

CAYTON  
SCHOOL

MEDIUM TERM CURRICULUM PLAN  
YEAR 4 – SUMMER 1



*Learn from yesterday, seek today and aim for tomorrow*

September 2021

## HistoryDriver: Ancient Egyptians

### Key Enquiry: How can we recreate the wonder of Ancient Egypt?

#### History Driver

What I need the children to learn	Possible learning experiences
<b>ANCIENT ANCIENTS (approx. 3000 years ago)</b>	
<p><i>Cover each of and then choose one to look at in depth:</i></p> <p><b>Ancient Egypt</b>            Ancient Sumer            Indus Valley            Shang Dynasty</p>	
<ul style="list-style-type: none"> <li>Know about, and name, some of the advanced societies that were in the world around 3000 years ago</li> <li>Know about the key features of either: <b>Ancient Egypt</b>; Ancient Sumer; Indus Valley; or the Shang Dynasty</li> </ul>	<p><i>Plot on a time line <b>Ancient Egypt</b></i></p> <p><i><b>Find out about different types of pyramids</b></i></p> <p><i><b>Explore hieroglyphs and cuneiform</b></i></p> <p><i><b>Make own cartouches with name on</b></i></p> <p><i><b>Explore the hierarchical system</b></i></p> <p><i><b>Look at importance of the River Nile, investigate inundations and irrigation systems</b></i></p> <p><i><b>Investigate different the importance of the different gods and sacred items such as the lotus flower and scarab beetle</b></i></p> <p><i><b>Investigate beliefs about the afterlife and mummification</b></i></p> <p>York museum – show ‘The Egyptian way of death’</p> <p>Mummification challenges etc</p> <p>Writing letters from each time, artefacts and photographs to support</p> <p>For each area study life and family, writing system, technology and inventions in fact-files/ letters</p> <p>Use video clips and pictures</p> <p>Ancient Egypt twinkl, BBC clips, Horrible Histories</p>

#### Computing

What I need the children to learn	Possible learning experiences
<b>Create programs</b>	
<p><i>Pupils should be taught to design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</i></p>	
<ul style="list-style-type: none"> <li>Design and create computer animations</li> <li>Explore creating narratives and combining them with artworks to make their own animated stories</li> </ul>	<p><a href="https://www.icompute-uk.com/members-area/lks2/index.html">https://www.icompute-uk.com/members-area/lks2/index.html</a> and select the Year 4 folder and then the iAnimate unit</p>
<b>Develop programs</b>	

<i>Pupils should be taught to use sequence, selection, and repetition in programs; work with variables and various forms of input and output</i>	
<ul style="list-style-type: none"> <li>• Design and create computer animations</li> <li>• Explore creating narratives and combining them with artworks to make their own animated stories</li> </ul>	<a href="https://www.icompute-uk.com/members-area/lks2/index.html">https://www.icompute-uk.com/members-area/lks2/index.html</a> and select the Year 4 folder and then the iAnimate unit

## Geography

What I need the children to learn	Possible learning experiences
<b>Locational Knowledge</b>	
<i>locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</i>	
<ul style="list-style-type: none"> <li>• Know the names of and locate at least eight major capital cities across the world</li> <li>• <b>describe and understand key aspects of: ♣ physical geography</b>, including: climate zones, biomes and vegetation belts, <b>rivers</b>, mountains, volcanoes and earthquakes, and the water cycle ♣ <b>human geography, including: types of settlement and land use</b>, economic activity including trade links, <b>and the distribution of natural resources including</b> energy, food, minerals and <b>water</b></li> </ul>	<p><b>Where is Egypt in the world? Plot Cairo and brief look at what it looks like in the present day, using Google maps. Locate the River Nile and some places it passes through. Understand the importance of the River Nile today and in the past to the people who live(d) there.</b></p> <p>Change of landscapes through the years European country study Globe work Quiz making on capital cities</p>

