

# Year 4: History: Learning Journey: Summer: Egyptians

## What I already know:

I can find all of the continents on a world map.  
I understand what BC/ AD means.  
I am beginning to put historical events in chronological order.  
I know what a Pharaoh is.

## Key Vocabulary:

Ancient, Egyptians, Egypt, Africa, artefacts, hieroglyphics, rituals, mummification, pyramids, evidence, compare, contrast, Gods, BC/ AD, kingdoms, wealth, exhibit, Nile, burial, amulets, organs, mummified, preserved, soul, afterlife, obsidian, purified, canopic, natron, scarab, linen, sarcophagus, resin, Book of the Dead, Tutankhamun, pharaoh, tomb, treasures, sarcophagus, crown and sceptre, archaeologist, Ra, Ma'at, Isis, Osiris, Amun, Hathor, Horus, Anubis, Thoth or Sekhmet.

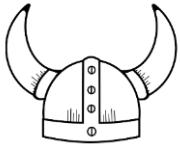
To understand who the Ancient Egyptians were and what their lives were like.



To understand why the river Nile was so important to the Egyptians.



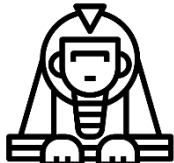
To understand who the important Egyptian Gods and Goddesses were.



To understand what happened to the Pharaohs when they died.



To understand what the Egyptians major achievements were and why they were significant.



## What I need to remember:

When the ancient Egyptians lived.  
Where Egypt is on a map.  
Explain different Egyptian rituals including mummification.  
To explain who Tutankhamun was and why he is still significant.  
Understand how the ancient Egyptians lived.  
To compare ancient Egypt to modern day life.

# Year 4: Science: Learning Journey: Summer: Electricity

## What I already know:

During years 1 and 2, pupils should have been taught

- To ask simple questions and recognise that they can be answered in different ways.
- To observe closely, using simple equipment
- To identify and classify.
- To use observations and ideas to suggest answers to questions.

## Key Vocabulary:

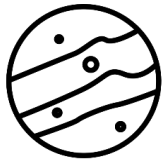
Electricity, appliances, batteries, plugs, electrical devices, hazards, simple circuits, components, complete circuit, conductors, insulators, switch, buzzer.

To identify common appliances that run on electricity.



To identify circuit components and build a simple series circuits.

To investigate different materials to see if they are conductors or insulators.



## What I need to remember:

- That electricity is needed to power devices
- Electrical safety advice
- How to construct circuits
- Reasons why a circuit may not work
- Name conductors and insulators.

To explain how a switch works in a circuit, build a switch and report my findings.



# Year 4: Science: Learning Journey: Summer: Sound

## What I already know:

I can make predictions.  
I can plan and complete a fair test.  
I can draw conclusions based on my findings.  
I understand the properties of a range of materials.  
I understand how particles move depending on the state of matter (solid, liquid and gas).

## Key Vocabulary:

Vibration, sound wave, volume, amplitude, pitch, ear, particles, distance, soundproof, absorb sound, vacuum, eardrum.

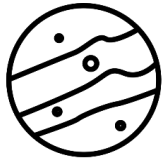
To understand how sounds are made.



To explain how different sounds travel.



To investigate how the loudness of sound changes over a distance.



To explore ways to change the pitch of a sound.



To investigate ways to absorb sound.

## What I need to remember:

Identify high and low sounds.  
Identify quiet and loud sounds.  
Explain how sound sources vibrate to make sounds.  
Explain how sounds travel to reach our ears.  
Describe how sounds change over a distance.  
Explain which materials are best for absorbing sound.

## Year 4: Geography: Learning Journey: Summer: Changing Jobs

### **What I already know:**

I can name some job types.  
I can explain why trade is important.  
I can explain the role of farming in the UK.

### **Key Vocabulary:**

Manufacturing, primary sector, quaternary sector, scientists, secondary sector, tertiary sector, trade.

To understand that there are different types of jobs.



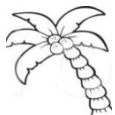
To explain how jobs have changed over the last century.



To explain how jobs will change in the future.

Formative assessment

To understand how the UK trades with other countries.



