

Year: 4

Term: Autumn 1

Learning
Challenge
question

What did the Ancient Greeks bring to the world?



	Maths	English			Science			
		Reading	Writing	Speaking & Listening	Working Scientifically			
					Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
NC PoS	<p>Ma4/2.1 Number & Place Value</p> <p>Count in multiples of 6, 7, 9, 25 and 1,000</p> <p>Find 1,000 more or less than a given number</p> <p>Count backwards through 0 to include negative numbers</p> <p>Recognise the place value of each digit in a four-digit number (1,000s, 100s, 10s and 1s)</p> <p>Order and compare numbers beyond 1,000</p>	<p>Word Reading</p> <p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in Appendix 1, both to read aloud and to understand the meaning of new words they meet</p> <p>Read further exception words, noting the unusual correspondences between</p>	<p>GAPS: (Grammar and Punctuation):</p> <p>Most of the time uses appropriate standard English forms for verb inflections instead of local spoken forms (e.g. 'we were' instead of 'we was', or 'I did' instead of 'I done').</p> <p>Uses expanded noun phrases, by adding modifying adjectives, nouns and</p>	<p>Listen and respond appropriately to adults and their peers</p> <p>Ask relevant questions to extend their understanding and knowledge</p> <p>Use relevant strategies to build their vocabulary</p> <p>Articulate and justify answers, arguments and opinions</p> <p>Give well-structured</p>		<p>Science Y4: Sound</p> <ul style="list-style-type: none"> •identify how sounds are made, associating some of them with something vibrating •find patterns between the pitch of a sound and features of the object that produced it •find patterns between the volume of a sound and the strength of the vibrations that produced it 		

	<p>Identify, represent and estimate numbers using different representations</p> <p>Round any number to the nearest 10, 100 or 1,000</p> <p>Solve number and practical problems that involve all of the above and with increasingly large positive numbers</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate</p> <p>Estimate and use inverse operations to check answers to a calculation</p> <p>Ma4/2.2c solve addition and subtraction two-step problems in contexts, deciding which operations</p>	<p>spelling and sound, and where these occur in the word.</p> <p>Comprehension Develop positive attitudes to reading, and an understanding of what they read, by: listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks reading books that are structured in different ways and reading for a range of purposes</p> <p>using dictionaries to check the meaning of words that they have read</p>	<p>preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair).</p> <p>Uses fronted adverbials (e.g. 'Later that day, I heard the bad news').</p> <p>Uses commas after fronted adverbials (e.g. 'Later that day, I heard the bad news').</p> <p>Some correct use of apostrophes to mark plural possession (e.g. the girl's name, the girls' names).</p> <p>Handwriting: Uses the diagonal and horizontal strokes that are needed to join letters and understands</p>	<p>descriptions, explanations and narratives for different purposes, including for expressing feelings.</p> <p>Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments</p> <p>Use spoken language to develop understanding through speculating, hypothesising, imagining and exploring ideas</p> <p>Speak audibly and fluently with an increasing command of Standard English</p> <p>Participate in discussions,</p>				
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	and methods to use and why.	increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally identifying themes and conventions in a wide range of books discussing words and phrases that capture the reader's interest and imagination recognising some different forms of poetry Understand what they read, in books they can read independently, by	which letters, when adjacent to one another, are best left unjoined. Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that the down strokes of letters are parallel and equidistant. Increases the legibility, consistency and quality of their handwriting, e.g. by ensuring that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.	presentations, performances, roleplay/improvisations and debates Gain maintain and monitor the interest of the listener(s) Consider and evaluate different viewpoints, attending to and building on the contributions of others Select and use appropriate registers for effective communication				
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		<p>checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p>asking questions to improve their understanding of a text</p> <p>drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence</p> <p>predicting what might happen from details stated and implied</p> <p>identifying main ideas drawn from more than 1 paragraph and summarising these</p>	<p>Plan their writing by:</p> <p>Discusses writing similar to that which they are planning to write and understands and learns from its structure, vocabulary and grammar.</p> <p>Discusses and records ideas.</p> <p>Draft and write by <i>(Composition):</i></p> <p>In narratives creates settings, characters and plot, with some ideas and material developed in detail (e.g. descriptions elaborated by adverbial and expanded noun phrases).</p>					
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		<p>identifying how language, structure, and presentation contribute to meaning</p> <p>Retrieve and record information from non-fiction</p> <p>Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>	<p>Evaluate and edit by (Composition):</p> <p>Assesses the effectiveness of their own and others' writing and suggests improvements.</p> <p>Proposes changes to grammar and vocabulary to improve consistency</p> <p>Proof-reads for errors in spelling and punctuation.</p> <p>Spelling:</p> <p>Uses further prefixes and suffixes and understands how to add them (Appendix 1)</p>					
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			<p>Spells further homophones.</p> <p>Use the first two or three letters of a word to check its spelling in a dictionary.</p>					
Key Vocabulary	<p>Place value, digit, sequence, order, value, compare, numeral, number, Manipulatives, base 10, representation, place value counters, strategy, counting, groups, grouping partition, negative numbers, place value chart, addition, subtraction, renaming, estimate, rounding, multiples, method</p>	<p>VIPERS: vocabulary, inference, prediction, explanation, retrieval, summarise, skim, scan, authorial intent, inference, comparison, context</p>	<p>Audience and purpose, Beat the Monster, Myths and Legends, oral retelling, story-telling, legends, description, narrative, characters, setting, mythology, expanded noun phrases, fronted adverbials, commas, word classes, adjectives, nouns, prepositional phrases, punctuation</p>	<p>Listen, respond, relevant, strategies, articulate, justify, predict, summarise, drama, role-play, discussion, discuss, gather ideas, turn-taking, response, communication, clarify</p>		<p>sound, vibrating, pitch, volume, insulation, ears, outer, inner, middle ear, cochlea, auditory, frequency, hammer, source</p>		