## Art

What I need the children to learn	Possible learning experiences
<b>Drawing, painting and sculpture</b>	
<i>improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</i>	
<ul style="list-style-type: none"> <li>• know how to show facial expressions and body language in sketches and paintings</li> <li>• know how to use marks and lines to show texture in art.</li> <li>• know how to use line, tone, shape and colour to represent figures and forms in movement and know how to show reflections</li> <li>• know how to print onto different materials using at least four colours.</li> <li>• know how to sculpt clay and other mouldable materials.</li> </ul>	<p><b>Draw a Pharaoh Masks over a cut out of their own heads Talk about facial expressions (serious) Cartouches</b></p>

**Physical Education – Follow Real P.E. and supplement with NC P.E. experiences**

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<b>Athletics</b>	
<i>use running, jumping, throwing and catching in isolation and in combination</i>	
<ul style="list-style-type: none"> <li>sprint over a short distance and show stamina when running over a long distance</li> <li>jump in different ways</li> <li>throw in different ways and hit a target, when needed</li> </ul>	
<b>Competitive Games</b>	
<i>play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending</i>	
<ul style="list-style-type: none"> <li>throw and catch accurately with one hand</li> <li>hit a ball accurately with control</li> <li>vary tactics and adapt skills depending on what is happening in a game</li> </ul>	<p><b>Apply striking and racket skills to games</b>  <b>Tactical discussions</b>  <b>Links to Real PE 5</b></p>
<b>Gymnastics</b>	
<i>develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</i>	
<ul style="list-style-type: none"> <li>move in a controlled way</li> <li>include change of speed and direction in a sequence</li> <li>work with a partner to create, repeat and improve a sequence with at least three phases</li> </ul>	
<b>Dance</b>	
<i>perform dances using a range of movement patterns</i>	
<ul style="list-style-type: none"> <li>take the lead when working with a partner or group</li> <li>use dance to communicate an idea</li> </ul>	
<b>Outdoor and Adventurous Activity</b>	
<i>take part in outdoor and adventurous activity challenges both individually and within a team</i>	
<ul style="list-style-type: none"> <li>follow a map in a (more demanding) familiar context</li> <li>follow a route within a time limit</li> </ul>	
<b>Evaluate</b>	
<i>compare their performances with previous ones and demonstrate improvement to achieve their personal best</i>	
<ul style="list-style-type: none"> <li>provide support and advice to others in gymnastics and dance</li> <li>be prepared to listen to the ideas of others</li> </ul>	
<b>Real P.E.</b>	
<b>Unit 5 Applying Physical</b>	
<ul style="list-style-type: none"> <li>I can perform and repeat longer sequences with clear shapes and controlled movement. I can select and apply a range of skills with good control and consistency</li> </ul>	
<b>Nigel Carson Sessions</b>	

--	--

## PSHE

What I need the children to learn	Possible learning experiences
<b>Relationships</b>	<b>Resource links from: Jigsaw</b>
<ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Know that change is a natural part of relationships/ friendship</li> <li>• Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe.</li> </ul>	<p>Learning in this year group starts 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 a natural in relationships and they will experience (or may have already experienced) some of these changes. Children revisit skills of negotiation particularly to help manage a change in a relationship. They also learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe. Children are taught that relationship endings can be amicable.</p> <p><u>Key vocabulary:</u>            Relationship, Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love.</p> <p><b>See the link below</b></p>

<https://jigsawlivescmsuk.blob.core.windows.net/umbraco-media/j0jfera1/05-ages-8-9-jigsaw-skills-and-knowledge-progression-for-parents.pdf>

## Religious Education

What I need the children to learn	Possible learning experiences
<b>L2.5</b>	
<ul style="list-style-type: none"> <li>• Why are festivals important to religious communities? Eid focus possibly an R.E. week</li> </ul>	<p>Study of different religious festivals using videos, role play and class discussion</p> <p>Focus on different religions in the UK today and how they celebrate festivals e.g. Describe some ways in which Hindus express their faith through puja, aarti and bhajans</p>