Summative assessment

### **What I need to remember:**

To define the different job sectors in the UK.  
To understand how jobs have changed and how they will continue to change.  
To explain what trade is.  
To understand which countries the UK trades with.  
To understand the impact of trade on the UK and the countries it trades with.

## Year: Maths: Learning Journey: Summer: Decimals (B)

### **What I already know:**

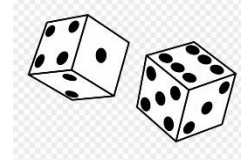
I can recall number bonds to 10 and 100.  
I can write decimal numbers up to two decimal places.  
I can explain the place value of tenths and hundredths in decimal numbers.

### **Key Vocabulary:**

Multiples, bonds, ten, hundred, whole, tenth, hundredths, decimal, decimal places, partitioning, compare, zero, place value holder, ascending, descending, inequality, round, equivalent, halves, quarters.

To make a whole with tenths.

To make a whole with hundredths.



To partition decimals.

To flexibly partition decimals.



To compare and order decimals.



To round to the nearest whole number.



To explore halves and quarters as decimals.

### **What I need to remember:**

To use my understanding of number bonds to 10/ 100 to make a whole.  
To understand that zero acts as a place value holder.  
To recall the difference between ascending and descending.  
To remember that when rounding to the nearest whole number look at the digit in the tenths column to understand whether to round a number up or not.

## Year 4: Maths: Learning Journey: Summer: Money

### **What I already know:**

I can explain how many pence are in a pound.  
I recognise different coins/ notes and I can explain their value.  
I can partition amounts of money into pounds and pence to assist with calculating.

### **Key Vocabulary:**

Pounds, pence, decimal notation, units of money, part whole model, partition, total, estimate, overestimate, underestimate, exchange, calculation, add, subtract,

To write money using decimals.

To convert between pounds and pence.

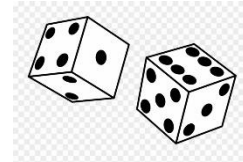
To compare amounts of money.

To estimate with money.

To calculate with money.

To solve problems with money.

**What I need to remember:**  
To remember that £1=100p.  
To count money by grouping into 100 pennies into pounds.  
To recall number bonds to 100.  
When adding two amounts of money, add the pounds first and then the pence.



# Year 4: Maths: Learning Journey: Summer: Time

## What I already know:

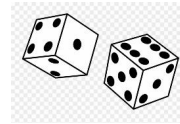
I can explain the job of each of the hands on a clock.  
I know that the clock is divided into 5-minute intervals and that they are divided again to show each minute.  
I know how many minutes are in quarter of an hour, half an hour and 1 hour.  
I can use 'past' and 'to' accurately.

## Key Vocabulary:

Analogue, past, to, past, to, Roman numerals, minutes, hours, morning, afternoon, am, pm, digital, seconds, unit of time, year, month, day, week, convert, midday, midnight.

To understand years, months, weeks and days.

To understand hours, minutes and seconds.



To convert analogue time to digital time.

$$1+2=3$$

To convert to the 24-hour clock.



To convert from the 24-hour clock.



## What I need to remember:

To know the difference between the minute and the hour hand.  
To count on when telling time 'to the hour' to find out how many minutes are left in the hour.  
To convert between different units of time.  
To understand that how many minutes past the hour determines the digital time.  
To recognise that digital time needs to be written in 4-digit format e.g. 09:30am not 9:30.

# Year 4: Maths: Learning Journey: Summer: Properties of shape

## What I already know:

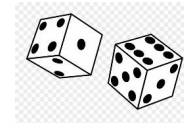
I can explain that an angle is a measure of a turn.  
I know what clockwise and anti-clockwise means.  
I can name and describe the properties of 2D shapes.

## Key Vocabulary:

Angle, turn, clockwise, anticlockwise, right angle, quarter turn, orientation, horizontal, vertical, acute, obtuse, degrees, symmetry, sides, vertices, polygon, classify, triangle, isosceles, scalene, equilateral, sort, identify, quadrilateral, square, rectangle, rhombus, parallelogram, trapezium.

To understand angles as turns.

To identify angles.



To compare and order angles.

To classify and describe triangles.

To name and describe the properties of quadrilaterals.



To name and describe the properties of polygons.

