

Subject	16 <sup>th</sup> April <i>Egyptian day - Thursday</i>	23 <sup>rd</sup> April	30 <sup>th</sup> May <i>Headstart tests</i>	7 <sup>th</sup> May <i>No Monday – BH.</i>	14 <sup>th</sup> May	21 <sup>st</sup> May
Maths	<p><b>NC – Number &amp; Place value:</b></p> <ul style="list-style-type: none"> <li>- Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</li> <li>- Division and multiplication by 10, 100, 1000. Into decimals (tenths/hundredths)</li> <li>- estimate and use inverse operations to check answers to a calculation</li> <li>- add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</li> <li>- 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 multiply two-digit and three-digit numbers by a one-digit number using formal written layout</li> </ul> <p><b>NC – Number</b> Continual Emphasis on times tables: 6</p>	<p><b>NC - Fractions:</b> <b>(Inspire: 4B Unit 9)</b></p> <ul style="list-style-type: none"> <li>- Recognise and show, using diagrams, families of common equivalent fractions</li> <li>- Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing by 10.</li> <li>- Introduce the language proper &amp; improper fractions <i>(pg 83 of CGP guide)</i></li> <li>- recognise and write decimal equivalents of any number of tenths or hundreds</li> <li>- recognise and write decimal equivalents to <sup>(1/2, 1/4, 3/4)</sup></li> <li>- find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths</li> </ul> <p><b>NC – Number</b> Continual Emphasis on times tables: 7</p>	<p><b>NC - Fractions:</b> <b>(Inspire: 4B Unit 9)</b></p> <ul style="list-style-type: none"> <li>- solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number</li> <li>- add and subtract fractions with the same denominator <i>(pg 74 of CGP guide)</i></li> </ul> <p><b>NC – Number</b> Continual Emphasis on times tables: 9</p>	<p><b>NC - Fractions:</b> <b>(Inspire: 4B Unit 9)</b></p> <ul style="list-style-type: none"> <li>- round decimals with 1 decimal place to the nearest whole number</li> <li>- compare numbers with the same number of decimal places up to 2 decimal places</li> <li>- solve simple measure and money problems involving fractions and decimals to 2 decimal places</li> <li>- Word problems → Application of the concepts of a fraction as part of a whole and part of a set</li> </ul> <p><b>NC – Number</b> Continual Emphasis on times tables: 25</p>	<p><b>NC – Geometry:</b> RECAP <b>(Inspire: 4B Unit 13 &amp; 4A unit 6)</b></p> <ul style="list-style-type: none"> <li>- compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes</li> <li>- identify acute and obtuse angles and compare and order angles up to 2 right angles by size</li> </ul> <p><b>NC – Number</b> Continual Emphasis on times tables: 7</p>	<p><b>NC – Geometry:</b> RECAP <b>(Inspire: 4B Unit 13 &amp; 4A unit 6)</b></p> <ul style="list-style-type: none"> <li>- identify lines of symmetry in 2-D shapes presented in different orientations</li> <li>- complete a simple symmetric figure with respect to a specific line of symmetry</li> </ul> <p><b>NC – Number</b> Continual Emphasis on times tables: 7</p>