## Foreign Languages

What I need the children to learn	Possible learning experiences
<b>Speaking</b>	
<i>Speak in sentences, using familiar vocabulary, phrases and basic language structures</i>	

<ul style="list-style-type: none"> <li>name and describe people, a place and an object</li> <li>have a short conversation, saying 3 to 4 things</li> <li>give response using a short phrase</li> <li>start to speak, using a full sentence</li> </ul>	<p>Twinkl people, places and towns</p> <p>Hot seating and role play</p>
<b>Reading</b>	
<i>develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases</i>	
<ul style="list-style-type: none"> <li>read and understand a short passage using familiar language</li> <li>explain the main points in a short passage</li> <li>read a passage independently</li> <li>use a bilingual dictionary or glossary to look up new words</li> </ul>	Summarising 'A day in the life of' TES languages
<b>Writing</b>	
<i>broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary</i>	
<ul style="list-style-type: none"> <li>write phrases from memory</li> <li>write 2-3 short sentences on a familiar topic</li> <li>write what they like/dislike about a familiar topic</li> </ul>	Use TWINKL resources

### Cayton Creation

Role play, Art, Drama and Discussion afternoon focusing on Ancient Egypt

### Cayton Conclusion

Performance Poetry performed in groups in lesson (RLS)

### English

What I need the children to learn	Possible learning experiences
<p>Can I write a range of narratives and non-fiction pieces using a consistent and appropriate structure (including genre-specific layout devices)?</p> <p>Misconceptions- using tenses accurately and a range of coordinating and subordinating conjunctions, homophones and their spellings, direct speech usage</p>	<p><b>Descriptive writing with MAPOS based on CACF- What were the invention rooms like in the chocolate factory?</b></p> <p><b>Story writing set after CACF based on Charlie's next adventures (knowledge of reading)</b></p> <p><b>Build up plots, characters, setting and tension through story development and studying other examples e.g. Ancient Egyptian myths</b></p>

	<p><b>Non-chronological report on gods and goddesses in Ancient Egypt</b></p> <p><b>Instruction writing</b></p>
Can I write a range of narratives that are well-structured and well-paced.?	<b>Story editing CACF</b>
Can I compose and rehearse sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?	<i>Editing writing, hot seating for CACF</i>
Can I consistently organise my writing into paragraphs around a theme to add cohesion and to aid the reader?	Learning challenges and discussion
Can I create detailed settings, characters and plot in narratives to engage the reader and to add atmosphere?	<i>YouTube clips of CACF to aid with settings. Pictures and discussion to influence writing.</i>
Can I begin to read aloud my own writing, to a group or the whole class, using appropriate intonation and to control the tone and volume so that the meaning is clear?	Reading examples of imagery in plenary.
Can I proofread consistently and amend my own and others' writing, correcting errors in grammar, punctuation and spelling and adding nouns/ pronouns for cohesion?	<i>Response time and discussion about other's work. Peer assessment. Learning challenges (pronouns to replace nouns). Grammar games and discussion.</i>
Can I always maintain an accurate tense throughout a piece of writing?	Verbal and written feedback in CACF story.
Can I always use Standard English verb inflections accurately, e.g. 'we were' rather than 'we was' and 'I did' rather than 'I done'?	<i>Specific stand-alone lessons to achieve this, both oral and written.</i>
Can I use subordinate clauses, extending the range of sentences with more than one clause by using a wider range of conjunctions, which are sometimes in varied positions within sentences?	<i>Sentence construction towards the start of the term.</i> <i>Consolidate</i>
Can I expand noun phrases with the addition of ambitious modifying adjectives and prepositional phrases, e.g. the heroic soldier with an unbreakable spirit?	<i>Sentence construction towards the start of the term.</i> <i>Consolidate</i>
Can I consistently choose nouns or pronouns appropriately to aid cohesion and avoid repetition, e.g. he, she, they, it?	<i>Specific lessons and Response Time.</i>
Can I use all of the necessary punctuation in direct speech, including a comma after the reporting clause and all end punctuation within the inverted commas?	<i>Sentence construction towards the start of the term.</i>
Can I consistently use apostrophes for singular and plural possession?	<i>Specific lessons and Response Time.</i> <i>See **</i> <i>Learning challenges</i>
Can I recognise and use the terms determiner, pronoun, possessive pronoun and adverbial?	<i>Specific lessons and Response Time.</i> <i>Learning challenges, 21 sentence types, class games and discussion.</i>
Can I spell words with / shuhn/ endings spelt	<i>Y4 spelling unit.</i>