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2	<p>Using manipulatives and recapping knowledge of Place Value.</p> <p>L.1. How will I count in 25s and 100?</p> <p>L.2. & L.3. How do I count in 1s, 10s and 1000s?</p> <p>L.3. What is place value?</p> <p>L.4. & L.5. How do I compare and order numbers using Place Value knowledge?</p>	<p>LQ: What is VIPERS?</p> <p>Explore texts with a focus on vocabulary</p> <p>Whole class guided reading focus - VIPERS</p>	<p>L.1. What is a sentence?</p> <p>L.2. How do I write a descriptive sentence?</p> <p>L.3. How do I write a descriptive paragraph?</p> <p>L.4. Hook – visiting the labyrinth!</p> <p>Cold Task: Beat the Monster story; character description focus</p> <p>Spelling: <i>accident</i> <i>accidentally</i> <i>believe</i> <i>calendar</i> <i>decide</i></p> <p>Handwriting: <i>un, um</i> <i>ig, id</i></p>			<p>Concept cartoon, prior knowledge and sticky knowledge mat.</p> <p>Week 6 LQ End of topic review</p>		
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			<i>ed, eg</i>					
3	<p>L.7 & L.8. How do I compare and order numbers using Place Value knowledge? (Descriptive Journal)</p> <p>L.9. What are number patterns?</p> <p>L.10. How do I count in 6s, 7s and 9s?</p> <p>L.11. What is rounding?</p> <p>L.12. How do I round numbers to the nearest 10, 100 and 1000? (Descriptive Journal)</p>	<p>Whole class guided reading focus – VIPERS</p> <p>LQ: What are antonyms and synonyms?</p>	<p>L.5. How do I orally retell a Greek Myth?</p> <p>L.6. How will I text-map a Greek Myth?</p> <p>L.6. How do I make comparisons and spot patterns when exploring Greek Myths?</p> <p>L.8. What are the language features of a Beat the Monster story?</p> <p>L.9. What is an expanded noun phrase?</p> <p><i>Spelling:</i> <i>early</i> <i>earth</i> <i>famous</i> <i>group</i> <i>history</i></p>			<p><u>LQ: How are sounds made?</u></p> <p><u>Sound Walk</u> Go on a 'sound walk' through the school and begin to think about how sound is made.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p><u>WS:</u> Ask relevant questions and use different types of scientific enquiries to answer them. Use straightforward scientific evidence to answer questions or to</p>		

