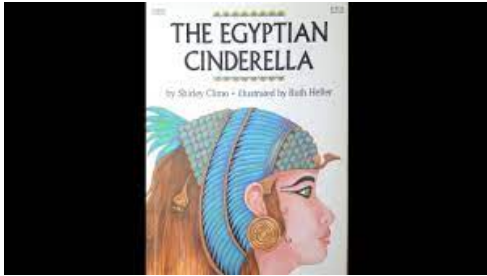


# Topic Name: Ancient Egypt

Year 4  
Term Summer 1

## Whole Class Reading

The Egyptian Cinderella  
Shirley Climo



Marcy and the Riddle of the Sphinx



## English Topic and Skills

Marcy and the Riddle of the Sphinx  
Letter Recount -

Write a letter based on Marcy's  
adventure to find her dad.

SPAG - Subordinating conjunctions,  
Fronted adverbials, Expanded noun  
phrases.

The Egyptian Cinderella

Story with characterised speech

Write a narrative using speech that  
pushes the story on and offers  
characterisation.

SPAG - Speech, modifying verbs,  
Inverted commas.

## Maths -Decimals

- Tenth as fractions

- Tenth as Decimals

- Tenth on a place value chart

- Tenth on a numberline

- Divide a one digit number by 10

- Divide a two digit number by 10

- Hundredths as fraction

- Hundredths as a decimal

- Hundredth on Place value chart

- 1 and 2 digit numbers divided by  
100.

- Make a whole with tenths

- Make a whole with hundredths

- Partition Decimals

- Compare and order decimals

- Rounding to the nearest whole  
number

- and quarters as fractions.

## Money

-Write money using decimals

-Convert between pounds and pence

-Compare amounts of money

- Estimate money

-Calculate and solve problems with  
money

## Foundation Subjects

Science – States of Matter

- What makes a solid, liquid  
and gas?

- When do solids and liquids  
change state?

- How do we measure  
temperature?

- What is the water cycle?

- How can we measure  
evaporation?

Art -

- I have seen how some artists  
choose to display their work on  
“plinths” and I have understood  
how the way a work is displayed  
can affect the way the audience  
sees the work.

- I can use my sketchbook to  
collect ideas about how  
other artists consider how  
their work is displayed.

- I can use clay to make quick  
three dimensional sketches  
of figures sitting on “plinths”.  
I can use the clay to capture  
character/emotion of the  
body.

History - Ancient Egypt

## RE - Churches

### The aim of this unit is to:

- give children an understanding of the Christian church in its widest sense.
- ensure pupils know that Christianity is a multicultural worldwide faith.
- enable pupils to see the similarities and differences between Christian denominations and to develop further their understanding of symbolism.
- further develop children's knowledge and understanding of sacred places of worship across world faiths.

### Key Questions

- What does 'church' mean?
- Are all churches the same? Why? Why not?
- What does it mean to belong to a church?
- What have you learned about the church that you didn't know before?
- Where do people of World faiths worship? Are they all the same?
- Are there any similarities between places of worship? What are the key differences?

## PSHE

- Assessment Baseline - Healthy Living
  - Keeping/Staying Safe
- Assessment Baseline - Cycle Safety

## PE

### Athletics-

- To develop stamina and an understanding of speed and pace in relation to distance.
- To develop power and speed in the sprinting technique.
- To develop technique when jumping for distance.
- To develop power and technique when throwing for distance.
- To develop a pull throw for distance and accuracy.
- To develop officiating and performing skills.

### Tennis -

- To develop racket and ball control.
- To develop returning the ball using a forehand and understand when to use it.
- To develop the backhand and understand when to use it.
- To keep a continuous rally going showing increased technique.
- To use and apply rules and simple tactics.
- To understand and use rules to manage a game.

- What can we quickly find out to add to what we already know about Ancient Egypt?
- How can we discover what Ancient Egypt was like over 5,000 years ago?
- What sources of evidence have survived and how were they discovered?
- What did the Ancient Egyptians believe about life after death and how do we know?

## History

- What can we quickly find out to add to what we already know about Ancient Egypt?
- How can we discover what Ancient Egypt was like over 5,000 years ago?
- What sources of evidence have survived and how were they discovered?
- What was the process of mummification like?
- What do the Egyptians believe about the afterlife?

Healthy Lifestyles

Diversity

Speech and Language

Mental Health and Wellbeing

Anchor Words

<p>Maths</p> <p>Decimal point Tenths Hundredths Pounds Pennies Round Compare Estimate</p>	<p>History</p> <p>Pyramids. The Great Pyramid at Giza hieroglyphics River Nile A mummy Sphinx Pharaoh Papyrus Sarcophagus Mummification</p>	<p>Art</p> <p>Plinths Sculptures Display Clay Manipulate Cardboard Context</p>	<p>Science</p> <p>Gas Liquid Solid Heated Cooled Melt Freeze Reversible Irreversible Condensation Evaporation Water Cycle</p>	
<p>RE</p> <p>church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara and Langar.</p>	<p>English</p> <p>Recount letter - Active voice Past tense SUBordinating conjunctions Fronted Adverbials Modifying nouns Expanded Noun Phrase</p> <p>Story with speech characterisation -</p> <p>SEAT Speech Emotion Action Thoughts Inverted commas Character</p>	<p>PE</p> <p>Athletics - accuracy Distance Heave Launch Measure Official Officiate Pace Power Record Speed Stamina Stride Technique Transfer of weight</p> <p>Tennis - Racket Forehand Backhand Net</p>		

		Rally Tactics		
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