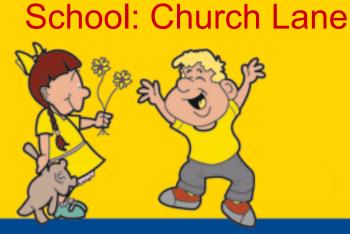


Wow Starter: Watch a part of Horrible Histories Awful Egyptians

Final Event: Design our own pyramid and death mask!



Teacher: Edix

MATHEMATICS AND COMPUTING

Geometry - properties of shapes LKS2 · m149 compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes

• m150 identify acute and obtuse angles and compare and order angles up to two right angles by

· m151 identify lines of symmetry in 2-D shapes presented in different orientations • m152 complete a simple symmetric figure with respect to a specific line of symmetry.

Geometry - position and direction LKS2 m153 describe positions on a 2-D grid as coordinates in the first quadrant

· m154 describe movements between positions as translations of a given unit to the left/right and

· m155 plot specified points and draw sides to complete a given polygon.

 \cdot co25 I am aware that information from some sources may not be accurate · co26 I understand that some sources are biased

· co27 I can use a variety of digital devices (including the internet) to create programs to collect, analyse and evaluate data

UNDERSTANDING THE WORLD

Working scientifically LKS2

• sc36 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables

sc38 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions sc40 using straightforward scientific evidence to answer questions or to support their findings.

Living things and their habitats LKS2 • sc61 recognise that living things can be grouped in a variety of ways

sc62 explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment

• sc63 recognise that environments can change and that this can sometimes pose dangers to living

Core Skills across the Key Stage LKS2 · hi23 can ask and answer questions about

similarities and differences and their significance · hi24 I can draw informed conclusions by using a range of research skills · hi25 I can produce structured work from an

appropriate range of resources relevant to the

· hi27 I understand that the same event in the past can be interpreted or represented differently by

EXPRESSIVE ARTS AND DESIGN

Design LKS2

· dt26 I can tell you for whom I have designed my product and why I think my product would be useful to them · dt27 I can communicate my ideas through

annotated sketches · dt28 I can communicate my ideas through cross-sectional and exploding diagrams

Technical knowledge LKS2 dt43 I can strengthen, stiffen and reinforce more complex structures

different people

· mull I can sing in a group, or on my own, with expression, awareness of others and in tune · mu16 I can listen carefully and perform accurately from memory

· mu20 I can identify music from different

traditions · mu21 I can talk about some famous composers and musicians and express my opinions of their music using appropriate vocabulary

Maths, Year Four will be working to understand the properties of shape. This will involve us looking at 2D and 3D shapes and how we can classify and compare them. We will also be looking at reading coordinates and lotting them onto graphs. Furthermore, we will be looking at translating shapes, angles as well as looking at lines of symmetry in shapes too.

ICT
In ICT, we will be looking at using different programmes to design our own Egyptian inspired designs. We will also be creating powerpoint presentations about an Egyptian King or Queen and then presenting them!

English
In English this term, Year Four are looking at an adventure story about a boy called Jeremy Brown who is a spy! This book was written by Simon Cheshire. We shall be looking at understanding the story and writing an exciting story opener for our own adventure stories too. We will then be writing a newspaper report about the discovery of a mummy!

Guided Reading
In Guided Reading, we shall be continuing to work through our Reading
Explorers set of texts. The children will be learning to infer, deduce and

Science
Science this term, we will be looking at some biology. We will be able to inderstand the different ways that animals are classified and why they e classified in the different groups. We will be able to understand what different animals need in their environments to live.

History

Our topic for the next 2 terms is the Ancient Egyptians! We will be learning about their different lifestyles and comparing the lives of the Kings and Queens to the common people. We will be looking at why the Nile was so important as well as how the people used the land to live. Also, we will be looking at different rituals the Egyptians used both in this life and the Afterlife too! As part of this, we shall be going on a trip to the Collection in Lincoln.

Awful Egyptians (Y4 T5)

Art/D&T

In Art and Design and Technology this term, Year Four will be looking at Egyptian inspired art. We will be designing our own Egyptian death masks and using our understanding of Shape in Maths to create the perfect Egyptian Pyramid. We will be identifying different Egyptian patterns and using printing to create our own!

Music

In Music this term, we shall be looking at some Gospel music by games, looking at the different dimensions of music e.g. pulse, rhythm and pitch and singing and playing instruments all related to this song. This term, we will be continuing to cover basic French conversation with Miss Melloy. We will continue to become more confident and develop our conversations with partners and groups too.

PSHE
This term in PSHE, we shall be looking at the need to be healthy and safe. be recapping our understanding of a healthy diet, how we can be safe out

can help us and other things that can made us well and unwell. RE In RE, we will be continuing our topic of Symbols of Worship. We shall be looking at

about and how we can be safe online as well. We will look at how medicines

the symbols of importance in Christianity and Islam and comparing them to one another.

We will be thinking about why symbols are important in religions and then looking at religious stories that have symbols in them.

PE
In PE this term the children will be learning through Athletics and swimming.

In Athletics they will be developing running for speed and distance as well as running over obstacles. They will also be developing push and pull throws and different types of jump. In swimming the children will continue to develop their strength and stamina in the water, aiming to achieve the distance of 25m. Those who have already achieved this will be developing the use of the four main strokes.

RRSA- Continuing rights and

responsibilities through classroom lessons.

> Whole School assembly Article focus.

