

Topic Name: Buildings

Key Vocabulary:

History - the study of events that happened in the past.

Timeline - a tool that organises information and is used to describe the order in which events happened.

Chronological order - listing, describing, or discussing events according to the order of time.

Tools - an instrument that is usually held with the hands and helps one to do something.

Construct - to build or form something by putting together certain parts.

Structure - something built or arranged in a definite way.

Materials - the matter or substance that objects are made from.

Architect - a person who designs buildings and directs their construction.

Settlement - the action of people coming together to live in an area.

Skara Brae - a large stone-built Neolithic settlement on the coast of the Orkney Islands in Northern Scotland.

Summary:

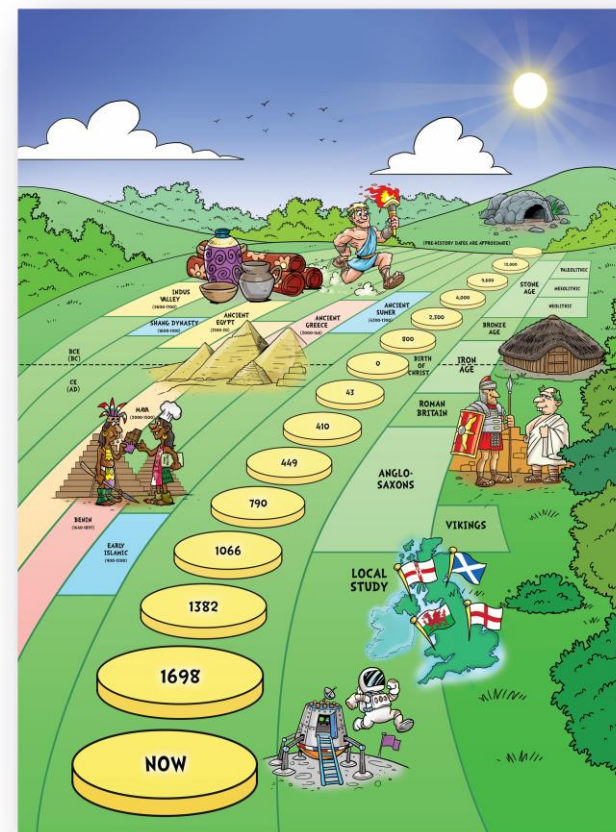
Over two half terms, we will be investigating some of the most famous and fantastic buildings from around the world. Using this, we will compare the similarities and differences throughout the ages, starting with the earliest people in Britain. We will find out when the first permanent buildings began to appear and how they developed over the centuries, exploring the materials and designs used.

We will then look at the rise and fall of Roman buildings, as Romans invaded, settled and then left Britain, discovering that their buildings fell into decline and that most buildings after were farm based. Using a range of sources of evidence, we will gather knowledge and information around this topic.

We will also look at the changes in buildings in our location since CE 1066.

Finally, we will be incorporating the study of ancient Egyptian buildings as our ancient civilization focus.

Timeline/Key Dates:



Activities:

- Stone Age dwelling (cave paintings and tepees)
- Stone Age create a replica Stonehenge from unusual materials!
- Ancient Egyptian artefacts (creating headdresses)

Texts we will be reading:

- Stig of the Dump.
- Weekly texts in Shared Reading to support the topic (including non-fiction and poetry)
- The Long Way Home
- Secrets of a Sun King
- The Egyptian Cinderella

In Art and DT, we will be learning to:

- Use layers of two or more colours.
- Develop ideas from starting points throughout the curriculum.
- Adapt and refine ideas as they progress.
- Add materials to provide interesting detail.
- Create and combine shapes to create recognisable forms (eg. shapes made from nets or solid materials).
- Annotate sketches to explain and elaborate ideas.

At the end of this topic I will know:

- That different combinations of colours can be mixed to form new/lighter/darker colours (sky swirls behind our Stonehenge silhouettes).
- How to create a range of structures (building replicas) using natural materials, manmade materials and 3D shapes. These will include a tepee type structure from the Mesolithic Times.

How to evaluate and then refine a product to improve it. When designing and making a tepee, we will cut dowling rods using a hacksaw. Using a ruler, we will accurately measure sections of dowling rod in millimetres, mark than cut using a hacksaw, Using the three smaller dowling rods, we will make the structure secure by ensuring the angles at the vertex are equal, thus creating a stable base. Relating to maths knowledge, each pair of adjacent dowling rods will make an isosceles triangle. As the tepee is made of three similar isosceles triangles, we will lean how triangles are good at making structures more stable when coupled with a wide and stable base.