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			<i>Handwriting: an, ar ing, ung, ang ch, sh</i>			support their findings.		
3	<p>L.13. How does rounding help me?</p> <p>L.14. What is rounding to estimate?</p> <p>Chapter Consolidation</p> <p>Place Value Post Learning Task</p>	Whole class guided reading focus – VIPERS	<p>L.10. How will expanded noun phrases help with setting and character description?</p> <p>L.11. What are the organisational features of a Beat the Monster story?</p> <p>L.13. How does a boxing up plan help structure my writing?</p> <p>L.14. How do I write my own Greek Myth?</p> <p>L.15. How do I assess the effectiveness of</p>			<p><u>LQ: How does sound travel?</u></p> <p><u>Good Vibrations</u> Explore sound further and investigate vibrations and how sound travels.</p> <p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get</p>		

			<p>my own writing?</p> <p><i>Spelling:</i> <i>heard</i> <i>heart</i> <i>material</i> <i>natural</i> <i>often</i></p> <p><i>Handwriting:</i> <i>th, tl</i> <i>ll, ill</i> <i>sli, slu</i></p>			<p>fainter as the distance from the sound source increases.</p> <p><u>WS:</u> Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Set up simple practical enquiries and comparative and fair tests.</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>		
4	<p>L.1. Addition & Subtraction Year 3 Re-cap (Pre-learn)</p> <p>L.2. How do I add without renaming?</p>	Whole class guided reading focus - VIPERS	<p>L.16. Hook & Cold Task: Information Text – Mythical creature</p> <p>L.17. What is an</p>			<p><u>LQ: What is pitch?</u></p> <p><u>Pitch and Volume</u> Investigate pitch and</p>		

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	<p>L.3. What method will help me to add with renaming?</p> <p>L.4. How do I use a formal written method for addition with renaming?</p> <p>L.5. How do I use a formal written method for addition with renaming? (Evaluative Journal)</p>		<p>Information Text? (Chn to explore a range of Information Texts, thinking about purpose, content and audience)</p> <p>L.18. How will I explore an Information Text through role-play?</p> <p>L.19. How will I design and describe my own mythical creature?</p> <p><i>Spelling:</i> <i>occasion</i> <i>occasionally</i> <i>possess</i> <i>possession</i> <i>surprise</i></p> <p><i>Handwriting:</i> <i>ck, ack</i> <i>st, sti</i> <i>ink, unk</i></p>		<p>volume by exploring instruments and the different sounds they make.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p><u>WS:</u> Report on findings from enquiries, including oral and written explanations, displays or presentations of results and</p>		
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						<p>conclusions.</p> <p>Identify differences, similarities or changes related to simple scientific ideas and processes.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>		
5	<p>L.6. What are mental strategies for addition?</p> <p>L.7. How do I apply mental strategies for addition?</p> <p>L.8. How do I find the difference in Subtraction?</p> <p>L.9. Which method will help me subtract without renaming?</p> <p>L.10. How does renaming help with my subtraction?</p>	Whole class guided reading focus - VIPERS	<p>L.21. What are the organisational features of an Information Text?</p> <p>L.22. What are the language features of an Information Text?</p> <p>L.23. How will apostrophes for possession be used in an Information Text?</p>			<p><u>LQ: How can we change the sounds that we hear?</u></p> <p><u>Pardon?</u> Understand how we hear sounds and begin to consider ways to reduce what we can hear.</p> <p>Identify how sounds are made, associating some of them with something</p>		

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			<p>L.24. How will I box up and plan ideas for an Information Text?</p> <p><i>Spelling:</i> eight eighth straight strange strength</p> <p><i>Handwriting:</i> og, od ve, re oo, oon, oom</p>			<p>vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p><u>WS:</u></p> <p>Ask relevant questions and use different types of scientific enquiries to answer them.</p> <p>Use straightforward scientific evidence to answer questions or to support their findings.</p>		
6	<p>L.12. How does renaming help with subtraction?</p> <p>L.13. How does renaming help with</p>	Whole class guided reading focus - VIPERS	<p>L.25. How will I write an Information Text?</p> <p>L.26. How will I</p>			<p><u>LQ: What material best reduces the sounds that we hear?</u></p>		