with 'sion' (if the root word ends in 'se', 'de' or 'd', e.g. division, invasion, confusion, decision, collision, television)?	
Can I spell words with a / shuhn/ sound spelt with 'ssion' (if the root word ends in 'ss' or 'mit', e.g. expression, discussion, confession, permission, admission)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'tion' (if the root word ends in 'te' or 't' or has no definite root, e.g. invention, injection, action, hesitation, completion)?	<i>Y4 spelling unit.</i>
Can I spell words with a / shuhn/ sound spelt with 'cian' (if the root word ends in 'c' or 'cs'? e.g. musician, electrician, magician, politician, mathematician)?	<i>Y4 spelling unit.</i>
Can I spell words with the s/ sound spelt with 'sc' (e.g. sound spelt with 'sc'  (e.g. science, scene, discipline, fascinate, crescent)?	<i>Y4 spelling unit.</i>
Can I correctly spell most words with the prefixes in-, il-, im-, ir-, sub-, super-, anti-, auto-, inter-, ex- and non- (e.g. incorrect, illegal, impossible, irrelevant, substandard, superhero, autograph, antisocial, intercity, exchange, nonsense)?	<i>Y4 spelling unit.</i>
Can I form nouns with the suffix -ation (e.g. information, adoration, sensation, preparation, admiration)?	<i>Y4 spelling unit.</i>
Can I spell words with the suffix -ous with no change to root words, no definitive root word, words ending in 'y', 'our' or 'e' and the exceptions to the rule (e.g. joyous, fabulous, mysterious, rigorous, famous, advantageous)?	<i>Y4 spelling unit.</i>
Can I spell words that use the possessive apostrophe with plural words, including irregular plurals (e.g. girls', boys', babies', children's, men's, mice's)?	<i>As for **  Learning challenges in books.</i>
Can I use my spelling knowledge to use a dictionary more efficiently?	<i>Introduce using a dictionary and if ready, use letters to the second and third place.  Stand alone dictionary lesson.</i>
Can I spell all of the Y3 and Y4 statutory spelling words correctly?	<i>Baseline assessment at the start of term. Half-termly assessment to check on progress.</i>
Can I increase the legibility, consistency and quality of my handwriting [e.g by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch?	<i>Handwriting sessions- t modelling.</i>
Can I confidently use diagonal and horizontal joining strokes throughout my independent writing to increase fluency?	<i>Handwriting sessions- t modelling.</i>

Can I read most words fluently and attempt to decode any unfamiliar words with increasing speed and skill?	<i>Guided Reading will have to take the form of whole class work until further notice.</i> <b>Any "gaps" shown through Y3 Summer Term assessment done at the start of Y4 Autumn term, to be addressed</b>
Can I apply my knowledge of root words, prefixes and suffixes/word endings to read aloud fluently.*?	<i>Guided/whole class reading.</i>