The key vocabulary we will learn and use:

accurate, sketch, shade, millimetres, hacksaw, vertex, stable, base,
angles, dowling, adjacent, isosceles, tripod, replica, glue gun.

In Geography, we will be learning to:

- ✓ Ask and answer geographical questions about the physical and human characteristics of a location.
- ✓ Explain own views about locations, giving reasons.
- ✓ Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.
- ✓ Human geography, including: settlements and land use.

At the end of this topic I will know:

That Egypt is a country in North Africa, it is very hot and dry so mainly desert, I will know how to use an atlas/maps to locate Egypt, the River Nile (which is its major river) and some of the pyramids. I will know how vital the River Nile was in the survival and daily life of the ancient Egyptians as it provided food and resources, irrigated the crops they grew for food and was a method of transport. When the Nile flooded, this form of transport was used to convey blocks to build the pyramids, the farmers were used as builders when flooding occurred.

I will know why people settled in certain locations and how they built their settlements according to resources they had. For example, historians believe that people settled in Skara Brae (A Neolithic village in the Orkney Islands), as they could fish and grow crops there. They could access natural resources such as water for drinking and food such as fish. They also used the natural materials available to them in order to live and construct their shelters (seaweed, driftwood, whale bones etc.).

Linking to our science topic of State of Matter, we will know that the water cycle is a path that all water follows as it moves around the Earth in different states.

- Evaporation is when water turns from a liquid to a gas.
- Condensing is when a gas turns back to a liquid and Precipitation in the water cycle is rainfall, snow, sleet or hail.

The key vocabulary we will learn and use:

Nile Valley, pyramids, desert, North Africa, Skara Brae, settlement, hunter, gatherer, condensation, condenses, evaporation, precipitation

Matter, gas, liquid, solid, temperature



In History, we will be learning to:

- Use evidence to ask questions and find answers to questions about the past.
 - Give an overview of life in Britain from ancient until medieval times.
 - Understand the concept of change over time, representing this, along with evidence, on a time line.
 - Use appropriate historical vocabulary to communicate, including: dates; time period; era; change; chronology.
 - Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.
 - Understand approximately when the stone age started and when the Iron Age finished.
 - To understand how changes have occurred in the local area. How landscapes have changed in the Olympic Park.
- To investigate how Tudor houses were built and investigate the difference between the homes of rich and poor.
- We will make comparisons between houses in Tudor times and today.
- How to recognise a Victorian building. Make comparisons between buildings from different eras. Compare houses of rich and poor people.



At the end of the topic I will know:

That the Stone Age period started around 3 million years ago when humans started to live in Europe. The Stone Age was followed by the Bronze Age, this is when humans started to use metal. The Bronze Age was followed by the Iron Age.

We will know that early humans lived in caves, simple huts or teepees. We will know that Skara-Brae is Neolithic stone-age built settlement in Scotland, built in the Neolithic era which was part of the Stone Age. Historians predict it was built and lived in about 3000BC, before the pyramids were built. Skara Brae is an important area to study as it gives us evidence to show how some Stone Age people lived. We will know from the evidence at Skara Brae, for example, that they had beds and sewerage systems.

The Mastaba pyramid was the first type of pyramid built. It is believed slaves were used to build the pyramids along with skilled masons, engineers and architects. The River Nile was used to transport building materials for the pyramids. The pyramids were used as tombs for the great Pharaohs. The interior of the pyramids had three chambers (rooms). The Pharaohs were buried with different treasures to show their wealth. The tomb of Tutankhamun was discovered in 1922 by Howard Carter. It had not been raided so still had lots of treasures which helped us to understand how the Ancient Egyptians lived and died.

The Romans invaded and settled in Britain between 43BC and 410 AD. When the Romans came to Britain they built new towns. The towns were protected by a wall with everything inside such as: shops, houses, meeting spaces, workshops, temples and bathhouses. The Romans built grand country houses called villas. These Villas had mosaic floors and some had central heating. Roman houses were often built of stone, plaster and brick with tiled roofs.

When the Romans left Britain, the towns were abandoned, however we can see that many of our public buildings today are influenced by Roman architecture.

