

**Year 4: Autumn**  
**What is more precious: Water or Gold?**

**Geography**

Rivers  
Physical Features  
Journey of a River  
Water Cycle

**History**

Achievements of the earliest civilisations: Ancient Egypt

**Literacy**

Writing a travel advertisement, report and poem based on Ancient Egypt.  
Writing an adventure comic book story.  
Making predictions based on what we have read.  
Identifying themes within and between books.

**Maths**

Read, write, order and compare numbers beyond 1000  
Read Roman numerals to 100  
Add and subtract four-digit numbers with formal written methods, including estimating and using the inverse  
Calculate the area of a shape by counting squares  
Recall multiplication facts to 12 x 12  
Recognise and use factors and factor pairs

**Science**

Classifying living things and investigate the impact of environmental changes  
The human digestive system

**Computing**

Create a counting system using Ancient Egyptian symbols

**Music**

Revisit the language of music.  
Revisit the skills of improvisation and performance.

**PSHE**

Healthy relationships and how they provide stability  
Recognise and value different groups and communities  
Recognising emotions  
Being assertive

**Art and Design**

Art: Explore the ancient practice of Khayamiya. Creating a wall tapestry inspired by this Egyptian art form.  
DT: Embroider Egyptian symbols

## Year 4 Autumn: What is more precious: Water or Gold?

### Literacy

#### Writing

##### Planning

- ✓ Discuss writing similar to that which they are planning to write in order to learn from its structure, vocabulary and grammar.
- ✓ Discuss and record ideas (inc. adventurous vocab) in magpie books to inform writing.

##### Draft & Write

- ✓ Organise paragraphs around a theme.
- ✓ Rehearse sentences orally; reviewing vocabulary to utilise rich/varied word choices.
- ✓ In narratives, create settings, characters and plot through:
  - Deliberate and purposeful vocabulary choices.
  - Using **expanded noun phrases, preposition phrases, adverbials and similes.**
  - Describe characters with some awareness of how details & word choices show character.
- ✓ Show an awareness of the difference between written and spoken English and how to use this in their writing through using formal language in appropriate non-fiction.
- ✓ Use a range of conjunctions (including, when, if, because, although) to write sentences with more than one clause.
- ✓ In non-narratives, use organisational features e.g. headings/subheadings.

##### Evaluate & Edit

- ✓ Assess the effectiveness of own writing and others suggesting improvements.
- ✓ Propose changes to grammar and vocabulary to improve consistency.
- ✓ Proof-read for spelling and punctuation errors.

#### Grammar

Pupils in Y4 need to be able to identify, know and use:

- ✓ Direct speech and its punctuation.
- ✓ Apostrophes for possession (singular and plural) and contraction.
- ✓ Identify and use possessive pronouns.
- ✓ Pronoun and noun variation for cohesion e.g. Replacing noun with pronoun, noun with alternative e.g. pyramid/ancient wonder – river/life-giver castle/fortification
- ✓ Use fronted adverbials with commas along with using ! , ? , ' in writing.

#### Reading

- ✓ Use evidence to justify inferences with explanations.
- ✓ Identify how structure and presentation contribute to meaning
- ✓ Perform poetry aloud using intonation and tone.
- ✓ Read further exception words, including those with unusual spellings / sound links
- ✓ Identify themes and conventions in a range of books
- ✓ Check a text makes sense, including explaining the meaning of words in context.
- ✓ Use an age-appropriate dictionary to check the meanings of words.
- ✓ Predicting what might happen from details stated and implied and using quotation as evidence to support their understanding of this.
- ✓ Discussing words/phrases that capture the reader's interest and imagination
- ✓ Checking a text makes sense to them, discussing their understanding and explaining the meaning of words in context (ongoing).
- ✓ Recognising different poetic forms.
- ✓ Retrieve and record information from non-fiction and fiction (ongoing).