	<p>subtraction?</p> <p>L.14. What are mental strategies for subtraction?</p> <p>L.15. How do I become fluent in subtraction with renaming?</p> <p>L.16. How do I become fluent in addition with renaming?</p>		<p>edit and assess my own writing?</p> <p>Spelling: special suppose therefore various weight</p> <p>Handwriting: wl, vl of, off fl, flo</p>		<p><u>Sssshhhh</u></p> <p>Plan and conduct an investigation into which material best reduces the sounds we hear.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p> <p><u>WS:</u></p> <p>Set up simple practical enquiries and comparative and fair tests.</p> <p>Make systematic and careful observations</p>		
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						<p>and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers.</p> <p>Record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables</p> <p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p>		
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						<p>Use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions.</p> <p>Use straightforward scientific evidence to answer questions or to support findings.</p>		
7	<p>L.17. How do I show and explain addition and subtraction with renaming? (Formative Journal)</p> <p>L.18 How do I solve word problems?</p> <p>L.20. How do I solve word problems?</p> <p>Addition and Subtraction Chapter Consolidation</p> <p>Yr4 Addition &</p>	Whole class guided reading focus - VIPERS	<p>L.26. What is performance poetry?</p> <p>L.27. How are the features of performance poetry evident in Michael Rosen's poems?</p> <p>L.26. How will I compare and contrast performance poetry, noting likes and</p>			<p><u>LQ: What do I know about sound?</u></p> <p>Post learning concept cartoon, revisit sticky knowledge mat. Evaluate topic.</p>		

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	Subtraction Post Learning Task		dislikes? Spelling: <i>actual</i> <i>actually</i> <i>bicycle</i> <i>caught</i> <i>describe</i> Handwriting: <i>break letters,</i> <i>capital letters,</i> <i>check up</i>					
End point	<p>Consolidation and Post Learning Tasks for Number and Place Value, Addition & Subtraction</p> <p>Children will be able to recognise the place value of a four digit-number</p> <p>Children will be able to count in 25s,100s and 1000s</p> <p>Children will be able to use a range of mental strategies for addition and subtraction</p> <p>Children will be able to use formal written method (column) for addition and subtraction with and without renaming</p>	<p>Children will be familiar with the structure of VIPERS</p> <p>Children will be able to identify unknown vocabulary and look for clues in the text for meaning</p> <p>Children will be able to use the text to find evidence for their opinions, and retrieve information to</p>	<p>Children will have explored a number of Greek Myths and legends.</p> <p>Children will understand that Myths are passed down through oral retelling.</p> <p>Children will understand the features of a Beat the Monster story.</p> <p>Children will be able to create, use and apply toolkits for a</p>			<p>Children will find out about sound; how it travels, pitch and volume.</p> <p>Then apply their 'working scientifically' skills to investigate materials to see which will provide the best insulation against sound.</p>		

	<p>Children will be able to use a range of strategies to support learning; partitioning, using number bonds, applying existing place value knowledge</p> <p>Children will be able to solve addition and subtraction word problems and apply strategies to aid understanding</p> <p>Children will be fluent in rounding numbers and use the appropriate rule to support learning</p>	<p>answer questions</p> <p>Children will be able to predict based on information in a text</p>	<p>Beat the Monster story. Children are able to use expanded noun phrases and other descriptive devices. Children know and understand the features, audience and purpose of an information text. Children are able to gather information in a range of ways. Children are able to use role-play and imaginative devices to gather immerse into a text-type. Children are able to orally-retell a story. Children understand the features of an Information Text. Children are able to use apostrophes for</p>					
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possession.
Children can
assess the
effectiveness of
own writing.
Children are
able to analyse
and perform
poetry. Children
are able to
understand
features of
performance
poetry;
intonation,
pitch, volume,
tone.
Children
explore a range
of poetry.
Spelling:
Children will
have practised
and become
more confident
with a range of
spellings from
the Year 4
curriculum list
and a variety of
spelling
patterns.

