

## Year 4 Summer Term

# Key question: What were the Ancient Egyptians achievements and why was the River Nile so significant?

### Geography focus: Ancient Egypt

#### Knowledge

- Locate the origins of the Anglo Saxons in the context of Europe.
- Use the four points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world
- Use maps and atlases to support their learning.
- Compare climates in Great Britain, surrounding European areas, noting the Mediterranean.
- To use maps and computer websites to locate Ancient Egyptian settlements
- To be able to understand why the River Nile was important to Ancient Egyptians
- To be able to understand how the Ancient Egyptians travelled and traded
- Locate Egypt, England and all major

### History Focus: Ancient Egypt

#### Knowledge

- To establish where Ancient Egyptians exist within context of British and World History
- To be able to identify who ruled Ancient Egypt
- To be able to understand how the Ancient Egyptians built the pyramids
- To be able to understand Ancient Egyptian beliefs
- To be able to understand where the Ancient Egyptians believed they would go after death
- To be able to identify why Tutankhamun's tomb was an important discovery
- To be able to explain the fall of the Ancient Egyptians
- How are we still learning about the Ancient Egyptians today?

### Science Focus: Electricity and Sound

#### Knowledge

- Identify common appliances that run on electricity
- Construct a simple series electrical circuit
- Name the basic parts of an electrical circuit, e.g. cells, wires, bulbs, switches, buzzers
- Identify whether or not a lamp will light in a series circuit, based on whether the lamp is part of a complete loop with a battery
- Recognise that a switch opens/closes a circuit, based on whether or not a lamp lights a series circuit
- Recognise common conductors and insulators, and associate metals with being good conductors.
- To be able identify how sounds are made, association with vibration
- To be able to recognize that sound vibrations travel through a medium before reaching the ear
- To be able to find pitch sound patterns and the object that produced it

<p>cities on a world map and globe.</p> <ul style="list-style-type: none"> <li>Identify physical features of Egypt.</li> <li>Identify the similarities and difference between Egypt and England's climate, housing, vegetation, mountains, rivers, land use.</li> </ul>		<ul style="list-style-type: none"> <li>To be able to find patterns between sound volume and strength of vibrations that produced it</li> <li>To know that sounds get fainter as distance increases</li> </ul>
<p><u>Key vocabulary:</u> Howard Carter, Ancient Egyptians, River Nile, Pyramid, Gods, Pharaoh, Tutankhamen, hieroglyphs, Africa, tomb, archaeologist, vegetation, climate, land use, Cairo</p>	<p><u>Key vocabulary:</u> Howard Carter, Ancient Egyptians, River Nile, Pyramid, Beliefs, Gods, Pharaoh, Tutankhamen, hieroglyphs, tomb, archaeologist, sarcophagus, Canopic jars, papyrus</p>	<p><u>Key vocabulary</u> Appliance, electricity, circuit, cells, wires, bulbs, switches, buzzer, lamp, series, conductors, insulators, volume, muffle, absorb, vibrate, medium, sound patterns.</p>
<p><u>English focus:</u> <i>The Iron Man, Was Tutankhamun killed?, Exploring poetic language</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To be able to plan their writing</li> <li>Discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li> <li>Discuss and record ideas</li> <li>Draft and write</li> <li>Compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</li> <li>Organise paragraphs around a theme in narratives, creating settings, characters</li> </ul>	<p><u>Design and Technology focus:</u> <i>Make an electrical game suitable for a child</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing recipes that are fit for purpose.</li> <li>Generate, develop, model and communicate their ideas through discussion and annotated sketches.</li> <li>Investigate and analyse a range of existing electrical games</li> <li>Evaluate their ideas and outcomes against their own design criteria and consider the views of others to improve their work</li> <li>To apply their understanding of how to combine materials.</li> <li>Design, make and evaluate different types</li> </ul>	<p><u>Computing focus:</u> <i>Repetition Shapes, Repetition Games</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>To identify that accuracy in programming is important</li> <li>To create a program in a text-based language</li> <li>To explain what 'repeat' means</li> <li>To modify a count-controlled loop to produce a given outcome</li> <li>To decompose a task into small steps</li> <li>To create a program that uses count-controlled loops to produce a given outcome</li> <li>To develop the use of count-controlled loops in a different programming environment</li> <li>To develop a design that includes two or</li> </ul>