#### Key vocabulary:

Prediction, inference, deduction, quotation, imply(ied), prediction, evidence, pronoun, possessive pronoun, singular, plural, expanded noun phrase, adverbial, comma, character

### Mathematics

#### Number – Place Value

- ✓ Read and write numbers to 1000 in numerals and words
- ✓ Identify, represent and estimate numbers using different representations
- ✓ Recognise the place value of each digit in a 3-digit number (hundreds, tens and ones)
- ✓ Count in multiples of 6, 7, 9, 25 and 1000
- ✓ Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones)
- ✓ Find 1000 more or less than a given number
- ✓ Order and compare numbers beyond 1000
- ✓ Read Roman numerals to 100
- ✓ Round any number to the nearest 10, 100 or 1000

#### Number – Addition and Subtraction

- ✓ Add and subtract numbers with up to four digits using formal written methods
- ✓ Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use (and why)
- ✓ Estimate and use the inverse operations to check answers to a calculation

#### Number – Multiplication and Division

- ✓ Recall multiplication and division facts for the multiplication tables up to 12x12
- ✓ Recognise and use factor pairs and commutativity in mental calculations
- ✓ Count in multiples of 6, 7, 9, 25 and 1000
- ✓ Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers

**Key vocabulary:** digit, number, numeral, place value (thousands, hundreds, tens and ones), positive numbers, negative numbers, column addition, factor pairs

#### Geometry – Measurement (area)

- ✓ Find the area of a rectilinear shape by counting squares

**Key vocabulary:** area, measurement, unit of measurement

# Year 4 Autumn: What is more precious: Water or Gold?

## Geography

### Human and Physical

- ✓ Use geographical vocabulary to refer to rivers e.g. the Nile

**Key human vocabulary:** Dam, hydro-electric, leisure

**Key physical vocabulary:** river, water cycle, source, mouth, meander, channel, floodplain

### Skills

use fieldwork to observe, measure, record and present the human and physical features using a range of methods

### History

#### Chronology of events

- ✓ Research of the time from 3,200BC to 30BC with the death of Cleopatra
- ✓ Timeline detailing **Ancient Egypt** and its achievements

**Key vocabulary:** settlers, civilization, BC, River Nile, pharaohs, archaeology, gods, goddesses, afterlife, sarcophagus, mummification, dynasty

#### Comparing and contrasting periods and happenings

- ✓ Analyse artefacts, monuments and hieroglyphics
- ✓ Identify what was considered significant to the Egyptian society – how has this changed to modern society?
- ✓ Recognise similarities and differences between this time and the present day

**Key vocabulary:** monuments, hieroglyphics, agriculture, culture/cultural, economic, religion

#### Change and continuity

- ✓ Discuss how the past has influenced the present and how the present will shape the future
- ✓ Ask and answer questions which underline the importance of the Egyptians – what would have happened if Ancient Egypt did not exist? Would our lives be the same?
- ✓ Assess the modern reliance upon many Ancient Egyptian inventions

**Key vocabulary:** invention, construction, ramp, lever, surveying, flax, papyrus, solar calendar, hieroglyphics, cosmetics

#### Cause and effect

- ✓ Draw simple conclusions as to why change has happened

**Key vocabulary:** question words “who, what, why, when, where, how”

#### Empathy and understanding

- ✓ Critique how significant the end was to the people of Egypt
- ✓ Examine the impact from a religious aspect

**Key vocabulary:** Roman Empire, Christianity, Islam, Greek alphabet

#### Historical enquiry and forming conclusions from a variety of sources

- ✓ Examine the importance of archaeological discoveries

**Key vocabulary:** millennia, inscriptions

## MFL

### Oracy

- ✓ Listen for specific words and phrases
- ✓ Recognise and respond to sound patterns and words

### Literacy

- ✓ Read and understand a range of familiar written phrases

### Intercultural understanding

- ✓ Locate country/countries where the language is spoken

**Key vocabulary:** See homework Books for full list of vocabulary and translations.

## Science

### Living things and their habitats

- ✓ Explore and use classification keys to help group, identify and name a variety of living things
- ✓ Compare and contrast living things in the local area and the UK to those in Egypt
- ✓ Investigate why environments change and how that change can sometimes pose dangers to living things – link to Geography
- ✓ Explore how these environmental changes can be avoided or their impact minimised

**Key vocabulary:** flowering, non-flowering, vertebrates, invertebrates, human impact, ecology, nature reserves, conservation, deforestation, population, development, endanger, survival, extinct, pollution, recycling, adaptations

### Animals, including humans

- ✓ Describe the simple functions of the digestive system in humans
- ✓ Identify the different types of teeth and their functions

**Key vocabulary:** mouth, tongue, teeth, oesophagus, stomach, small and large intestines, incisors, canines, premolars, molars

## DT

### Research

- ✓ Find out about Egyptian symbols and hieroglyphics

### Design

- ✓ Design a symbol that can be embroidered
- ✓ Select threads and colours that are appropriate

### Create

- ✓ Embroider a symbol

### Evaluate

- ✓ Compare finished symbols to designs. Is it obvious what they are?

