

**Medium Term Planning Year 4 Term 2 Ancient Greece**

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| **English** | **Maths** | **Science** | **History** |
| **How can I write an interesting fantasy story sequel?**  **Fiction – Fantasy (Winter’s Child)**  **1 –** To discuss, question and justify (I can predict)  **2 –** To write for effect (I can use noun phrases with modifying adjectives and prepositional phrases)  **3 –** To write for effect (I can use direct speech)  **4 –** To punctuate accurately (I can punctuate direct speech accurately)  **5–** To use word classes (I can identify and use nouns and I can identify and use adjectives to create impact)  **6 -** To write for effect (I can use noun phrases with modifying adjectives and prepositional phrases)  **7 –** To comprehend (I can recall and summarise main ideas)  **8 –** To write for a purpose (I can plan)  **9, 10, 11, 12 -** To write for a purpose (I can write, edit and improve)  **13 –** To discuss, question and justify (I can identify recurring themes and elements of different stories)  **14 -** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **How can I write an engaging mythical tale?**  **Fiction – Myths and Legends (Cinnamon)**  **1 –** To discuss, question and justify (I can express an opinion)  **2 –** To discuss, question and justify (I can predict)  **3 –** To discuss, question and justify (I can justify inferences with evidence)  **4 –** To write for effect (I can use statements, questions, exclamations and commands effectively)  **5 –** To comprehend (I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions)  **6–** To organise my writing (I can use the appropriate perspective)  **7 –** To write for effect (I can identify and use figurative language effectively)  **8 –** To discuss, question and justify (I can discuss words and phrases that capture the imagination)  **9 –** To read fluently and accurately (I can prepare poems and plays to read aloud with expression, volume, tone and intonation)  **10 –** To write for effect (I can use noun phrases with modifying adjectives and prepositional phrases)  **11 –** To punctuate accurately (I can punctuate direct speech accurately)  **12 –** To vary sentence structure (I can use a mixture simple, compound and complex sentences)  **13 –** To write for a purpose (I can plan)  **14, 15, 16-** To write for a purpose (I can write, edit and improve)  **17 -** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **How can I write an interesting non-chronological report?**  **Non-fiction – Non-chronological report (The Matchbox Diary)**  **1 –** To write for effect (I can use sophisticated conjunctions)  **2 –** To discuss, question and justify (I can justify inferences with evidence)  **3 –** To punctuate accurately (I can punctuate direct speech accurately)  **4 –** To punctuate accurately (I can use commas to separate clauses)  **5 –** To discuss, question and justify (I can identify recurring themes and elements of different stories)  **6 –** To use word classes (I can use and punctuate fronted adverbials)  **7 –** To comprehend (I can ask questions to improve my understanding)  **8 –** To use word classes (I can use prepositions to mark place or time)  **9 –** To comprehend (I can retrieve and record information from non-fiction)  **10 –** To write for a purpose (I can plan)  **11,12, 13, 14 –** To write for a purpose (I can write, edit and improve)  **15 -** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **How can I write an exciting historical narrative?**  **Fiction – Historical narrative (The Lion and the Unicorn)**  **1 –** To discuss, question and justify (I can justify inferences with evidence)  **2 -** To organise my writing (I can use the appropriate perspective)  **3 –** To comprehend (I can draw inferences from reading (such as inferring characters’ feelings, thoughts and motives from their actions)  **4 –** To use word classes (I can identify and use nouns (including irregular plurals))  **5 –** To write for effect (I can use noun phrases with modifying adjectives and prepositional phrases)  **6 –** To punctuate accurately (I can use apostrophes for singular and plural possession)  **7 -** To discuss, question and justify (I can justify inferences with evidence)  **8 –** To write for a purpose (I can write purposefully)  **9 -** To write for effect (I can use appropriate synonyms and antonyms)  **10 -** To use word classes (I can use prepositions to mark place and time)  **11 -** To write for effect (I can identify and use figurative language effectively – personification)  **12 –** To write for a purpose (I can plan)  **13,14, 15 –** To write for a purpose (I can write, edit and improve)  **16 -** To write for a purpose (I can write purposefully) To present neatly (I can increase the legibility, consistency and quality of my writing)  **Guided Reading**  **Fiction & Non-fiction – Daring Deeds**  **Week 1 – The Mystery of the Red Moon (Part 1)**  **Week 2 – The Mystery of the Red Moon (Part 2)**  **Week 3 – Hummingbird**  **Week 4 – The Race to the Pole**  **Week 5 - Leaving Home**  **Week 6 – Pigeons Rule the Roost!