CBBC news round-We will be watching globo **OUTDOOR LEARNING** Science- Most lessons require outdoor

observations and exploring due to looking at habitats.

PE- Year 4 have PE on Tuesdays and Swimming on Wednesdays with Miss Dix.

Don't forget your swimming costumes!

SMSC RE Assemblies PSHE Class Charter Circle Time Partner talk

LITERACY

Reading - word reading LKS2

• e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they

• e136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.

Reading - comprehension LK52

 e140 using dictionaries to check the meaning of words that they have read

• e144 discussing words and phrases that capture the reader's interest and imagination · e151 identifying main ideas drawn from more than

one paragraph and summarising these • e152 identifying how language, structure, and

presentation contribute to meaning

• e154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.

Writing - transcription - Spelling LKS2

• e160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.

Writing - composition LKS2

• e173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • e174 proof-read for spelling and punctuation

Writing - vocabulary, grammar and punctuation

• e178 using the present perfect form of verbs in contrast to the past tense

• e180 using conjunctions, adverbs and prepositions to express time and cause

• e181 using fronted adverbials

• e186 using and punctuating direct speech

COMMUNICATION AND LANGUAGE

• fl1 I can understand what is being said to me and respond correctly

• fl6 I can communicate and be understood in different situations • fl11 I can speak and write about everyday life

· sl19 use spoken language to develop understanding through speculating, hypothesising, imagining and

• sl15 use relevant strategies to build their

exploring ideas

PSED & RELIGIOUS EDUCATION

PSED Developing a healthy, safer lifestyle LKS2 · ph15 Behave safely and responsibly in different

· ph16 Follow school rules about health and safety, basic emergency aid procedures and where to get

• ph17 Extend strategies to cope with risky situations

 ph18 To increase awareness of personal bodily hygiene.

Learning About Religion LKS2

· ra29 Investigate the significance of religion in the local and national communities.

· ra31 Understand the importance of religious expression.

· ra32 Develop a greater vocabulary to communicate

their knowledge and understanding.

PHYSICAL EDUCATION

• pe4 I can tell you how I have developed my athletic skills, and which is strongest and which

athletics events I prefer • pe6 I can identify the techniques I need to practice to improve my strength and performance in athletic activities

• pe9 I can show you my record of sporting performances

Swimming and water safety LKS2

• pe10 I can swim unaided in a recognised style over a distance of 25m

• pe10.1 I can swim at least two strokes in a recognised style

• pe10.2 I can demonstrate self-rescue skills



Awful Egyptians (Y4 T5) - Stage Coverage						
UNDERSTANDING THE WORLD	MATHEMATICS AND COMPUTING	PHYSICAL EDUCATION	EXPRESSIVE ARTS AND DESIGN	LITERACY	COMMUNICATION AND LANGUAGE	PSED & RELIGIOUS EDUCATION
involve thoughtful selection • hi25 They should construct informed responses that involve organisation of relevant historical information.	 m155 plot specified points and draw sides to complete a given polygon. 	• pe4 use running, jumping, throwing and catching in isolation • pe6 develop flexibility, strength, technique, control and balance, for example through athletics • pe9 compare their performances with previous ones. Swimming and water safety LKS2 • pe10 swim competently, confidently and proficiently over a distance of at least 25 metres • pe10.1 use a range of strokes effectively such as front crawl, backstroke and breaststroke • pe10.2 perform safe self-rescue in different water-based situations.	- dt26 use research and develop design criteria to design products that are fit for purpose, aimed at particular individuals or groups - dt27 generate, develop, model and communicate their ideas through discussion and annotated sketches - dt28 generate, develop, model and communicate their ideas through cross-sectional and exploded diagrams Technical knowledge LKS2 - dt43 apply their understanding of how to strengthen, stiffen and reinforce more complex structures LKS2 - mu11 perform in solo and ensemble contexts, using their voices with increasing accuracy, fluency, control and expression - mu16 listen with attention to detail and recall sounds with increasing aural memory - mu20 understand music drawn from different traditions - mu21 appreciate some great composers and musicians	Reading - word reading LKS2 • e135 apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • 136 read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Reading - comprehension LKS2 • 140 using dictionaries to check the meaning of words that they have read • 144 discussing words and phrases that capture the reader's interest and imagination • 151 identifying main ideas drawn from more than one paragraph and summarising these • 152 identifying how language, structure, and presentation contribute to meaning • 154 participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Writing - transcription - Spelling LKS2 • 160 write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. Writing - composition LKS2 • 173 proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • 174 proof-read for spelling and punctuation errors Writing - vocabulary, grammar and punctuation LKS2 • 178 using the present perfect form of verbs in contrast to the past tense • 181 using ronted adverbials • 180 using and punctuating direct speech	• fl1 listen attentively to spoken language and show understanding by joining in and responding -fl6 present ideas and information orally to a range of audiences • fl11 describe people, places, things and actions orallyand in writing • sl15 use relevant strategies to build their vocabulary • sl19 use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas	PSED Developing a healthy, safer lifestyle LKS2 - ph15 Behave safely and responsibly in different situations ph16 Follow school rules about health and safety, basic emergency aid procedures and where to get help ph17 Extend strategies to cope with risky situations ph18 To increase awareness of personal bodily hygiene. Learning About Religion LKS2 - ra29 Investigate the significance of religion in the local and national communities ra31 understand the importance of religious expression ra32 Develop a greater vocabulary to communicate their knowledge and understanding.