From our local history topic, we will know: The Olympic Park used to be an industrial area but is now a nature reserve with buildings such as the velodrome and swimming pool.

That Tudor houses were made of timber, wattle and daub. Poor people had holes in the wall for windows. Having many windows was a status symbol - the richer you were the more windows you had.

Victorian buildings were built during the reign of Queen Victoria. Sash windows are windows that open up and down. Brickwork was often red and finally toilets were often in a shed in the backyard. They often did not have flushing toilets as they did not have running water.

Key Vocabulary: Mastaba	Timber	Wattle	Olympic Park	Landscape Architecture	Influenced	Neolithic	Daub	Bronze Age Iron
Age Stone Age	Reign	Pyramid	Tombs	interior	Chamber	pharaoh		

In Maths, we will be learning to:

- To count in multiples of 6, 7, 9, 25 and 1,000.
- To order and compare numbers beyond 1,000.
- To find 1,000 more or less than a given number.
- To recognise the place value of each digit in a 4-digit number.
- To read Roman numerals to 100 and know that over time the numeral system changed to include the concept of zero and place value.
- To round any number to the nearest 10, 100 or 1,000.
- To count backwards through zero to include negative numbers.
- To add and subtract numbers with up to 4-digits using the formal written methods of columnar addition and subtraction.
- To solve addition and subtraction 2-step problems in contexts, deciding which operations and methods to use and why.
- To use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.
- To multiply 2-digit numbers by a 1-digit number using formal written layout.
- To recall multiplication and division facts up to 12x12 (an ongoing target).
- To convert between different units of measure.
- To measure and calculate the perimeter of a rectilinear figure in cm and m.

At the end of the topic I will know:

- That place value is the basis of our number system. I will understand the place value chart, the order of each column and how to use it:

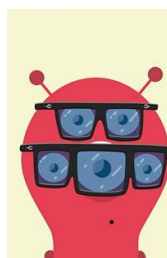
PLACE VALUE CHART

MILLIONS TO ONES

Millions	Hundred Thousands	Ten Thousands	Thousands	Hundreds	Tens

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$$\begin{array}{r} 38 \\ 93 \\ \hline 131 \\ 1 \end{array}$$


$$\begin{array}{r} \text{H} \text{ T } \text{O} \\ 182 \\ - 37 \\ \hline 145 \end{array}$$

$$\begin{array}{r} 72 \\ \times 7 \\ \hline 504 \\ 1 \end{array}$$

$$\begin{array}{r} 24 \\ 4 \overline{)96} \end{array}$$

- How to round numbers to the 10, 100 or 1000. I will know to look at the column to the right of the digit you want to round to and if its value is 4 or less, I 'let it rest' (round down). If its value is 5 or more, I round up.
- The real life uses of negative numbers (temperature, lifts etc.) and that negative numbers are numbers less than zero.
- How to use the formal written methods of addition, subtraction, short multiplication and short division to solve larger calculations.
- How to use different strategies to answer multi-step word problems that reflect real life.

Autumn One: In Science, we will be learning about 'States of Matter'. This will involve:

- Comparing and grouping materials together, according to whether they are solids, liquids or gases.
- Observing that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).
- Identifying the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.

At the end of the half-term I will know that:

- Materials can be one of three states: solids, liquids or gases. Some materials can change from one state to another and back again.
- Solids are materials that keep their shape unless a force is applied to them. They can be hard, soft or even squashy. Solids take up the same amount of space no matter what has happened to them.
- Liquids take the shape of their container. They can change shape but do not change the amount of space they take up. They can flow or be poured.
- Gases can spread out to completely fill the container or room they are in. They do not have any fixed shape but they do have a mass.
- Water vapour is water that takes the form of a gas. When water is boiled, it evaporates into a water vapour.
- The water cycle is the path that all water follows as it moves around the Earth in different states. Water evaporates, condenses, precipitates and finally collects before the process repeats and repeats.

Autumn Two: In Science, we will be learning about Living things and their habitats'. This will involve:

- Recognising that living things can be grouped in a variety of ways.
- Exploring and using classification keys to help group, identify and name a variety of living things in their local and wider environment.
- Recognising that environments can change and that this can sometimes pose dangers to living things.