To use vertical, horizontal and diagonal lines of symmetry to complete shapes and patterns.




$$1+2=3$$

## What I need to remember:

To identify and compare right angles, obtuse and acute angles.  
To describe the properties of 2D shapes.  
To describe and classify triangles.  
To find horizontal, vertical and diagonal lines of symmetry with shapes in different orientations.



## Year 4: Maths: Learning Journey: Summer: Statistics

### What I already know:

I can interpret and draw pictograms and bar charts to represent discrete data.

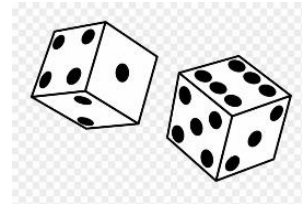
I can collect and represent data in a table.

### Key Vocabulary:

data, interpret, pictogram, bar chart, line graph, comparison, sum, difference, x-axis, y-axis, table, tally chart, variable.

To interpret charts.

To understand comparison, sum and difference using discrete data.



To interpret line graphs.

$$1+2=3$$



To draw line graphs.

### What I need to remember:

I can choose an appropriate scale.

I can interpret/ draw different types of chart.

I understand that most line graphs look at changes of a variable, such as temperature, over time.



## Year 4: Maths: Learning Journey: Summer: Geometry (Position and direction)

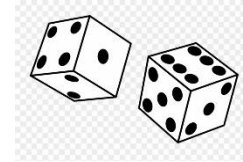
### What I already know:

I understand and can use positional language.  
I know what the y and x-axis are.

### Key Vocabulary:

Coordinates, x-axis, y-axis, position, point, plot, shapes, translate, grid, describe, movement, left, right, up, down, forwards, backwards.

To describe position using coordinates.



To translate shapes on a grid.



To plot coordinates on a grid to draw shapes.

### What I need to remember:

That we read the x-axis and then the y-axis.  
That coordinates are expressed in brackets with the x-axis first and the y-axis second.  
That I need to accurately plot points on the grid lines (not between them).  
When translating shapes, we start with the left/right translation followed by up/down.

To describe the movement of shapes or points on a coordinate grid using specific language.



## Year 4: English: Learning Journey: Summer: Stories with a theme

### What I already know:

- I can organise my writing into paragraphs.
- I can use some complex sentences.
- I can use expanded noun phrases.
- I can write in the correct tense consistently.
- I can use a simple structure for my story.

### Key Vocabulary:

- Introduction, build up, climax, problem, dilemma, ending, paragraphs, cohesion, embedded clause, relative clause, adverbs, noun phrase, preposition, conjunction, apostrophe, singular, plural, possessive, inverted commas, Egypt, pharaohs, Tutankhamun, archaeologist, journey, curse.

Experience lesson

To retell an adventure story using drama.

To understand the features of an adventure story.

To plan and write an introduction.



To use expanded noun phrases.

To plan and write a build up.

To use correctly punctuated direct speech.

To revise fronted adverbials.



### What I need to remember:

#### Genre

- To organise paragraphs correctly to build up to the main event.
- To vary sentence structures.
- To use relative clauses.
- To use noun phrases.

#### SPAG

- To use apostrophes for possession.
- To use commas after fronted adverbials.
- To use inverted commas and other punctuation for direct speech.

To use apostrophes for possession.

To plan and write the problem section of an adventure story.

To plan and write the resolution section of an adventure story.



# Year 4: English: Learning Journey: Summer: Poetry Appreciation

## What I already know:

I can use poetic devices including alliteration, rhyme and repetition.

I recognise figurative language such as similes, metaphors and personification.

## Key Vocabulary:

Poem, poetry, Benjamin Zephaniah, language, description, alliteration, similes, personification, perform, intonation, tone, volume, action, interest, imagination, rhyming pattern, stanza, structure, recall, vocabulary, inference, predicting.

To explore poetry by Benjamin Zephaniah.

To retrieve information to write a short biography.

To learn a poem by heart.

To understand the style and word choices of Benjamin Zephaniah.



To perform a rap poem.



To write and perform a list poem in the style of 'Derek in Heaven'.

## What I need to remember:

### Genre

To understand and replicate the style of an established poet.  
To learn poetry by heart using different strategies.  
To perform poetry including rap poetry using multimedia.  
To identify features of poetry.  
To include interesting vocabulary.

### SPAG

Use different sentence types.  
Use a variety of verbs for impact.  
Use accurate punctuation.



