

Robert Mellors Primary Academy - Planning Cycle Year: 2019/2020



Year 3/4	<u>Autumn:</u> <u>Watch out the invaders are about!</u>	<u>Spring:</u> <u>A place in the sun</u>	<u>Summer:</u> <u>Awe and Wonder</u>
Intent	Our intention is that the children at Robert Mellors Academy become successful learners through being inspired and motivated to learn. We aim to do this by providing a curriculum that builds on sequences of learning developing children's skills and knowledge of the areas set out in the National Curriculum. Above all, planning is relevant and meaningful with the aim of creating long-term learning.		
Implement <i>Engage</i>	KWL grid and rank what they would like to know by importance.		Tomb visit- Egyptian day with treasure hunting and finding artefacts (in the reading den). Farm visit (Stonebridge/Ferry Farm?)
Implement <i>Develop</i>	<p>History: Mythical monsters. Timeline of Viking invasion.</p> <p>Geography: Locate Scandinavia on a map. Diary of a Captain's log- looking at different weather at sea. Show invaded countries on a map. Compare menus from different cultures. Routes taken by longboats to invade.</p> <p>Art: Long boat sail using collage. Paper mache helmet. Design and make a Viking tunic.</p> <p>DT: Design and make a longboat. Make a Viking stew.</p>	<p>Maps and atlases (ordnance survey maps/grid references) Leaflet – cities Volcanoes/Earthquakes (art with Volcanoes) Capital cities (and features of them) Flags Trade links – do it as classes between each other Similarities and differences World cup Artists Pizzas – making and selling Tapas bar/shop Food tasting Eurovision</p>	<p>DT: Design and create Egyptian jewellery through sewing and bead work.</p> <p>Geography: Locate Egypt on a map using an atlas. Watch <i>Gift of the Nile</i> and answer quiz relating to the video. Areas of farming mind map.</p> <p>History: Create a chronology of the Egyptian timeline. Write in hieroglyphs on papyrus paper. Create a documentary about Egyptian jobs. Revealer or archaeological dig to investigate artefacts. Watch and re-enact a film about Howard Carter discovering tomb.</p> <p>Art: Drawing of the sphynx.</p>

	<p>English: Write instructions to make the longboat. Write poetry about sea monsters. Invent a warrior chant based on Pippi Longstocking.</p>		<p>Making Canopic jars from clay.</p> <p>English: Research and create a fact-file of the Nile. Write a non-chronological report about farming. Write Howard Carter diary entry and newspaper.</p>
<p>Impact Skills</p>			<p>Geography: Locate Egypt on a map and within the Northern hemisphere. To know how the Nile was used in everyday life and make comparisons to modern day. To investigate farming techniques from the past.</p> <p>History : To identify pharaoh from the past. Look at the pyramids to find out information about the past. To identify key Egyptian artefacts. To know that curses were used to prevent tomb raiders. To describe the discovery over Tutankhamun's tomb. To understand the process of mummification. To know the alphabetic codes of hieroglyphics. To understand historic jobs.</p> <p>Art: To draw a picture of the Sphynx in perspective.</p>

			<p>To use clay to form models using joining techniques.</p> <p>DT: To create a mummy in a coffin. To practise sewing skills.</p>
<p>Coverage check list</p>	<p>English Maths Science History Geography Art D&T Music P.E. ICT R.E. SMSC Outdoors Local Community Wider World</p>	<p>English Maths Science History Geography Art D&T Music P.E. ICT R.E. SMSC Outdoors Local Community Wider World</p>	<p>English Maths Science History Geography Art D&T Music P.E. ICT R.E. SMSC Outdoors Local Community Wider World</p>