<p>and plot</p> <ul style="list-style-type: none"> <li>• Use simple organisational devices [for example, headings and sub-headings]</li> <li>• Evaluate and edit their work</li> <li>• Assess the effectiveness of their own and others' writing and suggesting improvements</li> <li>• Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> <li>• Proof-read for spelling and punctuation errors</li> <li>• Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Children will practise writing in genres such as:</p> <ul style="list-style-type: none"> <li>• Explanations</li> <li>• Narrative</li> </ul>	<p>electrical games for children</p> <ul style="list-style-type: none"> <li>• Choose and use materials appropriately to create a game</li> </ul>	<p>more loops which run at the same time</p> <ul style="list-style-type: none"> <li>• To modify an infinite loop in a given program</li> <li>• To design a project that includes repetition</li> <li>• To create a project that includes repetition</li> <li>• Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</li> </ul>
<p><b><u>Grammar focus:</u></b></p> <ul style="list-style-type: none"> <li>• Compound sentences using all the co-ordinating conjunctions</li> <li>• Repetition to persuade: Fun for now, fun for life</li> <li>• Prefixes to give the antonym: "im-", "in-", "ir-", "il-"</li> <li>• Adjectives ending in "-ed": frightened, scared, etc</li> <li>• Modal verbs</li> <li>• Know the difference between a preposition and an adverb</li> </ul>	<p><b><u>Key vocabulary</u></b></p> <p>Light, design, evaluate, functional, appealing, practical, Appliance, electricity, circuit, cells, wires, bulbs, switches, buzzer, lamp, series,</p>	<p><b><u>Key vocabulary</u></b></p> <p>programming, motion, run the code, algorithm, debug, Scratch, logic, resize, extension block, action, errors, test</p>

<ul style="list-style-type: none"> <li>• Start a sentence with a preposition and a comma</li> <li>• Revision of previous grammar taught</li> </ul>		
<p><u>RE focus:</u> <i>Festivals and Celebrations</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Understand the significant Christian festivals (Eucharist / Christmas / Easter)</li> <li>• Understand the significant Hindu festivals (Diwali/ Havan/ Puja/ Navaratri)</li> <li>• Understand the significant Islamic festivals (Eid and Ramadan)</li> <li>• Understand the significant Sikhism Festivals (Birth of Guru Nanak)</li> </ul>	<p><u>Music focus:</u> <i>Glockenspiel</i></p> <p><u>Knowledge</u></p> <ul style="list-style-type: none"> <li>• Play a part on a tuned instrument from memory or using simple notation.</li> <li>• To rehearse and perform their part within the context of a song.</li> <li>• Listen to /follow musical instructions from a leader.</li> <li>• To recognise and be able to talk about the instruments used in class</li> <li>• Talk about improvisation /recognise that improvising means making up a tune or rhythm on the spot.</li> <li>• Improvise using instruments in the context of songs they are learning to perform, using a limited range of notes</li> </ul>	<p><u>Maths</u></p> <p><u>Knowledge</u></p> <p>We will be following the White Rose Maths scheme. In the Summer term the focus will be on:</p> <ul style="list-style-type: none"> <li>• Decimals</li> <li>• Money</li> <li>• Time</li> <li>• Statistics</li> <li>• Property of Shape</li> <li>• Position and Direction</li> </ul>
<p><u>Key vocabulary</u></p> <p>Christian, Bible, Eucharist, Christmas, Easter, Diwali, Havan, Puja, Navaratri, Eid, Ramadan, Guru Nanak, Celebrate, Feast, Festival</p>	<p><u>Key vocabulary</u></p> <p>Glockenspiel, beat, rhythm, call and response, notes, improvisation, tune, tuned.</p>	<p><u>Key vocabulary</u></p> <p>Compare, order, round, half, quarter, decimal, covert, pounds, pence, change, digital, analogue, a.m, p.m, seconds, minutes, hours, days, months, weeks, years, calendar, interpret, charts, difference, compare, line graphs, right angles, 2D shapes. Quadrilaterals, symmetry, grid, position.</p>

