|  |  |
| --- | --- |
|  |  |

|  |  |  |
| --- | --- | --- |
| **Logo  Description automatically generated** | **Logo, company name  Description automatically generated** | Topic Overview KS2 (Year 4) - Autumn 1 2023 |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Key Texts English** | Oliver and the Seawigs | | | | | | | |
| **Subject** | *Science – Animals including Humans* | *Computing –*  *E-Safety* | *Geography* | *History – Ancient Egyptians* | *Art & Design* | *Design & Technology* | *MFL* | *RE* |
| NC  Objectives / links | * describe the simple functions of the basic parts of the digestive system in humans * identify the different types of teeth in humans and their simple functions * construct and interpret a variety of food chains, identifying producers, predators and prey | * Understand the importance of Online Safety in order to use technology respectfully and responsibly. * Become responsible and competent users of information and communication technology. |  | * Know and understand significant aspects of the history of the wider world developing their ability to appreciate cultures, ideas, and traditions that are not their own. * Learn through project based learning with rich, meaningful outcomes. * Be provided with resources to support them in constructing informed responses that involve thoughtful selection and organisation of relevant historical information. * Perceive how our knowledge of the past is constructed from a range of sources. * Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. * Gain historical perspective by placing their growing knowledge into different contexts. * Acquire and deploy rich, historical vocabulary. | * Learn about significant artists, designers and architects, movements and concepts, both contemporary and historical, within art and design. * Experience the creative freedom to develop their own art works inspired by their imaginations. * Explore, record and develop their own ideas through research, sketchbook work, wonder, critique and exhibition. * Learn and use the language and concepts of art , craft making , architecture and design. |  | * Listen attentively to spoken languages and show understanding through response. * Gain a secure knowledge of high-frequency words and vocabulary. * Gain a basic understanding of grammatical concepts appropriate to Spanish. * Gain a phonological awareness of the Spanish language developing confidence and competence in pronunciation. | * Compare and contrast views; give a considered response; explain a range of opinions and give reasons; weigh up different points of view; summarise and apply a range of ideas. * Observe and understand varied examples of religions and other world views so that they can   explain, with reasons, their meanings and significance for the choices made by individuals  and communities;   * Discuss and present thoughtfully their own and others’ views on challenging questions about   belonging, meaning, purpose and truth, applying ideas of their own in different forms  including (e.g.) reasoning, music, art and poetry. |

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Week/session | * Lesson QfL (Learning Intentions / Lesson Titles) * Further QfLs linked to learning activities (additional questions for differentiated learning) * Opportunities for Sparkle (see separate suggestions) | | | | | | | |
|  | *Science* | *Computing* | *Geography* | *History* | *Art & Design* | *Design & Technology* | *MFL* | *RE* |
| Big Question | *Excuse me, are these your teeth?* | *Why is online safety important?* |  | *Who were the Ancient Egyptians?* |  |  | *How do I greet somebody in Spanish?* | *Who will inspire me?* |
| Week 1 | Which curious questions do I have about teeth? | What are the rules for keeping safe online?   * Can we write some whole class rules? |  | Who were the Ancient Egyptians?   * What does Ancient mean? * Where is Egypt? * How will I be inspired by my new learning topic? |  |  | How will be inspired by my new learning topic? |  |
| Week 2 | What are the different types of teeth?   * How many teeth do we have? * How will I identify the teeth? | How to recognise online bullying?   * How do you protect yourself from online bullies? |  | What can artefacts tell us?   * How can we think like historians to answer ask questions about artefacts? * Will we ever know exactly how the Ancient Egyptians lived? |  |  |  | Who are we inspired by? |
| Week 3 | Why do we have different types of teeth?   * What are the functions of different types of teeth? * Do we have the same teeth as other animals? | How is social media used safely?   * How do we keep social media fun for everyone? |  | What was the importance of The Nile?   * Why did people’s lives depend on The Nile? * Why did people live so close to The Nile? * Why was it good that The Nile overflowed? |  |  | How do I say hello and goodbye in Spanish? |  |
| Week 4 | What causes tooth decay?   * What happens when we don’t look after our teeth? * Will I be able to create an experiment to teach me what is most damaging to our teeth? | How can we be respectful of others online?   * Creating a family pledge |  | Why were the Pyramids built?   * Which is the biggest pyramid? * How were the pyramids built?   What was inside the pyramids? |  |  |  | What makes a good leader? |
| Week 5 | How do we keep our teeth healthy?   * How can we change our routine to look after our teeth? * How can we change our diet to protect our teeth? * How often should we visit the dentist? | How are online safety problems solved?   * Can we look at a number of scenarios and problem solve? |  | Who was Tutankhamen?   * What is the significance of the Valley of the Kings? * Were the Pharaohs gods too? * How did the pharaohs live? |  |  | How do I ask somebody how they are in Spanish?  How do I respond? |  |
| Week 6 | * How are animals and plants dependent on one another?   How is energy transformed and transferred as it flows through the food chain? | What are PEGI ratings?   * How is gaming done safely? * What does each rating mean? |  | What was the mummification process?   * What did they believe happened after someone died? * How did they prepare the body for the next world? |  |  |  | What would be important to me if I ruled the World? |
| Week 7 | What are the different parts of the digestive system?   * Can I identify the different parts of the digestive system? * Can I describe how the different parts of the digestive system function? | What have I learnt? |  | What did the Egyptians believe in?   * Were there different gods and goddesses? * How important was religion to Ancient Egyptians? * What were the significance of temples?   How were religious festivals celebrated? |  |  | How do I ask somebody their name in Spanish?  How do I respond? |  |