



2018/2019

Ancient Egypt

Year 4 Spring Term

- 1. Where in the world is Egypt?*
- 2. Why is the Nile important to the Egyptian people?*
- 3. Can you locate the source of the Nile?*
- 4. Who were the Ancient Egyptians?*
- 5. Why were the Ancient Egyptians successful?*
- 6. What was the legacy of the Ancient Egyptians?*

As writers we will...

- ✓ ...write discussion texts
- ✓ ...write instructional texts
- ✓ ...write a myth
- ✓ ...write with purpose using the main features identified in reading.
- ✓ ...create characters, settings and plots.
- ✓ ...use a range of descriptive phrases including some collective nouns.
- ✓ ...use organisational devices such as headings and sub-headings.
- ✓ ...use connectives that signal time, shift attention, inject suspense and shift the setting.
- ✓ ...organise paragraphs.
- ✓ ...use a mixture of simple, complex and compound sentences.
- ✓ ...use a variety of punctuation marks to demarcate sentences with increasing accuracy.
- ✓ ...develop our understanding of grammatical concepts and put these into practice within our writing.
- ✓ ...improve our understanding of spelling rules and strategies.

As writers in topic we will...

- ✓ ...recount (Livingston)
- ✓ ...non-chronological reports/explanation

As artists we will...

- ✓ ...create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).
- ✓ ...include texture that conveys feelings, expression or movement.
- ✓ ...use clay and other mouldable materials.
- ✓ ...add materials to provide interesting detail.

In ICT we will...

- ✓ ...create presentations with hyperlinks

As mathematicians we will...

- ✓ ...recall and use multiplication and division facts for multiplication tables up to 12x12.
- ✓ ...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.
- ✓ ...recognise and use factor pairs and commutativity in mental calculations.
- ✓ ...multiply two digit and three digit numbers by a one digit number using formal written layout.
- ✓ Solve problems involving multiplying and adding, including the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as 'n' objects are connected to 'm' objects.
- ✓ ...find the area of rectilinear shapes by counting squares.
- ✓ ...recognise and show, using diagrams, families of common equivalent fractions.
- ✓ ...count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.
- ✓ ...solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.
- ✓ ...add and subtract fractions with the same denominator.

Our Whole Class Text is...

- ✓ ... Platform 13

As musicians we will...

- ✓ ...listen to and appreciate music from a wide range of genres.
- ✓ ...identify a range of instruments from the various 'families of instruments' whilst listening to the music.
- ✓ ...sing a variety of songs in unison and in rounds.
- ✓ ...learn to read music and understand the various symbols and notations.
- ✓ ...play a range of brass instruments.

In DT we will...

- ✓ ...cut materials accurately and safely by selecting appropriate tools.
- ✓ ...measure and mark out to the nearest millimetre.
- ✓ Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).
- ✓ ...select appropriate joining techniques.

As geographers we will...

- ✓ ...use fieldwork to observe and record the human and physical features using a range of methods including, maps and digital technologies.
- ✓ ...use a range of resources to identify the key physical and human features of a location.
- ✓ ...name and locate the countries of Europe and identify their main physical and human characteristics.
- ✓ ...describe key aspects of physical geography, including rivers.
- ✓ ...describe key aspects of human geography, including settlements and land use.

As historians we will...

- ✓ ...use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.
- ✓ ...understand the concept of change over time, representing this, along with evidence, on a time line.
- ✓ ...use dates and terms to describe events.
- ✓ ... Use appropriate historical vocabulary to communicate, including:
 - dates • time period • era • change • chronology.
- ✓ ...use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.

As scientists we will...

- ✓ ...identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups.
- ✓ ...give reasons for classifying plants and animals based on specific characteristics.
- ✓ ...recognise that environments are constantly changing and that this can sometimes pose dangers to specific habitats.
- ✓ ...identify how sounds are made, associating some of them with something vibrating.
- ✓ ...recognise that sounds get fainter as the distance from the sound's source increases.