



# Ancient Egypt

Year: 4

Term: Spring Term 2





## English (Objectives) - Anthony and Cleopatra—Shakespeare

### Outcome— Newspaper article—Cleo dying

#### Reading:

- Use knowledge of root words to understand meanings of words
- Use prefixes to understand meanings
- Use suffixes to understand meanings of nouns
- Read and understand selected words from the Year 4 list.
- Identify, discuss and collect favourite words and phrases which capture the reader’s interest and imagination in poetry and narrative texts
- Identify key vocabulary and discuss possible meanings.
- Use the first three letters to locate words in a dictionary.
- Use punctuation to determine intonation and expression when reading aloud to a range of audiences
- Make predictions from different parts of the story, based on information stated
- Draw inferences around characters’ actions and justify with evidence from the text.
- Identify the main idea from one paragraph and summarise orally
- Prepare for research by identifying what is already known, generate key questions to structure the task
- Evaluate how specific information is organised within a non-fiction text
- Locate features of information texts in print and on screen.
- Participate in discussion about what is read to them and books they have read independently
- Make and respond to contributions in a variety of group situations

#### Writing :

- Create and use sentences with an adverb starter
- Create sentences with fronted adverbials for when
- Use inverted commas to punctuate direct speech
- Identify, select and effectively use pronouns
- Use nouns for precision,
- Explore, identify and use Standard English verb inflections in writing
- Identify and discuss the purpose and audience of the writing
- Discuss and record ideas for planning
- Develop characterisation using action, dialogue and description.
- Improvise and compose dialogue between two characters.
- Use paragraphs to organise writing
- Link ideas across paragraphs using fronted adverbials for when and where

## Maths (Red Rose Maths)

Unit 14—Addition and Subtraction  
Unit 15—2D shape and Sorting  
Unit 16—Position and Direction  
Unit 17—Area  
Unit 18—Statistics  
Unit 19—Measures

## R.E (unit) - Lancashire Agreed Syllabus

### Christianity (Jesus)

*What role does sacrifice play in religious life?*

## Science (Objectives) – Animals and Humans

- 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

#### Skills:

**Questioning:** *Asking relevant questions and using different types of scientific enquires to answer them*

**Planning:** *Setting up simple, practical enquires, comparative and fair tests*

**Measuring:** *Making systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and dataloggers*

**Recording:** *Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions*

**Presenting:** *Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables*

**Concluding:** *Reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions*

**Evaluating:** *Using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions*

**Identifying differences, similarities or changes related to simple scientific ideas and processes**

**Using straightforward scientific evidence to answer questions or support their findings**

## Humanities (History) - Ancient Egyptians

#### Chronology:

- Use timelines to sequence and place events in chronological order
- Use dates and terms related to the study unit and passing of time

#### Communication:

- Present findings about the past using dates and terms with increasing accuracy
- Use different ways to represent information for different purposes

#### Enquiry, interpretation and using sources

- Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence
- Begins to use evidence to build up a picture of the past
- Uses a range of sources, observing small details
- Recognise how sources of evidence are used to make historical claims. Asks questions such as, ‘What might this tell us about...?’

#### Events, people and changes

- Understanding some of the ways in which people's lives have shaped this nation.
- Describing how Britain has influenced and been influenced by the wider world.
- Understanding some significant aspects of history – nature of ancient civilisations; expansion of empires; characteristic features of non-European societies; achievements and follies of mankind.

## Design and Technology

### Textiles—History—of the Gods

- Develop vocabulary for tools, materials and their properties.
- Understand seam allowance.
- Join fabrics using running stitch, over sewing, blanket stitch.
- Prototype a product using J cloths.
- Use prototype to make pattern.
- Explore strengthening and stiffening of fabrics.
- Explore fastenings (inventors?) and recreate some.
- Sew on buttons and make loops.
- Use appropriate decoration techniques.

## Music (Unit)

- Sing up—Spain

## Computing (NCCE units)

eSafety (Week 1) : Project evolve - Privacy and Security

Unit 3 (Week 2-6): Data and Information—Data Logging

## PSHE (Unit)

#### **Belonging to a community**

- the meaning and benefits of living in a community
- to recognise that they belong to different communities as well as the school community
- about the different groups that make up and contribute to a community
- about the individuals and groups that help the local community, including through volunteering and work

#### **Money and work**

- how people make different spending decisions based on their budget, values and needs
- how to keep track of money and why it is important to know how much is being spent
- about different ways to pay for things such as cash, cards, e-payment and the reasons for using them
- that how people spend money can have positive or negative effects on others e.g. charities, single use plastics

## P.E (Unit)

Striking and fielding / swimming

## MFL (French):

Friends and Family 1, 2, 3, 5 and 6