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<p>(Taken from Cayton Progression Map and End of Y4 Expectations)</p> <p>Reading Inference and deduction skills in reading with evidence based on character feelings , actions etc Predicting from stated and implied information Exploring new vocabulary in different contexts Some figurative language i.e. MAPOS- Metaphors, Alliteration, Personification, Onomatopoeia, <u>Similes</u> (Y4)</p> <p>Performance Poetry skills- changes in volume, tone, expression (see CPM)</p> <p>Fully engage with and enjoy reading a range of texts, making choices and explaining preferences; know some text types; talk about books enjoyed both in and out of school, making textual references. Begin to justify comments. Identify themes and conventions in a range of books e.g. identify a theme of 'recycling' or 'changes in leisure activities'; recognise the conventions of a myth or play script; know how information is signposted in reference books.</p> <p>Retrieve and record information from non-fiction texts.</p> <p>VIPERS- Vocabulary, inference, predict, explain, retrieve and summarise</p>	<p><b>Study of Charlie and the Chocolate Factory by Roald Dahl to inspire story and description (as well as extracts from symbolic Iron Man text and other higher lexile count extracts for decoding)</b></p> <p><b>Charlie Bucket character and inference focus</b> <b>Dictionary work but providing not just dictionary but many other contexts (Chris Quigly)</b></p> <p><b>From a Railway Carriage by RLS</b> <b>Study and then perform where possible</b></p> <p><b>Star poem from Twinkl Y4 resources</b> <b>Learn new words in context in stories and discuss authorial intent, word games and class debate</b> <b>Further vocabulary games with new words learned in stories based on Chris Quigley Education</b> <b>Class discussions and book reviews</b> <b>During discussion about texts, ask relevant questions to improve their understanding; take turns and build on what others have to say i.e. 'volleyballing'</b></p> <p><b>Analysing instructions</b></p> <p><b>All reading activities</b></p>

## Mathematics

<b>What I need the children to learn</b>	<b>Possible learning experiences</b>
<p><b>Some of the below FRACTIONS (Spring recap, addressing misconceptions and building on prior learning)</b></p>	<p><b>White Rose Scheme</b> <b>TES and other websites</b> <b>Ancient Egypt links to fractions of boats on the Nile i.e. What fraction of these ships are trading galley? War galley? Papyrus boat?</b></p>

- ▶ Unit and non-unit fractions
- ▶ What is a fraction?
- ▶ Tenths
- ▶ Count in tenths
- ▶ Equivalent fractions (1)
- ▶ Equivalent fractions (2)
- ▶ Fractions of a set of objects (1)
- ▶ Fractions of a set of objects (2)
- ▶ Calculate fractions of a quantity
- ▶ Problem solving – calculate quantities

### DECIMALS

- ▶ Bonds to 10 and 100
- ▶ Make a whole
- ▶ Write decimals
- ▶ Compare decimals
- ▶ Order decimals
- ▶ Round decimals
- ▶ Halves and quarters

With some place value recap and four operations recap, addressing misconceptions and gaps

### MONEY

- ▶ Pounds and pence
- ▶ Ordering money
- ▶ Estimating money
- ▶ Convert pounds and pence
- ▶ Add money
- ▶ Subtract money
- ▶ Find change
- ▶ Four operations

### TIME

Counting fractions of skittles, fake money

Ordering fake money

YouTube videos to help order decimals with 'stacking'

TES, Twinkl and White Rose problem solving

White Rose 'Question of the Day'

- ▶ Telling the time to 5 minutes
- ▶ Telling the time to the minute
- ▶ Using a.m. and p.m.
- ▶ 24-hour clock
- ▶ Hours, minutes and seconds
- ▶ Years, months, weeks and days
- ▶ Analogue to digital - 12 hour
- ▶ Analogue to digital - 24 hour

### STATISTICS

- ▶ Interpret charts
- ▶ Comparison, sum and difference
- ▶ Introducing line graphs
- ▶ Line graphs

**Clock resources- moving the clock hands for some questions on analogue time**

**Number of days in each month song**

**Time quizzes and games**

**Twinkl, TES**

