

Year 4 Summer Term 1 Expedition Narrative

Ancient Egypt

In April 2024, the Year 4 children begin their first Summer Term Expedition, focusing on the guiding question:

“What does evidence tell us about this ancient civilisation?”

Hook

The children will begin their expedition by creating Ancient Egyptian-inspired profile portraits to transform themselves into pharaohs. They will also begin to create lines of enquiry as they explore a wide range of non-fiction texts to begin to develop their knowledge of this civilisation.



Our Learning:



Through our learning of history (Case study 1), the children will develop their understanding of what terms like ‘ancient’ and ‘civilisation’ mean before locating Ancient Egypt in place and time, establishing their chronological knowledge where this ancient civilisation fits in the context of world history. They will identify key features of the civilisation including the hierarchical society as well as the significance of the Nile.

The children will look at evidence to develop their understanding of the pyramids, hieroglyphics and artefacts found in tombs and will use these as part of historical enquiries to examine different interpretations of what happened in the past. The children will then learn about the Ancient Egyptians’ beliefs about life and death by examining primary sources, including the Book of the Dead. Using knowledge gathered over the course of the case study, they will then compare their newly acquired knowledge with everything they had learnt about Ancient Rome to decide on similarities and differences between them.

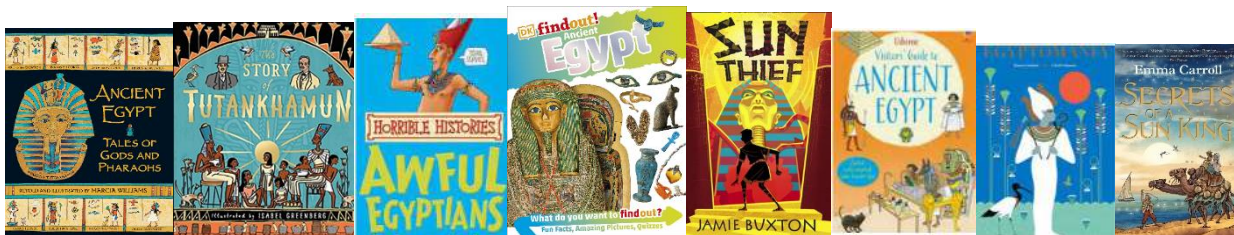
Through our learning in art (Case study 2), the children will look at artwork by Alaa Awad, Tamara Madden, Kwaky Yaro as well as examples of Ancient Egyptian-inspired pharaoh portraits. They will look at the use of pattern, shape and colour, developing their skills and techniques with these elements before planning and creating their own self-portrait.



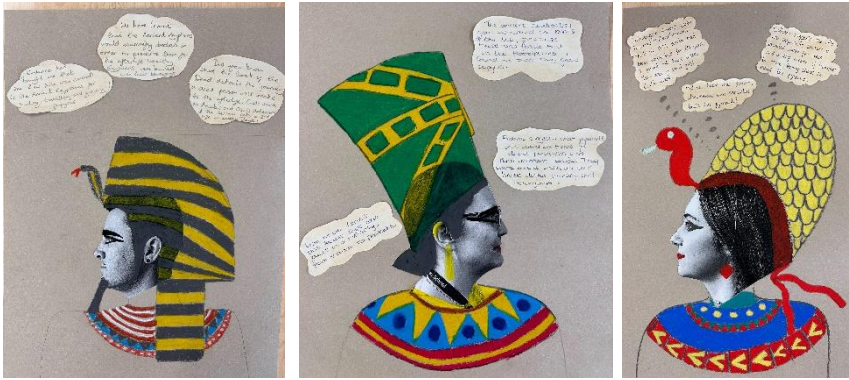
Final Product and Family Learning

At the end of our expedition, the children will revisit their Ancient Egyptian-inspired portraits and add key knowledge that they have learnt throughout the expedition. This will focus on the facts they obtained and will be summarised to demonstrate their understanding of Ancient Egypt. These will then be shared with families via an online sway page.

Key Texts



Staff Model Product



Other subjects taught this term:

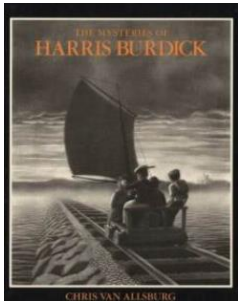
Writing

We will begin with a diary entry, linking to characters who lived during the Ancient Egyptian civilisation which will be based upon *Secrets of a Sun King* by Emma Carroll, as well as exploring how to create a personal tone in their writing. Our second unit will be a flashback narrative (when a character gets transported back in time) which will also focus on the Ancient Egyptian period.



Reading

We will start by looking at 'The Mysteries of Harris Burdick' by Chris Van Allsburg, a resistant text which is one of our 'five plagues' of reading. When authors write resistant texts, they mean for the material to be difficult. Often with these texts, gaps in meaning are part of the meaning making. Afterwards, we will link our text to our historical learning in our expedition and look at a non-fiction extract about Ancient Egypt. This will focus on the content of information and how this is presented on the page. Throughout both units, we will revisit and develop our summarising, inference and prediction skills as well as developing our knowledge of word meanings by using dictionaries and learning about etymology.



Maths

As we start the summer term, we will continue our learning about decimals, building our confidence on recognising tenths and hundredths first before showing them on a place value grid and on a number line. We will use our understanding to then divide 1 and 2-digit numbers by 10 and 100. After that, we will learn how to write, compare, order and round decimals. After we conclude our learning on decimals, we will be learning how to convert, compare and estimate monetary amounts, before studying time where we will be converting between the 12 and 24-hour clock.

tens	ones	tenths	hundredths
5	2	7	8

Science

We will identify how sounds are made and learn that vibrations from sounds travel through a medium to the ear; we will also recognise how sounds get fainter as the distance from the sound increases. We will continue to deepen our learning by exploring patterns between: the pitch of a sound and the features of the object that produced it; the volume of a sound the strength of the vibrations that produced it.



PSHE

Our learning starts by focussing on the emotional aspects of relationships and friendships. With this in mind, children explore jealousy and loss/bereavement. They identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. The children learn that change is natural in relationships and they will experience (or may have already experienced) some of these changes. They will revisit skills of negotiation particularly to help manage a change in a relationship and also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe.



Spanish

Over the course of the summer term, we will be learning to share our hobbies, discuss modes of transportation, identify what we would need for a holiday when packing a bag and talk about weather.



Music

We will be getting a feel for the music and culture of South America. Children will be introduced to samba and the sights and sounds of the carnival.



RE

The children will build on their prior knowledge of Hinduism, thinking about how and why Hindus respond to global issues of human and animal rights, fairness, social injustice and the importance of the environment. They will also begin to learn about how Hindus worship at home and in the mandir, increasing their understanding of the home shrines and features of mandirs as well as how they illustrate key Hindu beliefs.



Computing

This half term, the children will develop their skills and knowledge linked to photo editing. Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.



PE

We will start the term by finishing our short tennis lessons. This will include hitting a forehand shot towards a target, to return the ball from a bounce feed to perform a forehand volley from a full toss feed, to play a game of mini-tennis and understand the rules. In addition, we will conclude our football lessons with some of the skills being developed including passing the ball to a teammate whilst avoiding the defender, deciding when to intercept the ball and how to mark a player off the ball.

