Ancient Egyptians

How did the Egyptians live?

Were the Egyptians religious people?

English:

- Spellings will be daily in our class and related to the spelling lessons.
- Class story read by teacher daily (when possible)
- Whole class reading Monday-Thursday (variety of texts)

Library session each week- books should be brought in and taken home every day!

Class book: 'The Iron Man- Ted Hughes'

Fiction writing based around The Chase:

- I can vary sentence length for effect
- I can use dramatic fronted adverbials
- I can use inverted commas for speech
- I can use personification
- I can use 'show not tell' verbs and adverbs for tension

Further SPaG:

- I can use time conjunctions
- Dictionary and thesaurus skills
- I can use possessive apostrophes
- I can use powerful adjectives

Information text:

- I can use rhetorical questions
- I can use bullet points to list
- I can use prepositions
- I can use subordinating conjunctions
- I can use imperative verbs

Homework: Wonder-wall stickers given for each piece of homework (with effort spent on it) received on seesaw/handed in directly.

- Read at home out loud to an adult every day and then record it in the reading record
- Please use 'Hit the Button' for times tables practise- https://www.topmarks.co.uk/maths-games/hit-the-button
- Pick and Mix homework shown on next page.
- Y4 practice: https://mathsframe.co.uk/en/resources/resource/477/Multiplication-Tables-Check

Maths:

Multiplication and division

- Times and divide by 3, 4, 8 and 6, 7, 9
- Multiplication and division facts for 6, 7 and 9 times tables
- Multiply and divide by 10 and 100
- 11 and 12 times tables using (x10 and a bit more)

Problem solving skills

- Using vocabulary to determine addition/subtraction/multiplication/division
- Using appropriate written and mental methods learned to make the working out 'efficient'

Topic- Ancient Egyptians

- When was the period of the Egyptians and does what other periods of history does it overlap? - chronology
- What did Tutankhamun's tomb and other ancient artefacts tell us about the Egyptian civilisation?
- What was Egyptian society like?
- Was religion important in Ancient Egypt? – a look at the gods
- What did the Ancient Egyptians achieve?
- How does Ancient Egypt compare to prehistoric Britain?

Science: Light

- Light and absence of light
- What causes shadowing
- What increases and decreases the size of shadows?
- Light and reflectors
- Mirroring and reflections

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PSHE: Valuing difference (SCARF)

- Understanding danger and how to reduce risk
- Understanding how 'dares' can lead to increased risk
- Describe how we can manage risk
- Understanding how we can influenced both positively and negatively and understanding the difference (the signs)
- Understanding images that are/aren't safe to share online and the implications of doing so without consent
- Understanding that medicines are drugs and how we can look at alternatives strategies to get better but also to limit diseases early

Music: Wiltshire music service

Art (Access art); Story telling through drawing

- I can create owned narratives to explore creation of drawings using charcoal and chalk which convey drama and mood.
- I can interpret poetry or prose and create sequenced images in either an accordian or poetry comic format.
- I can explore the work of Laura Carlin & Shaun Tan to tell stories through imagery.

French

Classroom based language, helpful phrases, stories and looking for key words to help understanding

Computing: Internet safety

- I can describe some of the risks and benefits of the internet.
- I know how to behave appropriately online to protect myself and others
- I can create and use a secure password and keep it private (I understand trusted adults need to have access to it).
- I know what to do if online content, words or activity makes me feel uncomfortable.
- I know the good and bad aspects of AI in the world of technology.

Religious Education: Hinduism; Why do Hindus want to collect good karma?

PE:

Please can the children come into school in their school PE kit on Mondays and Wednesdays for Term 3

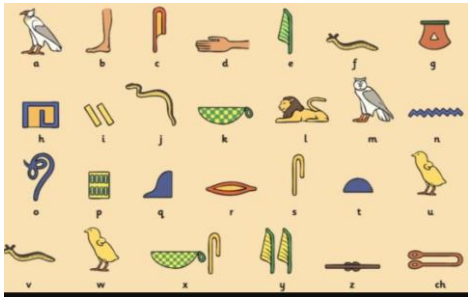
PE topic: Gymnastics and Dance with Mr Underwood

Pick and Mix Homework:

Choose at least three of the ideas below and post it on SeeSaw for us to see or bring it in to display.

This must be completed and sent by Friday 13th February so we can share it with your friends and adults at school.

Most homework can be presented however you would like; using art materials, computing, handwritten, photograph etc but be creative so it is FUN!

Read 3-5 times a week to an adult and record it in your diary – very important for children's education! **Children must be asked questions based around what they are reading to check the understanding of the text.** **Pre-reading the whole class text is also an option.**	**Write a descriptive paragraph or a poem using Egyptian hieroglyphics.** 
Create a PowerPoint explaining to someone 'What makes a good friend?' **Be as positive as you can but you may include things that friends don't do.** **You may add animations and pictures if you wish.**	**Design a poster, for a child of a similar age to you, giving information of how to be safe on the internet.** **Things to include:** • **How to be safe** • **Potential dangers** • **Positive sites to use** • **Sites to avoid**
	Create a model to show how light reflects. **Examples of items you could use:** • **Torch** • **Mirrors** • **Sunlight (do not look directly at)** • **Shoe box**