At the end of the half-term I will know that:

- All living organisms share several key characteristics or functions - movement, respiration, sensitivity, growth, reproduction, excretion and nutrition (MRS GREN).
- Living things can be grouped in a variety of ways (has leaves, doesn't have leaves etc.). Venn and Carroll Diagrams are used as ways of organising our groupings.
- Vertebrates are animals that have a backbone inside their body. The major groups include fish, amphibians, reptiles, birds and mammals. They can be grouped according to the features of each group (lays eggs, doesn't lay eggs etc.).
- Invertebrates don't have a backbone. They either have a soft body, like worms and jellyfish, or a hard outer casing covering their body, like spiders and crabs.
- Humans can have both a positive and negative effect upon the environment. Positives include: nature reserves, garden ponds and ecologically planned parks, whereas negatives include: population deforestation and littering.

Autumn One: In PSHE, we will be learning about diversity.

'Diversity' means differences. People may be different in many ways, including race or ethnicity, age, disabilities, language, culture, appearance, or religion.

At the end of the half-term I will know how:

- To listen and respond respectfully to a wide range of people.
- To feel confident enough to raise my own concerns.
- To recognise and care about other people's feelings and to try to see, respect and, if necessary, constructively challenge others' points of view.
- To appreciate the range of national, regional, religious and ethnic identities in the United Kingdom.
- To consider the lives of people living in other places, and people with different values and customs.
- To recognise and challenge stereotypes.

Autumn Two: In PSHE, we will be learning about what makes a good friend.

During this unit, we will spend time thinking about the relationships in our lives and how they impact upon us, and how we may impact others around us. A relationship is a connection that develops between people.

At the end of the half-term I will know how:

- To recognise and respond to the feelings of others.
- To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.
- To develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves.
- To resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices.

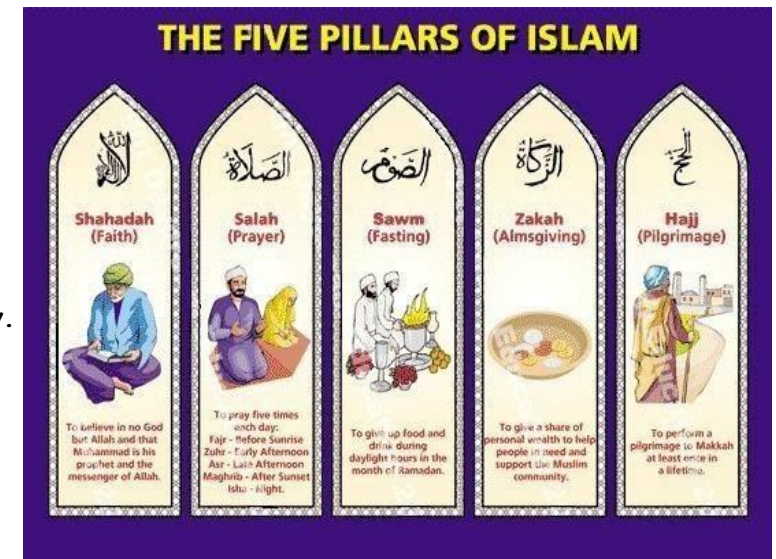


Autumn One: In RE, we will be learning about the religion of Islam, focusing on The Five Pillars of Faith.

- Followers of Islam are called Muslims.
- Muslims worship one, all-knowing God, who in Arabic is known as 'Allah'.
- Followers of Islam aim to live a life of complete submission to Allah. They believe that nothing can happen without Allah's permission, but humans have free will.
- Mosques are places where Muslims worship.

At the end of the half-term I will:

- Understand the significance of the religion of Islam for Muslims.
 - Be able to name The Five Pillars of Islam and what each one requires:
1. **Shahadah**: reciting the Muslim profession of faith (promise).
 2. **Salah**: performing ritual prayers in the proper way five times each day.
 3. **Zakah**: giving a percentage of their yearly wage to benefit the poor and the needy.
 4. **Sawm**: fasting during the month of Ramadan.
 5. **Hajj**: pilgrimage to Mecca.
- Be able describe the impact of religion on people's lives.
 - Voice my own opinions and views based upon what I learnt.
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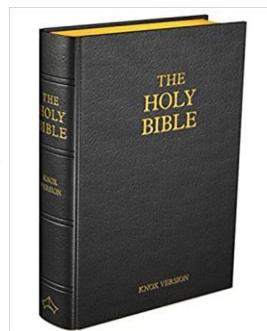


Autumn Two: In RE, we will be learning about the religion of Christianity, focusing on The Bible.