			Handwriting: Children will have practiced the first four handwriting joins, break letters and capital letters improving fluency, letter size, spacing and appropriate joining of handwriting.					
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	Geography	History	DT	RE/ PSHE	Computing
NC PoS	<p>Locate the world's countries, using maps to focus on Europe</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p>	<p>Know and understand significant aspects of history: nature of ancient civilisations, expansion and dissolution empires in the context of learning about the Ancient Greek Empire: How did it grow and why? Develop a chronologically secure knowledge and understanding of the Greek timeline.</p> <p>Note connections, contrasts and trends over time. Ask</p>	<p>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p>Select from and use a wider range of tools and equipment to perform practical tasks accurately</p> <p>Evaluate their ideas and products against their own design criteria and consider</p>	<p>Why is Jesus inspiring to some people?</p> <p>Make connections between some of Jesus' teachings and the way Christians live today (A1).</p> <p>Describe how Christians celebrate Holy Week and Easter Sunday (A1).</p> <p>Identify the most important parts of Easter for Christians and say why they</p>	<p>We are software developers. Developing a simple educational game</p> <p>Design, write and debug programs that accomplish specific goals.</p> <ul style="list-style-type: none"> • Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple

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		<p>questions about change, cause, similarity and difference in the context of learning how the ruling systems in Ancient Greece changed, before the democratic system, after and in the modern day.</p> <p>Understand our knowledge of the past is constructed from a range of sources e.g. Greek vases. Note connections, contrasts and trends over time e.g. How the Olympics have changed over time but how some features have remained the same?</p> <p>Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses of the Battle of Marathon.</p>	<p>the views of others to improve their work</p> <p>Apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p>	<p>are important (B1).</p> <p>Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter (A2).</p>	<p>algorithms work and to detect and correct errors in algorithms and programs.</p>
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		Understand how our knowledge of the past is constructed from a range of sources. Make connections, draw contrasts, analyse trends, frame historically-valid questions and create their own structured accounts, including written narratives and analyses in the context of finding out about the Trojan War.			
Key Vocabulary	Locate, maps, Europe, world map, atlas, Mediterranean, location, UK, European Union, countries, digital mapping, features	Ancient, civilisations, historical enquiry, chronology, timeline, research, facts, information, Greeks, vases, Trojan War, Battle of Marathon, Olympics, Greek Gods & Goddesses, Myths and Legends, ruling systems, democracy, primary sources, secondary sources, artefacts, food, clothing	research, design, evaluate, construct, purpose	Jesus Easter Holy Week Christian gospel Incarnation, Salvation	algorithms, repetition, repeating patterns. prototype Variable loop interface levels progression

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1		<p>Tasting Greek Foods and evaluating taste.</p> <p>Title Page – Greek vases with children’s existing understanding of life in Ancient Greece. Children to draw a picture of life in Ancient Greece inside windows on their vase i.e. Food, Religion, Entertainment.</p>		<p>What makes a person inspirational to others? What are the characteristics of a good role model?</p>	<p>How are algorithms used in games? Analyse basic computer games and begin to plan own game.</p>
2	<p>Know where Greece is on a world map, in relation to the UK and in Europe and the importance of its location.</p>	<p>Topic Hook: Introduction to Greek topic with an exploration of Greek Foods.</p> <p>LQ: Who were the Ancient Greeks and what is their chronology?</p> <p>LQ: How did the Greek Empire grow and why?</p>		<p>Who is inspiring for me? Who is inspiring for other children in my class?</p>	<p>How does the if/then/else command work in Scratch? Challenge the pupils to develop a simple program in Scratch(using the if/then/else selection block) that asks a question and provides feedback depending on whether the answer is right or wrong.</p>
3	<p>Know the countries that make up the European Union.</p>	<p>LQ: What is a Democracy?</p> <p>LQ: How and why did the ruling systems in Greece</p>		<p>What do we know about Jesus’ life story? Is his story inspiring for some people?</p>	<p>How does a repeat loop work in Scratch?</p>

