



Gainsborough Primary and Nursery School Curriculum Brochure for Parents and Carers



English

Key vocabulary: narrative, inverted commas, paragraphs, verbs, expanded noun phrase, prefix, suffixes, homophones, apostrophe (possessive/ contradiction), adjectives

What pupils will learn:

This term we will be exploring the Ancient Egyptians. The children will be learning to develop their character descriptions, setting descriptions, narrative and report writing. Within their writing they will be using expanded noun phrases, conjunctions, adverbials and preposition. As well as focusing on paragraphing and punctuation.

History – Ancient Egyptians

Key vocabulary:

Past, present, ancient, sarcophagus, hieroglyphics, papyrus, civilization, religion, Homes, Childhood, Food Trade, Pyramids, Papyrus paper

What pupils will learn:

The Ancient Egyptians

I know the achievements of the earliest civilizations – The Ancient Egyptians.

I know the legacy of Egyptian Life.

I know the Ancient Egyptian achievements and their influence on the western world:

Geography – UK/Where I live

Key vocabulary:

Geographical regions
capital cities, locate, globe, hemisphere,

What pupils will learn:

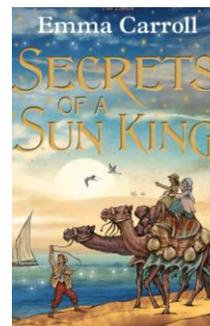
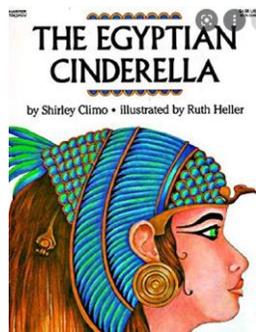
I know and can locate the continents and countries from both the Northern and Southern hemisphere on a globe and in a map or atlas.

I know some capital cities.

Year 4
Autumn Term

The Ancient Egyptians

Focus texts:



Maths

Key vocabulary:

More, less, greater than, equal to, less than, order, compare, place value, hundred/s, symbols, digits, add, subtract, addition, subtraction, hundreds, tens, ones, exchange, variation, total, altogether, regroup, partition, mentally, multiple, column method, estimate, fact family, bar model, logic/ally, equal grouping, unequal, shared.

What pupils will learn:

In maths, the pupils will continue to use Power Maths. This term we will focus mainly upon; place value, addition and subtraction, multiplication and division.

Science – Electricity and living things and their habitats

Key vocabulary: conductors, insulators, buzzer, wire, lamp, bulb, mains electricity, battery, motor, complete, incomplete, classification keys, habitat

What pupils will learn:

I know how to ask relevant questions and use different types of scientific enquiries to answer them

I know how to set up simple practical enquiries

I know how to make systematic and careful observations

I know to report and record my findings

I know how to identify common appliances that run on electricity

I know how to construct a simple series circuit identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

I know how to identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery.

I know that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.

<p>Name important cities in the regions of the UK: <i>Scotland, the Lake District, Northern Ireland, Wales, the North East, the North West the South West the South East, Yorkshire and the Humber.</i></p> <p><u>Design Technology – Stone Age jewellery</u> <u>Key vocabulary:</u> Inspiration, design, plan, create, skills, prove, criteria, equipment, materials, attractive, evaluate, shaduf <u>What pupils will learn:</u> I know and use research to develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or group I know how to create a Shaduf using levers and linkages. I know how to apply my understanding of how to strengthen, stiffen and reinforce more complex structures I understand and use mechanical systems in their products I know how to Evaluate my ideas and products against my own design criteria and consider the views of others to improve my work</p> <p><u>Art – Drawing & sculpture/Stone Age vases</u> <u>Key vocabulary:</u> Control, creativity, art, experimentation, intricate, patterns, marks, media, textures, grades. <u>What pupils will learn:</u> I know how to develop their control, use of materials, creativity, experimentation and awareness of different kinds of art. I know how to organise line, tone, shape and colour to represent figures and forms in movement. I know how to create all the colours they need through mixing/tints/shades.</p> <p><u>Music – guitars</u> <u>Key vocabulary:</u> syllables, learn, perform, notation, strings, pitch, rest <u>What pupils will learn:</u> I know how to play a musical instrument from the string family</p>	<p>I know how to play & perform together, using our voices and instruments</p> <p><u>PSHE including well-being and mental health</u> <u>Key vocabulary:</u> health, well-being, balanced diet, habits, feelings, conflict, safety. <u>What pupils will learn:</u> I know how to make choices to make a balanced lifestyle. I know how to follow simple routines to reduce the spread of bacteria and viruses I know to identify people who help them stay healthy and safe and know who to talk to if they feel uncomfortable or at risk.</p> <p><u>RE – Christianity</u> <u>Key vocabulary:</u> Judaism, Yom Kippur, Rosh Hashanah, Bar Mitzvah, Torah, Passover, covenant <u>What pupils will learn:</u> I know why the Torah is important to Jews. I know ways in which the Jews show respect for the Torah. I know and can explain the key events in a Jew’s life and suggest why they are important to Jews. I know three key ways in which Jews celebrate. I know and can explain why at least one festival is important. I know and can explain at least 2 key aspects of the ‘covenant’ God made with the Jews making reference to key texts.</p> <p><u>Computing – Internet Safety/coding</u> <u>Key vocabulary:</u> Plagiarism, computer simulation, repeat, variable, code, timer, object, selection, if statement, formula, scenario <u>What pupils will learn:</u> I know and can create code based around a topic or story, including variables which fit the scenario. I know and can use technology in responsible periods of time and understand what is meant by the term, ‘plagiarism’.</p>	<p>I know how to recognise some common conductors and insulators, and associate metals with being good conductors. I know how to recognise living things can be grouped in a variety of ways. I know how to use classification keys to help group, identify and name a variety of living things in the local and wider environment. I know how to recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p><u>MFL – Greetings, colour, numbers</u> <u>Key vocabulary:</u> Bonjour, bonsoir, bonne nuit, salut . Je m’appelle, Comment t’appelles-tu?, monsieur, madame, mademoiselle. Comment ça va?, Bien, Très bien, Comme ci, comme ça, Ça ne va pas très bien, Ça va mal, Merci, Et toi? Zéro, un, deux, trois, quatre, cinq, six, sept, huit, neuf, dix, onze, douze, Treize, quatorze, quinze. <u>What pupils will learn:</u> I know how to speak in sentences, using familiar vocabulary, phrases and basic language structure I know how to say and respond to simple French conversations (including name and age) I know the French numbers from 1 to 15</p> <p><u>PE – Dance</u> <u>Key vocabulary:</u> Changing speed and direction, share and create phrases, plan, repeat, remember and perform phrases, communicate <u>What pupils will learn:</u> I know how to take the lead when working with a partner or group. I know how to use dance to communicate an idea. I know how to link and sequence actions and movements I know how to perform dance using a range of movement patterns</p>
---	--	--