- Followers of Christianity are known as Christians.
- The holy book of Christians is called The Holy Bible.
- The Bible is made up of 66 books, 39 of those make up the Old Testament and 27 make up the New Testament.
- Their holy book contains prayers, poems, songs, laws to live by and much more.
- Churches are places where Christians worship.
 - - The Creation Story in Genesis 1 tells Christians of how God created the world and all that is in it in six days. Some Christians (creationists) believe in the story completely, where as other Christians feel the story belongs to the category of myth; but this is not to dismiss it. The story is beautiful, powerful and poetic and for Christians (and Jews), it contains profound truths about God, the world and human beings.

At the end of the half-term I will:

- Understand the significance of the religion of Christianity for Christians.
- Understand that the Bible is the Christian's holy book and that it's a collection of books recorded by many different writers.
- Explore religious and non-religious views of the origins of the universe: did God create it or did it come about by chance?
- Voice my own opinions and views based upon what I learnt.



Autumn One: In Computing, we will be learning about online safety.

- Understand how the internet can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration.
- Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content.

At the end of the half-term I will know:

- What happens when we complete a search online.
- What a bot is and the advantages and disadvantages of using them.
- The positives and negatives of having access to technology.
- How to organise our time online to maintain a healthy balance.
- How to be safe and respectful online.



The infographic is titled 'Online safety' and is divided into two main sections: 'Online safety' and 'Key facts'. The 'Online safety' section lists various online activities and their definitions: Catfishing (online), Cyberbully, Exclusion, Fake profile, Information, Online, Online safety (e-safety), Password, Personal information, Phishing, Trickery, and Trolling. The 'Key facts' section lists six rules for online safety, each with a corresponding icon and a brief explanation. The rules are: Rule One: Do not post personal information online. Rule Two: Do not think carefully about sharing photos of yourself, even with friends. Rule Three: Do not share your passwords with anyone, except for trusted adults. Rule Four: Do be aware that not everyone online is who they appear to be. Rule Five: Do not meet up with anyone you meet online, or give them your personal information. Rule Six: Do tell a trusted adult if you see anything that makes you scared, sad or afraid.

Autumn Two: In Computing, we will be learning how to programme using Scratch.

- Children will need to use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.
- Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.

At the end of the half-term I will know:

- How to follow a set of instructions, understanding that these need to be clear and direct.
- How to explore a programming application.
- To program an animation.
- To program a story.
- How to debug my own program.



In PE, we will be learning how to play Tag Rugby.

- Tag Rugby is an invasion game in which two teams play against each other.
- The aim is to ground the ball in goal areas. Teams have six players to do so: being 'tagged' when in possession of the ball ends one play.
- Players carry the ball using their hands.
- The ball can only be passed backwards or sideward to teammates, but can be kicked forwards (the receiver must be behind the ball).
- In LKS2 Tag Rugby, we learn how to keep possession, pass, catch, dodge, tag and score. We also develop strategies to collectively succeed.

At the end of the half-term I will demonstrate/be able to:

- **Cooperation:** Cooperating is about working together. Strong teams need each individual to cooperate with teammates. Remember to pass to teammates and not keep the ball when it is not best for the team.
 - **Inclusion:** Inclusion is about proactively including everyone. People of all backgrounds and abilities can enjoy tag rugby and contribute to teams. Encourage team mates and welcome everyone's participation.
 - **Supporting and Encouraging:** Encouraging and supporting others can help them to feel good and perform well. Try to help everyone stay positive by saying and doing the right things when playing sport with others.
 - **Respect and Kindness:** Respect is the act of giving attention and showing care to others. It is important to be respectful to teammates, opponents, referees and coaches. It is important to be inclusive of others, respecting people of all abilities and experience levels.
 - **Honesty and Fair Play:** Fair play is about learning the rules of the game and putting them into practice honestly. Be honest when you or your teammates are tagging or have been tagged. Games are not as much fun when not played fairly.
- Managing Emotions:** Whilst it is important try your hardest, you should remember that games and sports should be fun. Be considerate to others in victory and be respectful and gracious in defeat.
- Put on and take off tag belts independently.
 - Use my newly developed skills to play in a tournament with other children in Year Four.