## Year 4: English: Learning Journey: Summer: Explanations

### What I already know:

I can write a clear introduction and conclusion.  
I can use links between ideas using time conjunctions.  
I can vary my sentence structure.  
I can organise my writing into paragraphs.

### Key Vocabulary:

Explanation, process, sequence, whilst, until, despite, in addition to this, chronology, conjunctions, subordinating conjunctions, adverbial phrases, fronted adverbials, discovery, theory, mummification, canopic jars, cavities, ritual.

To research a process which requires sequential and interlinked steps.

To identify the features of an explanation text.



To write an introduction for an explanation text.

To use causal and time conjunctions to write sequential steps for mummification.



To use organisational devices to add more detailed information to an information text.

To edit and improve an explanation text about mummification.

### What I need to remember:

Genre

SPAG

I can write using formal language.  
I can select information to prioritise.  
I can explain a process using sequential steps.  
I can use subheadings.

I can use the present tense correctly.  
I can use a range of subordinating conjunctions.  
I can use fronted adverbials.

To polish and publish an explanation text about mummification.



## Year 4: Art and Design: Learning Journey: Summer: Ancient Egypt

### **What I already know:**

I know how to use line and shading to create accurate observational drawings.  
I know how to manipulate colour and shape to create abstract prints.  
I can use developing compositional skills to mix patterns and forms.

### **Key Vocabulary:**

Sketch, colour, tone, blend, light, dark, textile, ink, paper, canvas, background, foreground, midground, mood, atmosphere, compare, different, alike, pattern, realism, abstract, portrait, composition, jewellery, design, artefact, ancient, Egyptian, Tutankhamun, Nefertiti.

To observe the line, shape and proportion of ancient art to make accurate drawings.



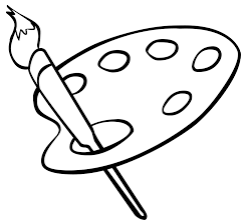
To experience beading and 3D pattern techniques to create jewellery inspired by ancient Egyptian artefacts.



To imagine and explore creating portraits inspired by depictions of Nefertiti.

To create thoughtfully designed pictures combining abstract patterns and realistic portraiture.

To refine portrait compositions to multi-media portraits that combine print, collage, pencil drawing and pattern.



To reflect on designs and skills to complete and evaluate my final piece.

**What I need to remember:**  
To use a variety of techniques to add effects to drawings.  
To use materials other than clay to create 3D structures.  
To add decoration to create effect.  
To use a range of paint to create visually interesting pieces.

## Year 4: Computing: Learning Journey: Summer: Photo Editing

### **What I already know:**

I can explain what files are and where they are stored.  
I understand what the internet is and where I can access appropriate information/ images.  
I understand internet safety and the need to seek permission before publishing images of others.  
I can take and store image using a digital device.

### **Key Vocabulary:**

edit, image, photo, digital, rotate, crop, image editor, image composition, filter, effect, clone, tool, retouching, duplicated, retouched, techniques, copy, paste, ethics, review, publication.

To explain that the composition of digital images can be changed.

To explain that colours can be changed in digital images.



To explain that images can be combined.

To explain how cloning can be used in photo editing.

To combine images for a purpose.

To evaluate how changes can improve an image.

### **What I need to remember:**

To understand how digital images can be changed and edited.  
To example how digital images can be resaved and reuse.  
To consider the impact that editing images has.  
To evaluate the effectiveness of the choices made when editing images.



## Year 4: Computing: Learning Journey: Summer: Programming B: Repetition in Games

### **What I already know:**

I can explain what an algorithm is.  
I can use Scratch to write simple code.  
I can use Scratch to draw letters, numbers and shapes.  
I can debug code to fix issues.

### **Key Vocabulary:**

repetition, game, programming, Scratch, count-controlled loop, infinite loop, code, algorithm, animation, snippet, sprite, evaluate.

To develop the use of count-controlled loops in a different programming environment.

To explain that in programming there are infinite loops and count-controlled loops.



To modify an infinite loop in a given program.

To develop a design that includes two or more loops which run at the same time.

To design a project that includes repetition.

### **What I need to remember:**

To understand the difference between count-controlled loops and infinite loops.  
To modify existing animations and game using repetition.  
To design and create a game which uses repetition, applying stages of programming design throughout.