**  **Week 7 – Nanuck’s Tale (Part 1)**  **Week 8 – Nanuck’s Tale (Part 2)**  **Week 9 – The Secret in the Attic (Part 1)**  **Week 10 – The Secret in the Attic (Part 2)** | **How can I multiply and divide?**  **Multiplying and dividing (continued)**  **1** - To multiply and divide (I can multiply and divide by 6)  **2** - To multiply and divide (I can use the 6 times table and division facts)  **3** - To multiply and divide (I can multiply and divide by 9)  **4** - To multiply and divide (I can use the 9 times table and division facts)  **5** - To multiply and divide (I can multiply and divide by 7)  **6** - To multiply and divide (I can use the 7 times table and division facts)  **7** - To multiply and divide (I can multiply and divide by 12)  **8** - To multiply and divide (I can multiply 3 numbers)  **9** - To multiply and divide (I can find factor pairs)  **10** - To multiply and divide (I can use efficient multiplication)  **11** - To multiply and divide (I can explore written methods)  **12** - To multiply and divide (I can multiply 2-digits by 1-digit (1))  **13** - To multiply and divide (I can multiply 2-digits by 1 digit (2))  **14** - To multiply and divide (I can multiply 3-digits by 1 digit)  **15** - To multiply and divide (I can divide 2-digits by 1-digit (1))  **16** - To multiply and divide (I can divide 2 digits by 1-digit (2))  **17** - To multiply and divide (I can divide 2 digits by 1 digit (3))  **18** - To multiply and divide (I can divide 2 digits by 1 digit (4))  **19** - To multiply and divide (I can divide 3 digits by 1 digit)  **20** - To multiply and divide (I can explore correspondence problems)  **How can I find area?**  **Measures**  **1** - To use measures (I can understand what area is)  **2** - To use measures (I can find area by counting squares)  **3** - To use measures (I can find area)  **4** - To use measures (I can compare area)  **How can I use fractions and decimals?**  **Fractions**  **1** - To use fractions (I can understand unit and non-unit fractions)  **2** - To use fractions (I can understand what a fraction is)  **3** - To use fractions (I can understand tenths)  **4** - To use fractions (I can count in tenths)  **5** - To use fractions (I can find equivalent fractions (1))  **6** - To use fractions (I can find equivalent fractions (2))  **7** - To use fractions (I can find equivalent fractions (3))  **8** - To use fractions (I can find equivalent fractions (4))  **9** - To use fractions (I can understand fractions greater than 1)  **10** - To use fractions (I can count in fractions)  **11** - To use fractions (I can add fractions)  **12** - To use fractions (I can add 2 or more fractions)  **13** - To use fractions (I can subtract fractions)  **14** - To use fractions (I can subtract 2 fractions)  **15** - To use fractions (I can subtract from whole amounts)  **16** - To use fractions (I can find fractions of a set of objects (1))  **17** - To use fractions (I can find fractions of a set of objects (2))  **18** - To use fractions (I can calculate fractions of a quantity)  **19** - To use fractions (I can problem solve)  **20 -** To use fractions (I can understand tenths and hundredths)  **21** - To use fractions (I can recognise tenths and hundredths)  **22** - To use fractions (I can recognise tenths as decimals)  **23** - To use fractions (I can use tenths on a place value grid)  **24** - To use fractions (I can place tenths on a number line)  **25** - To use fractions (I can divide 1-digit by 10)  **26** - To use fractions (I can divide 2-dgits by 10)  **27** - To use fractions ( can understand hundredths)  **28** - To use fractions (I can recognise hundredths as decimals)  **29** - To use fractions (I can use hundredths on a place value grid)  **30** - To use fractions (I can divide 1 or 2-digits by 100) | **Why and how do plants and animals resemble their parents?**  **Biology**  **1**  To understand evolution and inheritance (I can identify how plants and animals resemble their parents in many features)  **How have living things changed over time?**  **Biology**  **2**  To understand evolution and inheritance (I can recognise that living things have changed over time and that fossils and other sources of information help us identify living things who lived on the Earth long ago)  **What is light and why is it important?**  **Physics**  **1/2**  To understand light and seeing (I can recognise that we need light to see and that darkness is the absence of light)  To understand light and seeing (I know light is reflected from surfaces)  **How dangerous is sunlight?**  **Physics**  **3**  To understand light and seeing (I know light from the sun can be dangerous for my eyes and skin)  **What are shadows and why do they change?**  **Physics**  **4**  To understand light and seeing (I can recognise how shadows are formed and find patterns in the way they change) | **How ‘groovy’ were the Ancient Greeks really? – Pre-mind map**  **1**  To investigate and interpret the past (I can use evidence to ask questions and find answers to those questions in about past)  **Who were the Ancient Greeks and when did they live?