

Ancient Egyptians – Year 4

Over the next six weeks we will be going back in time to help us study how life and times of the Ancient Egyptians became so influential in our lives today. We shall be exploring how different people and their roles in lives helped to create such a rich and energizing culture.

Science:

Sound (6 weeks)

- I can identify how sounds are made, associating some of them with something vibrating
- I can recognise that vibrations from sounds travel through a medium to the ear
- I can find patterns between the pitch of a sound and features of the object that produced it
- I can find patterns between the volume of a sound and the strength of the vibrations that produced it
- I can recognise that sounds get fainter as the distance from the sound source increases

Art:

- I can use sketch books to create and record my observations
- I can use them to review and revisit ideas to improve my work
- I can improve my skills in art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

Famous artist in focus: **Kandinsky**



History

- I can develop a chronologically ordered understanding of British, local and world history,
- I can establish a clear narrative within and across the period
- I can note connections, contrasts and trends over time and develop the appropriate use of historical terms.
- I can regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance.
- I can show an understanding how our knowledge of the past is constructed from a range of sources

Geography

Locational and place knowledge

- I can Locate countries and major cities of the UK and Middle East
- I can identify key topographical features (hills, rivers, seas and coasts etc.)
- I can understand how the location affect/influence where the settlements are
- I can understand human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water

Reading	Writing	Maths
<p>I can read further exception words, noting the unusual correspondences between spelling and sound</p> <p>I can develop positive attitude to reading and understanding of what I read by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</p> <p>I can develop positive attitude to reading and understanding of what I read by reading books that are structured in different ways and reading for a range of purposes.</p> <p>I can develop positive attitude to reading and understanding of what I read by using dictionaries to check the meaning of words.</p> <p>I can develop positive attitude to reading and understanding of what I read by increasing my familiarity with a wide range of books</p> <p>I can develop positive attitude to reading and understanding of what I read by identifying themes and conventions</p> <p>I can develop positive attitude to reading and understanding of what I read by discussing words and phrases that capture the reader's interest and imagination.</p> <p>I can develop positive attitude to reading and understanding of what I read by recognising some different forms of poetry</p> <p>I can understand what I read, in books</p> <p>I can read independently, by checking that the text makes sense to them, discussing my understanding and explaining the meaning of words in context.</p> <p>I can understand what I read, in books I can read independently, by asking questions to improve my understanding of a text.</p> <p>I can understand what I read, in books I can read independently, by predicting what might happen from details stated and implied</p> <p>I can read independently, by identifying how language, structure, and presentation contribute to meaning.</p> <p>I can participate in discussion about both books that are read to them and those</p> <p>I can read for myself, taking turns and listening to what others say.</p>	<p>I can spell some homophones.</p> <p>I am beginning to place the possessive apostrophe accurately in words with regular plurals and in words with irregular plurals</p> <p>I can spell further homophones.</p> <p>I can spell words that are often misspelt</p> <p>I can place the possessive apostrophe accurately in words with regular and irregular plurals.</p> <p>I can write simple sentences, dictated by the teacher</p> <p>I can use the diagonal and horizontal strokes that are needed to join letters and understand which letters</p> <p>I can plan my writing by discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>I can plan my writing by discussing and recording ideas.</p> <p>I can draft and write by organising paragraphs around a theme.</p> <p>I can evaluate and edit by proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> <p>I can indicate grammatical features</p> <p>I can understand Standard English forms I can indicate grammatical and other features by indicating possession with plural nouns.</p> <p>I can indicate grammatical and other features by using and punctuating direct speech.</p> <p>I can use and understand the grammatical terminology accurately and appropriately when discussing their writing and reading.</p> <p>I can develop my understanding of using expanded noun phrases to convey complicated information concisely.</p>	<p>I can solve word problems involving division.</p> <p>I can understand fractions as parts of objects.</p> <p>I can write a fraction that represents the parts of the object that are shaded.</p> <p>I can be able to compare fractions.</p> <p>I can add and subtract fractions with the same denominator.</p> <p>I can simplify fractions by reducing to their simplest form</p> <p>I can revise fractions and look at and understand some equivalent fractions</p> <p>I can play dominoes to reinforce revision on fractions and equivalent fractions</p> <p>I can identify equivalent fractions.</p> <p>I can recognise and write decimal equivalents of any number of tenths or hundredths</p> <p>I can find the unit fraction and fraction of a number</p> <p>I can solve fraction word problems</p> <p>I can understand the role of the decimal point and the relationship between tenths, hundredths, and thousandths.</p> <p>I can recognise the equivalence between the decimal and fraction forms of halves and tenths</p> <p>I can compare and order decimal numbers.</p> <p>I am able to round decimal numbers to the nearest whole number.</p> <p>I can understand how to add using decimals</p> <p>I can understand how to subtract using decimals</p> <p>I can solve word problems involving decimals.</p> <p>I can find the area of rectilinear shapes by counting squares.</p> <p>I can measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.</p>

