.
- I can use fabrics to build an image.
- I can add detail to a piece of work.
- I can add texture to a piece of work.

Construction
- I can join materials effectively to build a product.
- I can use a range of techniques to shape and mould materials.

- I can measure, cut and assemble accurately.

Evaluating processes and products
- I can think about my ideas as they progress and make changes to improve my work
- I can assess how well my product works in relation to the design criteria and the intended purpose.
- I can explain how I could improve my design and how my improvement would affect the original outcome.

Textiles
- I can consider which materials are fit for purpose and join them appropriately.
- I can devise a template or pattern for their product.
- I can explore a range of textures using textiles.
- I can transfer a drawing into a textile design.
- I can use artists to influence my textile designs

Construction
- I can measure accurately to build effective structures.
- I can use a range of techniques to shape and mould.

In Music, in Spring 1, we focus on pitch and creative composition in a unit called 'Rivers.' We will explore composing and performing melodies using the pentatonic scale. We'll have opportunities to explore writing and combining our own melodies in small groups. We will explore Smetana's symphonic poem and learn about barcarolles through listening to Offenbach, composing and singing. At the end of the unit we will use all the elements to create our own barcarolle.

Music
• I can explore pitch using graphic notation.
• I can compose and perform melodies using graphic notation.
• I can perform pentatonic melodies using grid notation.
• I can compose and notate pentatonic melodies.
• I can compose a song in the style of a barcarolle.
• I can develop, refine, rehearse, and perform a barcarolle

In Music, in Spring 2, we will explore the language of music through the inter-related dimensions of music, in a unit called, 'Words, Words, Words.' We will deepen our knowledge of the inter-related dimensions and extend our musical vocabulary. We will take inspiration from poetry, art and music and use graphic score to record ideas.

Music
- I can explore the language of music through the inter-related dimensions.   - I can use the inter-related dimensions to translate the language of words into the language of music.   - I can begin to interpret music notation with consideration of dynamics.   - I can create a symphonic poem and broaden knowledge of the inter-related dimension of tempo.   - I can create a symphonic poem using knowledge of the inter-related dimensions of music.   - I can perform and evaluate a final piece using knowledge of the inter-related dimensions of music.

In Physical Education, in Spring 1, we will create dances in relation to an idea. We will work individually, with a partner and in small groups, sharing our ideas. We will develop our use of counting and rhythm. We will learn to use canon, unison, formation and levels in our dances. We will be given the opportunity to perform to others and provide feedback using key terminology. We cover the themes of 'A Trip To…' celebrating the idea of Egypt as a destination of choice for tourism and 'Superpowers' in celebration of the superpowers we will learn about that the Egyptian Gods had.

Physical Education
THEME: 'A Trip to... '   - I can remember, repeat and create actions to represent an idea.   - I can share ideas of actions and dynamics to create a dance that shows a location.   - I can use choreographing ideas to develop our dance.   THEME: 'Superpowers'   - To remember, repeat and create actions around a theme.   - To understand and use formations.   - To structure a dance to represent a theme.

In the Spring 2 term, we will take part in OAA (Outdoor Adventurous Activities) allowing us to develop problem solving skills through a range of challenges. We will work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. We will learn what makes a good team and explore key skills such as inclusion and trust. We will begin to learn to orientate a map, identify key symbols and draw and follow routes. This unit links to the following strands of the NC: take part in outdoor and adventurous activity challenges both individually and within a team.

Physical Education
- I can develop co-operation and teamwork skills.   - I can develop trust and teamwork.   - I can involve all team members to work towards a shared goal.   - I can develop trust whilst listening to others and following instructions.   - I can identify objects, draw and follow a simple map.   - I can draw a route using directions, orientate a map and navigate around a grid.

In Spring term 1 and 2 the children will also be swimming.