**  **2**  To understand chronology (I can place events, artefacts and historical figures on a timeline using dates)  **How did the Ancient Greeks rule?**  **3**  To build an overview of world history (I can describe the social, ethnic, cultural or religious diversity of past society)  **How significant was the Battle of Marathon?**  **4**  To investigate and interpret the past (I can describe different accounts of a historic events and explain why different accounts might differ)  **How did the Greeks create the Olympic Game and how have they changed over time?**  **5/6**  To communicate historically (I can use appropriate historical vocabulary including dates, time periods, era, change and chronology)  To understand chronology (I can understand the concept of change over time)  **Why do we remember the Trojan War?**  **7**  To investigate and interpret the past (I can suggest suitable sources of evidence for historical enquiries)  **What did the Greeks believe in?**  **8/9**  To build an overview of world history (I can describe the social, ethnic, cultural or religious diversity of past society)  To communicate historically (I can use English, Maths and ICT skills to communicate about the past)  **How ‘groovy’ were the Ancient Greeks really? – Post-mind map**  **10**  To investigate and interpret the past (I can use evidence to ask questions and find answers to those questions in about past) |

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| Geography | Art | Design and Technology | Computing | MFL | RE | PSHE | Music |
| **Where was Ancient Greece and is modern day Greece in the same place?**  **1**  To investigate places (I can use maps, atlases, globes and digital computer mapping to locate countries and describe features)  **What important features are there on the globe?**  **2**  To investigate patterns (I can name and locate the equator, northern and southern hemisphere, tropics of Cancer and Capricorn, Arctic and Antarctic circles and date and time zones as well as some physical characteristics of these geographical areas)  **Why was Greece a good location for the Ancient Greeks to settle?**  **3**  To communicate geographically (I can describe key physical features),  **How was the land used in the Ancient Greece period?**  **4**  To communicate geographically (I can describe key human features – settlements and land use)  **How is Greece different today to the era of the Ancient Civilisation?**  **5**  To investigate places (I can ask and answer geographical questions about the physical and human characteristics of a location)  **How similar is Greece to the United Kingdom?**  **6**  To investigate patterns (I can describe geographical similarities and differences between countries)  **How did the Ancient Greeks navigate? Is this the same today?**  **7**  To communicate geographically (I can use the eight points of a compass to communicate knowledge of the UK and the wider world) | **Ancient Greek Vases & Pots**  **How can I explain my sketches?**  **Throughout term**  To draw (I can annotate sketches)  **How can I show line, tone and texture in my drawings (1)?**  **1**  To draw (I can use different hardness of pencils to show line, tone and texture)  **How can I show line, tone and texture in my drawings (2)?**  **2**  To draw (I can use hatching and cross hatching to show tone and texture)  **What techniques can I use to show light and shadow?**  **3**  To draw (I can sketch lightly and use shading to show light and shadow)  **How can I effectively sculpt?**  **4**  To sculpt (I can create and combine shapes to create recognisable forms)  To sculpt (I can use clay and other mouldable materials)  **How can I add detail to show feelings and expression?**  **5**  To sculpt (I can include texture that conveys feelings, expression or movement)  To sculpt (I can add materials to provide interesting detail) | **Ancient Greek Structures (The Parthenon/ Temples of Gods)**  **How can I construct my structure?**  **1/2/3**  To master practical skills with materials (I can select appropriate joining techniques)  To master practical skills with construction (I can choose suitable techniques to construct products or to repair them)  To master practical skills with materials (I can apply appropriate cutting and shaping techniques)  **How can I be more precise in my accuracy and strengthen my structure?**  **4/5**  To master practical skills with construction (I can strengthen materials using suitable techniques)  To master practical skills with materials (I can measure and mark to the nearest mm)  To master practical skills with materials (I can cut materials accurately and safely by selecting the appropriate tools) | **How can I change the appearance of objects and create sequences of change? – Ancient Greece Game**  **1/2**  To code (I can set the appearance of objects and creates sequences of changes as well as control the shade of a pen)  **How can I represent information about Ancient Greece?**  **3**  To collect (I can devise and construct databases)  **What does the data about Ancient Greece tell us?