**Key vocabulary:** Evaluate, design, create, suitable, needle, thread, stitch, symbol cross-stitch, ladder-stitch

## PSHE

**Being My Best:** How do our choices affect our community

- ✓ Making choices
- ✓ Environment
- ✓ Community

**Me and My Relationships:** What do good communication skills look like in a relationship

- ✓ Communication
- ✓ Support Networks
- ✓ Feelings

**Key vocabulary:** unique, diversity, compromise, contribute, qualities, attributes, appropriate, assertive

## Computing

Counting machine linked to Ancient Egyptians

Computer Science – Input and output

- ✓ Create an input and output using symbols rather than numbers
- ✓ Convert symbols to numbers

**Key vocabulary:** Input, output, symbols, counting, place value, processing, formulae

## PE

- ✓ Health, Fitness & Wellbeing – Circuits
- ✓ Control/Pass & Receive/Target – Football
- ✓ Catching/Throwing/Agility – Tag Rugby

## Music

### Appreciate

- ✓ Listen and respond to Smetana ‘The River Moldeau’.

### Perform and Share

- ✓ Perform the song Mamma Mia from Charanga using voices and instruments

### Play, Sing and Create

- ✓ Improvise using voices and/or instruments within the Charanga unit Mamma Mia
- ✓ Perform composition(s) within the song

**Key vocabulary:**

Symphonic poem, riff, pentatonic scale, hook, unison

## RE

### Christianity

- ✓ Explore the miracles written in bible
- ✓ Understand why the miracles are important to Christians

### Islam

- ✓ Understand the Muslim creation story and why it is significant to Muslims

**Key vocabulary:** Miracles, bible, opinions, faith, creation, Qur’an

## Outdoor Learning

### Research

- ✓ Research which techniques are already used to filter water and make it safe to drink
- ✓ Think about how we can test if the water is safe

### Design

- ✓ Design a system of filtering the water using materials/ resources which are available to us

### Create/ Evaluate

- ✓ Create the system and use it to filter water that is safe enough for us and other to drink.

**Key vocabulary:** water, filtration, treating, drink, safe, clean, bacteria, particles, sediment, chlorine, taste

## Art

### Media:

- ✓ Textiles

### Appreciation:

**Artist:** Sarah Walton

- ✓ To explore the mood and effect of a piece of art
- ✓ To use parts of an artist’s work as inspirations

### Exploring and developing ideas:

- ✓ To use a range of stitches for different purposes and functions

### Investigating and making art:

- ✓ To choose colour and texture of fabric for effect and suitability to purpose

### Evaluating and developing art:

- ✓ To modify and improve my work as it progresses
- ✓ To discuss where ideas have developed from including links with artists studied

**Key vocabulary:** Stitch, needle, thread, colour, texture, fabric, staring off, finishing off, seam, over, under, underside

✓ Catching/Throwing/Target/Strategy – Netball

# What is more precious, water or gold?

## History



Canopic Jar



Hieroglyphs

Ra



Isis



Gods and Goddesses

Pharaohs



Afterlife



## Science



### Classification

The organisation of animals into different categories based on observed similarities and species.



## Geography

### The River Nile

The longest river in the world at 6,695km.

The river flows from Lake Victoria to the Mediterranean sea.



### Floodplain

An area of low lying land by the side of a river that is subject to regular flooding

## Key Vocabulary

**Water Cycle (Geography)** — The cyclical journey water takes through the world's seas and oceans, the atmosphere and land.

**Pharaohs (History)** — The Kings and Queens of ancient Egypt, believed to be half gods.

**Sarcophagus (History)** — Stone coffins used to house the remains of important Ancient Egyptian Pharaohs.

**Hieroglyphics (History)** — The script used by Ancient Egyptians for writing. They have been found written on Papyrus and carved into stone.

**Pyramids (History)** — Tombs constructed from stone that were used to house the mummified remains of Ancient Egyptian Pharaohs.

**Mummification (History)** — The process of embalming bodies of important people and animals.

**Vertebrates and invertebrates (Science)** — animals that have a backbone inside their body (vertebrates) and those that do not (invertebrates).

**Ecology (Science)** — The study of how organisms interact with each other and their environment.