English	<p><b>Monday: Hot task – Write a fiction story</b></p> <p>Poetry:</p> <p><u>Acrostic + Shape</u></p> <ul style="list-style-type: none"> <li>- What is an acrostic poem?</li> <li>- What is a shape poem?</li> <li>- What are the language features of poems?</li> <li>- Identify the themes of various acrostic/shape poems</li> <li>- Write our own non-sense humour poems</li> </ul>	<p><b>Cold task: Explanation text</b></p> <p><u>Explanation text: Egyptians</u></p> <p>Share WAGOLL text: How pyramids were built.</p> <ul style="list-style-type: none"> <li>- Learn the text → with actions</li> <li>- Recall the text → with actions</li> <li>- Box up the text → using the template and explanation text format</li> <li>- Text map – represent the text in the series of images, including paragraphs &amp; punctuation.</li> </ul>	<p><u>Explanation text: Egyptians</u></p> <p>Co-construct WAGOLL: Why people were mummified.</p> <ul style="list-style-type: none"> <li>- Plan and co-construct an innovated text all together.</li> <li>- Pick the text apart with the language features – highlight each feature and annotate.</li> </ul>	<p><u>Explanation text: Egyptians</u></p> <ul style="list-style-type: none"> <li>- Research invented topic on ipads/laptops</li> <li>- Box up the invented text → using the same template &amp; format for explanation text</li> <li>- Text map → represent their own invented text with images</li> <li>- Write invented text → using the features in the toolkit</li> <li>- Edit &amp; Uplevel invented text → using PPP. Show JK Rowlings draft of HP</li> </ul>	<p><b>Hot Task – write an information text</b></p> <p>Poetry:</p> <p><u>Non-sense + humour</u></p> <ul style="list-style-type: none"> <li>- What is a non-sense/humour poem?</li> <li>- What are the language features of these poems?</li> <li>- Identify the themes of various humour/non-sense poems</li> <li>- Write our own non-sense/humour poems</li> </ul>	<p>Creative fiction writing</p> <p>Writing around a picture and up-levelling sentences with show don't tell.</p> <p>Proof reading.</p> <p>SPAG: Sentence structure</p>
SPAG	<p><b>Handwriting Grammar Punctuation Spelling</b></p> <p>Words taken from Year 4 word list → Spellings sent home &amp; tested every Tuesday am.</p> <p><b>Guided Reading – Retrieval (AF2)</b></p>	<p><b>Handwriting Grammar Punctuation Spelling</b></p> <p>Words taken from Year 4 word list → Spellings sent home &amp; tested every Tuesday am.</p> <p><b>Guided Reading – Inference (AF3)</b></p>	<p><b>Handwriting Grammar Punctuation Spelling</b></p> <p>Words taken from Year 4 word list → Spellings sent home &amp; tested every Tuesday am.</p> <p><b>Guided Reading – Organisation of text (AF4)</b></p>	<p><b>Handwriting Grammar Punctuation Spelling</b> Words taken from Year 4 word list → Spellings sent home &amp; tested every Tuesday am.</p> <p><b>Guided Reading – Language (AF5)</b></p>	<p><b>Handwriting Grammar Punctuation Spelling</b> Words taken from Year 4 word list → Spellings sent home &amp; tested every Tuesday am.</p> <p><b>Guided Reading – Effect on reader (AF6)</b></p>	<p><b>Handwriting Grammar Punctuation Spelling</b> Words taken from Year 4 word list → Spellings sent home &amp; tested every Tuesday am.</p> <p><b>Guided Reading – Making connections (AF7)</b></p>

Science	<p><b>To Work Scientifically</b>  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 or not a lamp will light in a simple series circuit, based on whether or not 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 or not a lamp lights in a simple series circuit  Recognise some common conductors and insulators, and associate metals with being good conductors</p>					
	<p>Mind-map all the common appliances that run on electricity. Create a class poster. What is electricity and where does it come from?  <a href="http://www.switchedonkids.org.uk/what-is-electricity">http://www.switchedonkids.org.uk/what-is-electricity</a>  <a href="https://www.stem.org.uk/resources/elibrary/resource/30647/thin-gs-use-electricity">https://www.stem.org.uk/resources/elibrary/resource/30647/thin-gs-use-electricity</a></p>	<p>Learn all the components in a circuit and how it works – investigation. Create a circuit in groups.</p>	<p>Children explore with their own circuits. Finding out why and how it works, or how to fix it. Use masking tape to represent a circuit and ask children to predict if it works and then make it. Then representing it in science books with a write up.</p>	<p>Learn about different circuits and how various controls can determine how the individual components work.</p>	<p>Recognise that some materials are conductors (tin foil etc.) others (felt etc.) will be insulators. Make predictions as to what would make the bulb/buzzer work. Undertake own experiment to complete the investigation sheet.</p>	<p><a href="http://www.switchedonkids.org.uk/">http://www.switchedonkids.org.uk/</a> - electrical safety  - I pads → Virtual room  Children to learn about electricity safety  And create a poster of the dangers.</p>
History	<p>On sugar paper, draw 2 columns, what we know already about Egypt and what we want to know. Chronology worksheet.</p>	<p>Where is Egypt in relation to other countries? Use google maps. What do they notice from the satellite photography? → Nile, desert, delta, sea etc. Look at the landscape – how might life be effected for modern or ancient Egyptians?</p>	<p>Farming in ancient Egypt –talk through the 3 different seasons &amp; why the Nile was important. Show BBC building pyramids. What do the children notice about land around the Nile compared to rest? Children to complete farming questions sheet using iPads for research. End on BBC working life.</p>	<p><i>Who was the most important person in Egypt? Pharaohs (half man/half god). Look at social class pyramid sheet. Video → pharaohs (to 1m27s). Show children pics of pyramids – why were they built? Video → Pyramid of Giza.</i></p>	<p>Recap what a pharaoh was. How many pharaohs can you name? King Tut. Was only famous after his tomb was discovered. YouTube – carters account of finding king tut.</p>	<p><i>Impact on UK? <a href="http://allaboutegypt.org/ancient-egypt/">http://allaboutegypt.org/ancient-egypt/</a> Contrast modern day pics to research. How has time changed? What has changed /stayed same. <a href="http://nationalgeographic.com/traveler/photos/thennow0501/thennow_gallery.html">http://nationalgeographic.com/traveler/photos/thennow0501/thennow_gallery.html</a> How Egypt has changed in 50 yrs. <a href="http://www.youtube.com/watch?v=5Y1LkCZ-MLs&amp;NR=1">http://www.youtube.com/watch?v=5Y1LkCZ-MLs&amp;NR=1</a> For today's view.</i></p>