		change?			Ask the pupils to add repetition into their games, testing and debugging them to ensure they still function correctly. Ask them to add a 'game over' message when the correct number of questions has been asked.
4		<p>LQ: What sources can help us understand the Olympics?</p> <p>LQ: How can periods of time be studied through artefacts? (Greek Vases)</p>		Was Jesus inspiring because of his actions?	<p>What is the interface of your game?</p> <p>The pupils to work on the graphics elements of their games, focusing particularly on the sprite that asks questions, but perhaps also thinking about how other graphics might be used to measure progress in the game.</p>
5		LQ: What is the Battle of Marathon and how does it compare to other cities?	<p>Designing & making Greek Vases and evaluating the patterns and designs.</p> <p>Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques to make an Ancient Greek Pot.</p> <p>Understand how key events and individuals in design and technology have helped</p>	What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?	<p>Can they see ways in which their games, and educational games in general, might be made more engaging?</p> <p>They should identify the idea of levels or progression as one common characteristic of commercial games.</p> <p>Ask them to suggest ways in which they could build in additional levels or</p>

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			shape the world - Know about the designs and uses of pottery in Ancient Greece.		progressively increasing difficulty to their games.
6		<p>LQ: What questions can I ask about the Greek Gods and Goddesses?</p> <p>LQ: What is the significance of Greek Myths & Legends?</p>		<p>Did Jesus' teachings inspire people? How and why?</p>	<p>How could I improve my game?</p> <p>Provide an opportunity for the pupils to test and review one another's games, checking for any bugs that remain.</p>
7		<p>End of Topic Evaluation:</p> <p>Explore images from Title Page – what was life like in Ancient Greece?</p> <p><u>Greek Theatre</u> – Create a short Greek play showcasing different aspects of what life was really like in Ancient Greece.</p>		<p>Why is Jesus so important to Christians?</p>	<p>Can I respond to feedback to develop and improve my game?</p> <p>Provide time for the pupils to refine their games in the light of the feedback they've received.</p>
End point		<p>All children will be able to explain the features of life in Ancient Greece. Children will be able to use primary and secondary sources to</p>		<p>This investigation enables pupils to learn in depth about Christianity, exploring different reasons why Jesus is considered an inspiring</p>	<p>Give the pupils a chance to present their finished games to the class, perhaps in the style of a Dragons' Den-style pitch in which they make a</p>

		identify how the Greek Empire spread across Europe. Children will be able to confidently explain key elements of modern society which have Greek influences i.e. democracy, Olympics.		figure by Christians – and by many other people too.	case for their game to be developed further or turned into an iPad app or similar. The children should evaluate the success of their work.
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	Music	Art	PE		Languages
			Games	Swimming	
NC PoS	<p>Sing in round</p> <p>Sing with increasing accuracy and follow direction</p> <p>Appraise live and recorded Music and comment on the difference between them</p> <p>Consider smooth (legato) and detached (staccato) notes</p>	<p>♣ To create sketch books to record their observations and use them to review and revisit ideas</p> <p>♣ To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]</p> <p>♣ About great artists, architects and designers in history.</p>	Develop flexibility, strength, technique, control and balance. Compare their performances with previous ones and demonstrate improvement to achieve their personal best	swim competently, confidently and proficiently over a distance of at least 25 metres use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] perform safe self-rescue in different water-based situations	<p>Can recall and re-use familiar core language knowledge in new contexts.</p> <p>How to revisit and build confidence in spoken personal information dialogues.</p> <p>Remember prior knowledge of nouns and use of articles with nouns.</p> <p>Know a typical Spanish school learning environment (build cultural knowledge).</p>

Year: 4

Term: Autumn 1

Learning
Challenge
question

What did the Ancient Greeks bring to the world?