To create a project that includes repetition.





## Year 4: Music: Learning Journey: Summer: Composition and Beat

### **What I already know:**

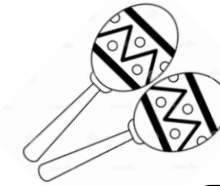
I can play and sing repeated patterns (ostinati).  
I can sing and use my understanding of meaning to add expression.  
I can perform 'by ear' and from simple notations.  
I can improvise within a group using melodic and rhythmic phrases.  
I can recognise and use basic structural forms e.g. rounds, variations, rondo form.  
I can maintain my part whilst others are performing their part.

### **Key Vocabulary:**

rhythm, melody, compose, rap, ostinati, layer, performance, syncopation, off-beat, rhythm, improvisation, repeat, pattern, notation, score, conductor, instrument, sing, lyrics, structure, verse, metre, accompaniments, orchestral, evaluate.

To copy rhythm and a short melody.

To use music to convey meaning by composing a rap.



To lay ostinati and layer them in a performance

To play and sing repeated patterns (ostinati) from notation.



To understand syncopation and use off-beat rhythms in improvisation.

### **What I need to remember:**

To be able to copy a rhythm with accuracy.  
To develop lyrics which convey meaning.  
To use ostinati.  
To understand simple notation.  
To understand and apply syncopation.  
To perform with expression and confidence.

To create music which tells a story.



## Year 4: French: Learning Journey: Summer: French: Fruit and Weather

### **What I already know:**

I can use indefinite (a, an) and definite (the) articles with singular and plural nouns.  
I can name some objects and items.  
I can link words with a simple conjunction.  
I can use adjectives and conjunctions.

### **Key Vocabulary:**

Je Vois, un oiseau, une grenouille, des poissons, un canard, un écureuil, J'aime, les bananes, les pommes, les oranges, les poires, Je n'aime pas, les cerises, les fraises, les ananas, les pêches, j'apprécie, quel temps fait-il, il fait beau, il fait chaud, il fait froid, il fait nuageux, il fait mauvais, il fait orageux, salut, à bientôt il y a du soleil, il y a du brouillard, il pleut, il neige, il gèle, il pleut à verse.

To name animals found at the park.

To name different types of fruit and to describe their colour.



To express an opinion about fruit using J'aime, j'apprécie and je n'aime pas.

To ask and answer simple questions about the weather.

Assessment: Draw and label different types of fruit. Write sentences using possessive pronouns.

To use prepositions of place to describe weather conditions in different places.



Assessment: Draw and label a weather map using phrases taught.

### **What I need to remember:**

To name different objects and items including animals and fruit.  
To express a preference.  
To use possessive pronouns.  
To use simple adjectives to describe fruit.  
To name weather conditions and use prepositions to describe them.  
To ask questions about the weather.

# Year 4 Design Technology: Learning Journey: Summer: Egyptians

## **What I already know:**

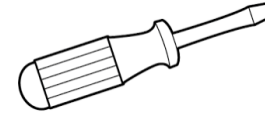
Identified the design features of their products that will appeal to intended user.  
Begin to select and use different and appropriate finishing techniques to improve the appearance of a product.  
Select from a range of tools and equipment.  
Selected from and used a wide range of materials, including construction materials  
Evaluated their ideas and products against design criteria

## **Key Vocabulary:**

plan, make, cut, model, stick, glue, saw, sew, knit, weave, material, cook, ingredient, textile, build, construct, tool, design, develop, function, product, template, mock-up, finish, create, evaluate, compare, equipment, practical, join, hinge, joint, structure, mechanism

To explore Egyptian design, focusing on artefacts.

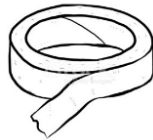
To use knowledge of pattern work and relief textures to design and make Egyptian jewellery.



To observe close up photographs of canopic jars and replicate them accurately in 3D.

To design a canopic jar.

To use clay and carefully selected tools to make a canopic jar with fine details.



To evaluate my final piece.

## **What I need to remember:**

To annotate sketches and to draw prototypes.  
To identify and replicate Egyptian design.  
To draw 3D representations of canopic jars.  
To mould clay into a desired shape.  
To use tools to add increasingly more intricate details to my design.  
To evaluate my design according to a design brief.