

As Writers, we will be looking at fiction from our literary heritage. We will study: The Lion, The Witch and The Wardrobe and Goodnight, Mister Tom and write stories in the style of both authors. We will learn about and write cinquain and tanka poems. We will be creating our own report about an explorer e.g. Howard Carter. We will also write an adventure story about an exploration in Egypt. Finally we will write an explanation text on how archaeologists like Howard Carter carried out their work.

To write with purpose

- Use the main features of a type of writing (identified in reading)
- Compose and rehearse sentences orally
- Plan, write, edit and improve

To use imaginative description

- Create characters, settings and plots
- Use a range of descriptive phrases, similes and metaphors

To organise writing appropriately

- Use organisational devices such as headings and subheadings
- Use connectives that signal time, shift attention, inject suspense and shift the setting

To use paragraphs

- Organise paragraphs around a theme
- Sequence paragraphs

To use sentences appropriately

- Use a mixture of complex and compound sentences
- Write sentences that include: conjunctions; adverbs; direct speech; clauses; adverbial phrases

To punctuate accurately

- Extend sentences using the conjunctions: when, if, because, although
- Use commas after fronted adverbials
- Using and punctuating direct speech

As Artists, we will create a range of different pieces of art inspired by Egyptian artwork.

To develop ideas

- Develop ideas from starting points from throughout the curriculum
- Collect information, sketches and resources
- Explore ideas in a variety of ways
- Comment on artworks using visual language

Collage

- Select and arrange materials for a striking effect
- Ensure work is precise
- Use coiling, overlapping, tessellation, mosaic and montage

To take inspiration from greats

- Create original pieces that are influenced by the studies of others

As Religious Educators, we will be learning about special books and sacred texts from Christianity, Sikhism and Hinduism.

Understand beliefs and teaching

- Present the key teachings and beliefs of a religion.

Understand values

- Explain how beliefs about right and wrong affect people's behaviour.
- Describe how some of the values held by communities or individuals affect behaviour and actions.
- Discuss and give opinions on stories involving moral dilemmas.

As Readers, we will be using our Guided Reading lessons to improve our skills.

To understand texts

- Predict what might happen from details stated and implied
- Recall and summarise main ideas
- Retrieve and record information from non-fiction, using titles, headings. Subheadings and indexes
- Draw inferences such as inferring characters' feelings, thoughts and motives from their actions and justifying inferences with evidence
- Identify how language, structure and presentation contribute to meaning

Tomb Raiders Year 4 Austen Summer Term

As Scientists, we will be exploring life cycles of animals and the basic needs of animals including humans and plants.

Biology

To understand animals and humans

- Describe the simple functions of the basic parts of the digestive system in humans
- Identify the different types of teeth in humans and their simple functions
- Construct and interpret a variety of food chains, identifying producers, predators and prey

To investigate living things

- Recognise that living things can be grouped in a variety of ways
- Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment
- Recognise that environments can change and that this can sometimes pose dangers to living things

As Geographers, we will be learning more about the Geography of Egypt.

To investigate places

- Ask and answer geographical questions about the physical and human characteristics of a location.

To investigate patterns

- Describe geographical similarities and differences between countries.

To communicate geographically

- Describe key aspects of human geography, including: settlements and land use.

As Mathematicians, we will know and use numbers, including our times tables. We will become confident with written methods for all 4 operations. We will also understand statistics, reflections and translations.

To know and use numbers

- Read Roman numerals to 100 (I to C)
- Solve number and practical problems with increasingly large positive numbers

To add and subtract/multiply and divide

- Add and subtract numbers with up to 4 digits using formal written methods
- Multiply 2 and 3 digit numbers by 1 digit numbers
- Divide using repeated subtraction
- Solve problems involving addition, subtraction, multiplication and division

Fractions

- Recognise and show families of equivalent fractions
- Add and subtract fractions with the same denominator

To use measures

- Measure the perimeter of simple 2D shapes
- Measure and calculate the perimeter of a rectilinear figure
- Find the area of rectilinear shapes by counting squares
- Convert between different units of measure

To describe position, direction and movement

- Describe positions and a 2D grid as coordinates in the first quadrant
- Describe movements between positions as translations of a given unit to the left/right and up/down
- Plot specified points and draw sides to complete a given polygon

To use statistics

- Interpret and present data using bar charts, pictograms and tables
- Solve one-step and two-step questions (e.g. "How many more/fewer?" etc) using information presented in scaled bar charts, pictograms and tables.
- Interpret and present discrete and continuous data using appropriate graphical methods

As Historians, we will study the Ancient Egyptians, in particular the work of explorers like Howard Carter. We will learn about the excavation of the Valley of the Kings and the number of tombs and chambers that were found there

To investigate and interpret the past

- Use evidence to ask questions and find answers to questions about the past
- Suggest suitable sources of evidence for historical enquiries

To build an overview of world history

- Describe the social, ethnic, cultural or religious diversity of past society
- Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of people

To understand chronology

- Place events and artefacts on a timeline using dates
- Understand the concept of change over time
- Use dates and terms to describe events

To communicate historically

- Use appropriate historical vocabulary to communicate, including: Dates; Time period; Era; Change; Chronology
- Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past

Possibilities / Ambition

As ambitious learners, we will learn about how the Ancient Egyptian tombs were discovered. We learn how the work of Howard Carter has influenced *Geology* today.

Emotional Intelligence

The children will develop emotional intelligence through their understanding of what the Ancient Egyptian civilisation was like.

First-hand Experiences

We will have a "Life in Ancient Egypt" day. On this day, children will come to school dressed as Egyptians and will experience a range of different activities throughout the day

Community

We are hoping to have an Egyptian "museum" to share with parents at the end of term.