Skills Map for Swimming		
Working Towards	**Expected**	**Greater Depth**
• I can swim 15 metres unaided. • I can keep swimming for 30 to 45 seconds, using swimming aids and support. • I can use a variety of basic arm and leg actions when on my front and on my back. • I can swim on the surface and lower myself under water. • I can take part in group problem-solving activities on personal survival. • I can recognise how my body reacts and feels when swimming. • I can recognise and concentrate on what I need to improve.	• I can swim 25 metres. • I can keep swimming for 45 to 90 seconds. • I can use 3 different strokes, swimming both on my front and back. • I can control my breathing. • I can swim confidently and fluently on the surface and underwater. • I can work well in a group to solve specific problems and challenges, sharing out the work fairly. • I can recognise how swimming affects my body and pace my efforts to meet different challenges. • I can suggest activities and practices to help improve my own performance.	• I can swim further than 100 metres. • I can swim fluently and confidently for over 90 seconds. • I can use all 3 strokes with control. • I can swim short distances using butterfly. • I can breathe so that the pattern of my swimming is not interrupted. • I can perform a wide range of personal survival techniques confidently. • I can know what the different tasks demand of my body and pace my efforts well to meet challenges. • I can describe good swimming technique, showing and explaining it to others.

In PSHE, we draw from a variety of different schemes and schedules of work, to create a series of lessons that meet the children where they are in the class at the time we teach them.
In Spring 1, we will be learning about…

Personal, Social and Health Education
Year 3 & 4

New beginnings

Belonging:
• I know how I am valued at school and how I can make others feel valued.

Self-awareness and understanding my feelings.
• I can understand myself and know how it feels to be happy, sad, scared, or excited,

Managing my feelings
• I know how it feels to do or start something new, and some ways to cope with these feelings.

Making choices
• I know some more ways to solve a problem.

Understanding rights and responsibilities
• I understand why we need to have different rules in different places.
• I know what my rights, rules and responsibilities are in school and outside of school.

Following the Christmas period, we will also be thinking about money, when this tends to be something that is mentioned at this time of the year after the UK Budget and Christmas spending for most families in the UK.

Money
- What is money?
- What's new with money?
- What can I do with money?

In Spring 2, we will be learning about…

Personal, Social and Health Education
Year 3 & 4

Relationships

Knowing myself
- I can take responsibility for my behaviour.

Understanding my feelings
- I know when I will feel guilty and use this when I make a choice.

Managing my feelings
- I can tell when I feel ashamed about something.

Social skills
- I can tell you some ways to make amends if I have done something cruel or unkind.

In Religious Education we will be taught to use and develop our skills and understanding of Theology, Philosophy and Human and Social Sciences to explore and answer a "big question". This term we are looking at…

Spring 1

Religious Education
What is philosophy? How do people make moral decisions?

I will be able to…
- Talk about the difference between knowing and believing.
- Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly, analyse arguments and how they work.
- Recognise that it is difficult to define 'right', wrong', 'good' and 'bad'.

I will explore and understand…
- Difference between knowledge, belief and opinion.
- The complex nature of concepts such as truth, reality, happiness, identity, hope, justice.
- The nature of a philosophical question.
- Awareness of variant perspectives about whether some things can be proven.
- The influence on moral decision making of factors such as experience, family, history, culture or community (including religious communities).
- Utilitarianism or Hedonism as a way of making moral decisions.

Religious Education
What do Muslims believe about God?

I will be able to…
- Show awareness of the Qur'an as the supreme source of authority for Muslims and begin to explore its authorship and organisation.
- Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God.
- Begin to understand this in the context of the three Abrahamic religions.
- Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view other people.
- Recognise that there are many different answers to the question, 'What is God like?'

I will explore and understand…

- The concept of Tawhid.
- The impact of Tawhid on Muslims.
- The impact of The Qur'an containing the actual words of God.
- How the existence of God is explained in Muslim teaching.
- How the Muslim view of deity differs from that of other religions.