

MEDIUM TERM PLANNING



YEAR: 4

TERM: Autumn

TOPIC: Who let the God's Out

SUBJECT	NATIONAL CURRICULUM	STICKY KNOWLEDGE	SKILLS	EVIDENCE
History	A study of Greek life and achievements and their influence on the western world.	<ul style="list-style-type: none"> -Know about the influence the Gods had on Ancient Greece. -Know that the Ancient Greeks held many festivals in honour of their Gods. -Know the names of at least 5 Gods and some key information about them. at least 5 sports from the Ancient Greek Olympics (wrestling, boxing, long jump, javelin, discus, chariot racing) -Know that the ancient Greeks invented the theatre, because they loved watching plays, and most cities had a theatre (know about local theatres today) -Know the main characteristics of the Athenians and Spartans (dress, war, view of woman, everyday life) 	<p>Vocabulary- centuries, BC, ancient, chronological Spartans, Athenians, Olympics, Democracy, sacred truce, Zeus, Apollo, temple.</p> <p>To describe events from the past, using dates when things happened related to the unit of study.</p> <p>To use mathematical knowledge to begin to work out how long ago events happened.</p> <p>To begin to combine evidence from different sources.</p> <p>To look at evidence that is available and begin to evaluate the usefulness of different sources.</p> <p>To use documents, the internet, photos, museums, visits, buildings, to collect information about the past.</p>	<p>Timeline, with events from the Greek Period. Maths statements – how many years ago</p> <p>Fact files about Gods.</p> <p>Comparison table Sparta, Athens (women, educations, dress, war, democracy)</p> <p>Debate – who would you rather be Athenian or Spartan?</p> <p>Artefacts web</p> <p>Persuasive poster – The Olympics</p> <p>Greek Day – Olympic event, food tasking, dressing up.</p> <p>Playscript – drama</p>
Geography	To locate the World's countries using maps to focus on Europe, concentrating on their environmental regions, key physical and human characteristics, countries and major cities.	<ul style="list-style-type: none"> -Know the location of Greece in Europe and know its capital city. -To know 5 differences between living in Greece and the UK. 	<ul style="list-style-type: none"> -To use maps to locate European countries. -To use graphs to record features such as temperature or rainfall. 	<p>Map of Europe locating Greece.</p> <p>Map of Greece – identifying capital, key human and physical features (Cities, islands, sea, bordering countries)</p>

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				Data handling – comparison of temp, rainfall, hours of sunlight.
Art	<ul style="list-style-type: none"> - To develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design. - To create sketch books to record their observations and use them to review and revisit ideas. 	<p>Know that making a print involves transferring an image from one surface to another.</p> <p>Know that the printing process can result in repeated images</p> <p>Know that a block print is a mirror image of the block used to make it.</p> <p>Exploring block printing techniques, for example cutting away parts of the block to emphasise certain features, gluing string, corrugated card etc onto card to create a relief surface.</p>	<p>Repeating patterns, tessellations.</p> <p>Form roller prints to create continuous pattern.</p>	<p>Sketchbooks showing different Ancient Greek designs and their tile design</p> <p>Floor books showing examples of tiles made for printing and repeating print patterns using their design.</p>
DT	<ul style="list-style-type: none"> -Use research and develop design criteria to inform the design that are fit for purpose. - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing] -Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work 	<ul style="list-style-type: none"> -Know that the Ancient Greeks wore theatre masks to show the characters and emotions. -Know how to cut out the facial features. -Know how to add details to mask to create a 3D effect. -Know how to attach a fastening to their mask. 	<p>Use Ideas from other designers when designing</p> <p>Produce a plan and explain it</p> <p>Present a product in an interesting way</p> <p>Evaluate products based on purpose and appearance</p>	<p>Research of examples of Ancient Greek theatre masks, identifying emotions shown.</p> <p>Initial design of theatre mask.</p> <p>Photo and evaluation of their finished product.</p>
Science	<ul style="list-style-type: none"> -Describe the simple functions of the basic parts of the digestive system in humans. -Identify the different types of teeth in humans and their simple functions. -Construct and interpret a variety of food chains, 	<ul style="list-style-type: none"> -Know the main parts of digestive system and their functions in this process. -Know the names of different types of teeth and the job they do. -Know how certain liquids and foods are more harmful to teeth. - Understand the transfer of energy in a food chain. -Understand the terms 'producer' and 'consumer' 	<p>To use science models to describe.</p> <p>Annotate diagrams to help describe and explain.</p> <p>To plan a fair test by selecting variables to change and measure.</p> <p>To construct a simple table to explore cause and effect.</p>	<p>Labelled diagram of digestive system and brief description of the function of each part.</p> <p>Explanation of how the digestive system works.</p>

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	identifying producers, predators and prey.			<p>Labelled diagram showing different types of teeth and their functions.</p> <p>Designing an experiment to show which liquids have the worst effect on our teeth.</p> <p>Create a number of food chains of varying length showing transfer of energy and labelling with terms producer and consumer.</p>
Music	-Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	-Know how to sing songs with control and use the voice expressively. -To learn and perform songs in front of others.	Sing with confidence using a wider vocal range. Sing in tune. Sing with an awareness of pulse and control of rhythm. Recognise simple structures.	Learn and perform songs relating to Ancient Greece.
Computing	<p>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>	<p>-Review the design, code, test, debug process. -To use if/else statements in a program -To use the repeat/control command -To make a timer -To investigate code by creating a simulation -To know what decomposition and abstraction are in a computer</p> <p>-To understand how children can protect themselves from online identity theft. -To Identify the risks and benefits of installing software including apps. - To understand plagiarism and identify appropriate behaviour when participating or contributing to collaborative online projects for learning. -To identify the positive and negative influences of technology on health and the environment.</p>	<p>Turn a simple real-life situation into an algorithm for a program by deconstructing it into manageable parts. Identify an error within a program that prevents it following the desired algorithm and then fix it.</p> <p>To explore key concepts relating to online safety. To identify reliable content from websites found via common search engines.</p>	<p>Print out showing their program of uses repeat until and if else commands.</p> <p>Produce an online safety presentation for others.</p>

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		- To understand the importance of balancing game and screen time with other parts of their lives.		
French	Listen attentively to spoken language and show understanding by joining in and responding. Appreciate stories, songs, poems and rhymes in the language.	-Ask and answer questions about how they get to school. -Know in the world where French is spoken. -Talk about the weather. -Say and understand numbers up to 30.		Survey showing how children in the class come to school Map of the world showing where French is spoken. Sentences showing how they travelled to different countries. Weather focus of days of the week.
PE	.			
RE	How and why religious people show they care for others. Jesus as 'The Light of the World'	Know stories from the bible that show the importance of caring for others. Know and recognise the significance of Christian symbols associated with Christmas.	To make the association between religions and individual, community, national and international life. To know what may constitute evidence for understanding religions. To suggest meanings from religious texts. To draw meaning from artefacts and symbolism.	Retelling of the story of the Good Samaritan in a modern day scenario. Drawing of advent wreath, labelling what the different parts represent.
RAISING ASPIRATIONS	Visit from a dentist. Being an archaeologist/Ancient Greek artefacts.			
ADDITIONAL READING	The Orchard Book of Greek Myths by Geraldine McCaughrean			
ADDITIONAL WRITING	Debate where would you rather live Athens or Sparta?			
EDUCATIONAL VISITS	Durham University – theatre workshops, handling artefact Greek Day			