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| <p>YEAR 4 – SPRING TERM 2 ANCIENT EGYPT.</p> | <p>Science: (States of Matter) *Compare and group materials together, according to whether they are solids, liquids or gases. *Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). *Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> | <p>History * Pupils should be taught about the achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of The Ancient Egyptians. Geography: *Locational Knowledge: Locate the world’s countries (Egypt) concentrating on their environmental regions, key physical and human characteristics and major cities. *Human and Physical Geography: Describe and understand some key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes,</p> | <p>Key Questions: *What do we mean by an ancient civilization? *Where would ancient Egyptian pharaohs be placed on an historical timeline? (Using centuries) * What do I know about Egypt and where it is located? * How can historic items and artefacts be used to help build up a picture of life in the past? * How were the lives of wealthy Egyptians different from the lives of poor Egyptians? * What did the Ancient Egyptians believe about the afterlife and in particular about mummification? Citizenship: *Compare the hierarchical system on Ancient Egypt with other hierarchical systems e.g. Schools, the government *How Egyptians prepared for the afterlife. They will consider different religions and how people’s faith prepares them for death.</p> <p>S.M.S.C. (Jigsaw) Our Jigsaw work will explore ‘Dreams and Goals’.</p> |
| <p>Design Technology: Design and make an Egyptian tomb focusing on cutting and joining materials correctly.</p> | <p>English: We will continue to develop our knowledge and understanding of grammar, particularly the correct use of apostrophes to show possession in the singular and plural, pronouns and we will build on our understanding adverbial phrases. We will be reading The Time Travelling Cat by Julia Jarman, There’s a Pharaoh in our Bath by Jeremy Strong and The Egyptian Echo. Writing opportunities will include instructions, explanations and story writing.</p> |  | |
| <p>Art: Creating Ancient Egyptian self-portrait death masks. Writing using hieroglyphs.</p> | | | |
| <p>R.E. Commitment – Lent. Children will investigate and engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p> | | | |
| <p>Cross-Curricular Maths: Symmetry: *Symmetry through an art based task (death mask) Measures: Problems based on weight and capacity: Ancient Egyptian rituals of weighing the heart against the feather of truth. 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.</p> | | | |