**  **4**  To collect (I can devise and construct databases) | **To read fluently**  I can read and understand the main points in short written texts  I can read a short text independently  **To write imaginatively**  I can write a few short sentences using familiar expressions  I can express personal experiences and responses  I can link sentences with ‘and’  **To speak confidently**  I can ask and answer simple French questions  I can ask others to repeat words or phrases if necessary  I can take part in discussions and tasks  **To understand other cultures**  I can identify countries and communities where French is spoken  I can demonstrate some knowledge and understanding of the customs and features of the countries or communities where they speak French | **To explore important events in a Muslim’s life**  I can discuss Islamic rites of passage  (birth/marriage/death)  **To explore important events in a Hindu’s life**  I can discuss Hindu rites of passage  (birth/initiation/marriage/death) | **What hopes and dreams do I have?**  **1**  Dreams and goals (I can tell you about some of my hopes and dreams)  **What happens when dreams don’t come true?**  **2**  Dreams and goals (I can understand that sometimes hopes and dreams do not come true and this can hurt)  **How can I overcome disappointment?**  **3**  Dreams and goals (I can show that I know reflecting on positive and happy experiences can help me to counteract disappointment)  **How can I set new goals?**  **4**  Dreams and goals (I can understand how to make a new plan and set new goals even if I have been disappointed)  **What steps do I need to take to achieve a goal?**  **5**  Dreams and goals (I can understand how to work out the steps to take to achieve a goal and can do this successfully as part of a group)  **Can I identify mine and others’ contributions?**  **6**  Dreams and goals (I can identify the contributions made by myself and others to a groups achievemet)  **How are different friendships formed?**  **1**  Healthy me (I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most)  **What different roles do I take on in different situations?**  **2**  Healthy me (I can recognise the changing dynamics between people in different groups, see who takes on which role and understand the different roles I take in different situations)  **How does smoking affect people’s health?**  **3**  Healthy me (I can understand the facts about smoking and its effects on healthy and also some of the reasons people start to smoke)  **How does alcohol affect people’s health?**  **4**  Healthy me (I can understand the facts about alcohol and its effects on healthy and also some of the reasons some people drink alcohol)  **How can I react to pressure?**  **5**  Healthy me (I can recognise when people are putting me under pressure and can explain ways to resist this when I want)  **What do I believe is right and wrong?**  **6**  Healthy me (I can show I know myself well enough to have a clear picture of what I believe is right and wrong) | **To listen and appraise**  I know 5 songs from memory and who sang/wrote them  I know the style of 5 songs  I can choose one song and am able to talk about: Lyrics and what the song is about and the musical dimensions and where they are used- texture, dynamics, tempo, rhythm and pitch.  I can identify the main sections of the song and name some of the instruments used.  I can name some of the instruments heard in the song  **To play musical games**  I can confidently find the pulse of the song  I understand how pulse, rhythm and pitch work together to create a song  I know that rhythm is the long and short patterns over the pulse  I can explain the difference between pulse and rhythm.  I can explain that pitch is the high and low sounds that create melodies  I can create musical ideas for my group/class to respond to  **To sing**  I know that singing in a group can be called a choir;  I know that the leader or conductor is a person that the choir group follow;  I know that songs can make you feel different things  I can explain texture and understand that a solo singer makes a thinner texture than a large group  I understand why you must warm up your voice.  **To play**  I can discuss the instruments used in class and demonstrate how to play them  I can discuss other instruments that may be found in an orchestra or band  **To improvise**  I know and can talk about improvisation:  I can make up my own tunes on the spot;  I can create tunes that have never been heard before;  I understand that using one or two notes confidently is better than using five  I understand that if I improvise using the notes I am given, I cannot make a mistake.  I can use some riffs heard during lessons in my improvisations  **To compose**  I understand that a composition is music that is created by me and kept in some way.  I can record compositions in different ways using letter names, symbols, audio etc.  **To perform**  I understand that performing is sharing music with other people- an audience  I understand a performance doesn’t have to be a drama. It can be to one person or to each other.  I can sing and rap words clearly and play with confidence.  I can thoroughly plan a performance  I know that a performance involves communicating feelings, thoughts and ideas about the song/music. |