

**YEAR 4 - AUTUMN TERM**  
**DO WE APPRECIATE**  
**NATURE?**

**Art:** Using pencil (water colour, sketching and crayons) to outline, sketch and shade in different ways

**Key vocabulary:** line, tone, hatching, cross hatching, texture, shading, dark, light, micro-patterns, effects

**D & T:**

Research, design, make and evaluate an Egyptian shadow

**Key vocabulary:** purpose, design criteria, model, evaluating, labelled drawings, stiffening, reinforcing, net, 3D, faces, edges, vertices, aperture.

**Cross-Curricular Maths:**

**Place Value:**

We will be ordering dates on timelines to place different Ancient Civilisation in chronological order. We will compare the lengths of time that those civilisations were in existence.

**Statistics:**

We will use arithmetic skills to work out how long different civilisations/pharaohs ruled for and present this

**Science: (Electricity)**

\*identify common appliances that run on electricity.

\*construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.

\*identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. \*recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. \*recognise some common conductors and insulators, and associate metals with being good conductors.

**Key vocabulary:** Conductor, insulator, switch, lamp, circuit, electricity, buzzer, brightness, dim, metal, plastic, cells, wires, fuse, shock, safety.

**English:**

We will be reading a range of texts linked to our study of The Ancient Egyptians including 'There's a Pharaoh in my Bath' by Jeremy Strong, 'The Egyptian Cinderella' by Shirley Climo and 'The

**\*In this History topic we will learn how to:**

\*Use evidence to ask questions and find answers to questions about the past.

\*Suggest causes and consequences of some of the main events and changes in history.

\*Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.

\*Children will think carefully about how Ancient Civilisations relied upon nature and natural resources to survive and thrive and compare that with society today. (River Nile)

\*Describe the social, ethnic, cultural or religious diversity of past societies.

\*Place events, artefacts and historical figures on a time line using dates.

**Key vocabulary:** year, century, timeline, today, yesterday, tomorrow, past, period, chronological order, sources of evidence, suggest, reliable, first-hand, change, impact, legacy, significant, primary source, secondary source, biased, wealthy, poor.

**Key Questions:**

\*What do we mean by appreciate? What is there to appreciate about nature?

\*How do we correctly use and gain information from an atlas?

\*What is an Ancient Civilisation and what other Ancient Civilisations existed at the same time as the Ancient Egyptians and where in the world?

\* What can we learn about the lifestyle, culture and community of Ancient Egypt through the artefacts that remain? \* How can historic building and artefacts be used to help build up a picture of how nature was used in the community.

\* How was the Nile used responsibly to support the community? \*How were the lives of wealthy Egyptians different from the lives of poor Egyptians? (resilience/community)

**P.S.H.E. (Jigsaw)**

Our Jigsaw work will explore 'Being Me In My World' will learn about what it means to be part of different

information using bar charts.

### Properties of Shape:

Create symmetrical Ancient Egyptian death masks and look at the properties of 3D shapes including rectangular prisms (Egyptian Sarcophagus) and pyramids.

### Multiplication Tables:

We will continue to focus on improving speed and accuracy in recalling times tables up to 12 x 12, in addition to other aspects of the curriculum including number, shape, measures and statistics.

### Useful websites:

[www.URBrainy.com/MTC](http://www.URBrainy.com/MTC)

[www.topmarks.co.uk/maths-games/hit-the-button](http://www.topmarks.co.uk/maths-games/hit-the-button)

[www.ttrackstars.com](http://www.ttrackstars.com) (log in details in planners)

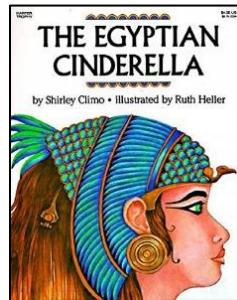
<https://www.bbc.co.uk/bitesize>

<https://classroom.thenational.academy/schedule-by-year/year-4>

Egyptian Echo' by Paul Dowswell. In our daily Reading lessons, we will be developing the skills of summarizing, predicting, retrieving information and developing and broadening vocabulary.

**Writing opportunities will include:**

- Write an information text about mummification - non fiction to inform.
- Writing a diary entry from the perspective of a character.
- Writing non fiction, information texts about our Egyptian settlement



**In this Geography topic we will:**

- \*revise the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn.
- \*describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains.
- \*describe and understand key aspects of 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
- \*use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.

**Prior Learning relating to this topic:** Continents and oceans of the world, early atlas skills, early chronology skills. Identification of basic human and physical features. Changes over time, some significant individuals and aspects of life in different periods of time.

groups/communities. They will learn about what a democracy is and how it works.

### **S.M.S.C.**

**Moral ideas linked to our topic:** : Children will consider whether it is OK to cut down rainforests if it is to provide humans with resources.

**Spiritual ideas linked to our topic:** Children will consider the beliefs of the Ancient Egyptians and compare with the beliefs of different groups in the present day.

**Cultural ideas linked to our topic:**

Compare the hierarchical system on Ancient Egypt with other hierarchical systems e.g. Schools, the government

**R.E. - Environment: Harvest**  
Children will explore religious stories and teachings about the environment and identify and reflect their impact on people's behaviour.

**French** - Conversational French including greetings, foods, days of the week, numbers, family.