GEOG	Not taught this half term					
DT	Not taught this half term					
Art	<p>Research hieroglyphics as a means of communication Papyrus – made from reeds from the river bank. Hglpcs didn't use vowels.</p>	<p>Cartouche work – make the salt dough and shape it</p> <p>Explain: Cartouches were often attached to coffins of kings &amp; queens. Designs on card templates</p>	<p>Salt dough Cartouche – finalise: design and colour</p>	<p>Tomb paintings – <a href="http://ancientegypt.co.uk/life/explore/main.html">http://ancientegypt.co.uk/life/explore/main.html</a> What have historians learned from these? From rich or poor tomb? <a href="http://ancientegypt.co.uk/life/story/main.html">http://ancientegypt.co.uk/life/story/main.html</a> - contrast nobleman's &amp; farmers family. We will produce tomb paintings to represent farmers life</p>	<p>Design and Colour a sarcophagus Paper mache?</p>	<p>Invite parents in make pyramids or masks.</p>
MFL	<p>French: je mange (I eat...) Rigolo1</p>					
Music	<p>Charanga – Black bird by The Beetles</p>					
PE	<p>Kwik Cricket – Batting Develop grip &amp; stance</p> <p>Swimming</p>	<p>Kwik Cricket – Batting Hitting the ball away from fielders</p> <p>Swimming</p>	<p>Kwik Cricket – Bowling Underarm moving onto overarm</p> <p>Swimming</p>	<p>Kwik Cricket – Fielding Rolling. Long barrier</p> <p>Swimming</p>	<p>Kwik Cricket – Fielding Throwing. Fielding the wicket</p> <p>Swimming</p>	<p>Kwik Cricket – Small games. Consolidate skills learnt</p> <p>Swimming</p>

Computing	Cross curricular use of a variety of software: MS word, MS publisher, MS excel, MS PowerPoint, Internet. Continual emphasis on E-Safety. <b><u>Programming</u></b>					
	What is an algorithm? <a href="http://www.bbc.co.uk/guides/zqrg7ty">http://www.bbc.co.uk/guides/zqrg7ty</a> What is decomposition? How do we get computers to do what we want?	What is debugging? Controlling physical systems. How do input & output devices work? Pizza pickle debugging activity.	What makes a good computer game? <a href="http://www.bbc.co.uk/guides/zw96tfr#zpxbgk7">http://www.bbc.co.uk/guides/zw96tfr#zpxbgk7</a> Exploration of scratch	Scratch – Create a band using the prompt sheet. If there is something missing, try to debug it and change the algorithm.	Scratch – make 2 characters act in a ‘cat and mouse’ chase.	E-Safety – Kids smart Smartie the penguin videos + discussion.
RE	<b>Islam: inspirational people</b>					
PSHE		<b><u>Living in the wider world</u></b> I can recognise the role of voluntary, community & pressure groups, especially in relation to health and well-being.	<b><u>Living in the wider world</u></b> I understand what being part of a community means and about the varied institutions that support communities locally & naturally	<b><u>Living in the wider world</u></b> I can research, discuss & debate topical issues, problems & events concerning health and wellbeing, and offer recommendations to appropriate people	<b><u>Living in the wider world</u></b> I understand about the role money plays in my own life and others. Including how to manage my money and be a critical consumer.	<b><u>Living in the wider world</u></b> I appreciate the range of national, regional, religious and ethnic identities in the UK.