Physical Education focus: *Athletics / Tennis / Cricket / Basketball*

Knowledge

- To begin to throw and catch while on the move
- To develop accuracy while shooting
- Apply individual defending skills
- To use and change direction and speed to lose a defender
- To maintain possession
- Hit a ball accurately
- To be able to keep a rally going
- To Understand the flight of the ball
- Understanding where to stand and move on the court
- To use correct techniques for catching a ball when fielding in cricket.
- To use the long barrier technique to stop a rolling ball
- To learn attacking hitting techniques for batting in cricket.
- To learn how to bowl accurately
- To understand the rules of a KWICK cricket game
- To practise and refine existing running, jumping and throwing skills.
- To use an effective technique for sprinting including the sprint star
- To sustain a pace over a longer distance
- To use running, jumping, throwing and catching in isolation and in combination.

Art and Design focus: *David Hockney and Zaha Hadid*

Knowledge

- To create landscapes inspired by David Hockney.
- To create a piece of art work inspired by Zaha Hadid
- To research the artistry of David Hockney and Zaha Hadid
- I can select and use different resources and references to develop my ideas.
- I can use my sketchbook, and drawing, to improve my understanding, inform my ideas and plan for a final piece of artwork.
- I can reflect upon my own work, and compare it with the work of others (pupils and artists) to identify ways to improve.
- I can analyse and evaluate a painting and comment on the form, line and technique involved, and make other observations.
- I can choose the appropriate techniques i.e. line, shape, colour and space.
- Create sketches to record their observations and use them to review and revisit ideas.
- Improve their mastery of art and design techniques – drawing, painting with a range of materials (pencil, pastels, charcoal and scissors).

French focus: *Classroom objects and The Olympics*

Knowledge – The Olympic Games

- I can remember at least 5 of the nouns for the 10 Olympic sports from memory.
- I can conjugate the je and la /le form of the verb faire.
- I can use this to say that I practise/do or that somebody else practises/does a sport in French.
- I can attempt to use the negative correctly, but I may need to hear and see a model answer first.

Knowledge - Classroom objects

- I can repeat, remember and attempt to spell most of the 12 classroom objects in French with their correct indefinite article/determiner.
- I am able to change the word for 'a' before a classroom object to the correct word for 'my' when I am shown a few examples first and reminded what the options are.
- I can recall in spoken and written form what I have and do not have in my pencil case.

		<ul style="list-style-type: none"> <li>• I can repeat and recognise most of the 10 shapes in French, all with a prompt first.</li> <li>• I can attempt to possibly spell between 1-5 of these words but I may need somebody to go through them, with a picture and spelling reminder first.</li> </ul>
<p><u>Key vocabulary</u></p> <p>Coordination, running, jumping, balance, agility, throwing, catching, balance, KWICK cricket, technique, barrier, fielding, possession, speed, strength.</p>	<p><u>Key Vocabulary</u></p> <p>David Hockney, charcoal, Pop Art, Bradford, Industrial, Bold, Colourful, innovative, futuristic architecture, architect</p>	<p><u>Key vocabulary</u></p> <p>un livre, un cahier, un crayon, un stylo, un taille-crayon, un bâton de colle, une règle, une calculatrice, Le, la, faire, natation, cyclisme, boxe, l'équitation, triathlon.</p>

PSHE:  
 Being my Best, Growing and Changing\*

- Explain different things that I do already that help to me keep healthy.
- Recognise how I help look after my environment
- Label some parts of the body that only boys have and only girls have.
- List some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

Understand why people get married.

Key vocabulary

Differences, healthy, environment, conflict, compromise, marriage, civil partnerships, puberty.

\*Please see the RSE policy and parental guidance on the website for more information: <https://www.ladybankes.school/relationships-and-health-education/>