Key Vocabulary	Pitch Tempo Pulse Rhythm Legato Staccato Improvisation Dynamics	Sketchbook, Architecture, architect, structure, form, line, detail, charcoal, pen and ink, watercolour wash, illustration,	Control, Co-ordination, sprint, accuracy, technique, pass, catch, defend, attack, space, block, intercept, and teamwork.	Swimming, strokes, front crawl, backstroke and breastroke, self-rescue, water	Greetings; Days of The Week; Months of the Year; Numbers(1-20); Classroom names; Nouns for classroom objects.
1	<u>LQ:- Can I sing with accuracy and follow direction?</u> Ch will appraise a song, naming the instruments used and dynamics of how they are played and layered. They will consider how the instruments play differently in places and follow direction in their learning of the song to show this. Ch will sing with accuracy in tempo, phrasing and performance.	LQ: What are the 'Elements of Art' Children will learn what the elements of art are. They will learn how to use the elements in their own artwork and how to talk about their art and others using this subject specific language.	Introduction into the game of Handball. The children will familiarise themselves with a ball. Learning on how to throw and catch individually and with a partner. LQ: When throwing/ catching what should we always do?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 1 I can ask and answer several questions about myself
2	<u>LQ:- Can I sing in a round of at least 2 parts?</u> Ch will learn a short piece of singing to use in a round. They will sing their own part and apply their accuracy of singing to maintain this part at the	LQ: How can I represent the lines, shapes, forms and textures of Greek pots and vases using a variety of drawing media? Children will explore a variety of drawing media	The children are to gain a good understanding on how to send and receive a ball, gradually increasing speed and intensity. LQ: How do we pass/receive a ball & which direction should we travel?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 2 I can recall numbers to 10 and classroom instructions

	<p>right phrasing and tempo within an ensemble piece. Ch will be challenged to not only sing as a 2 part round but as a 4 part round. REF – Youtube 4 part 'Dynamite'</p>	<p>to create drawings of Greek pots and vases</p>			
3	<p><u>LQ:- Can I consider smooth and detached notes?</u></p> <p>Ch will use tuned instruments (some teaching of 'how' may be needed) to consider how to play longer extended notes and short notes. They will create a repeated pattern using both of these notes for others to follow and copy. Ch will create short improvisations to show what is happening in a silent film and will include both types of notes at relevant times.</p>	<p>LQ: How can I represent the lines, shapes, forms and textures of Greek pots and vases using a variety of drawing media?</p> <p>Children will explore a variety of drawing media to create drawings of Greek pots and vases</p>	<p>Attacking from an individual's perspective. Introducing dribbling the ball at speed. Showing demonstrations of how to get past a defender. LQ: How can we move with the ball?</p>	<p>Swimming lessons according to NC objectives with Swimming Service.</p>	<p>Lesson 3 I can say and read some numbers between 0 and 20</p>
4	<p><u>LQ:- Can I compare live and recorded music?</u></p> <p>Ch will compare 2 versions of the same song, live and studio version and comment on the musical differences between them. They will then learn a live performance singing acoustically to either piano or guitar, drawing their</p>	<p>LQ: How can I use Greek pattern and text to create my own designs</p> <p>Children will use Greek patterns and typography/numbers to create a piece of artwork inspired by an artist.</p>	<p>The children are going to be introduced to defending. Learning how to block and intercept. LQ: What are the two ways to gain possession of the ball from opposition?</p>	<p>Swimming lessons according to NC objectives with Swimming Service.</p>	<p>Lesson 4 I can remember days of the week and months of the year</p>

Year: 4

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Learning
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	learning together from earlier in the half term.	They will use a variety of drawing media.			
5	Ch will grow in confidence and accuracy when singing in an ensemble. They will develop improvisation skills and further use their musical vocabulary when talking about music. They will consider how changing the length of a note can alter the dynamics of a section of music.	<p>LQ: How can I use Greek pattern and text to create my own designs</p> <p>Children will use Greek patterns and typography/numbers to create a piece of artwork inspired by an artist. They will use a variety of drawing media.</p>	Introduce attacking as a team. Understanding when the correct time is to pass the ball or dribble. LQ: In a game situation, when should we pass the ball?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 5 I can say and write names of rooms in the school
6	<p><u>LQ:- Can I sing with accuracy and follow direction?</u></p> <p>Ch will appraise a song, naming the instruments used and dynamics of how they are played and layered. They will consider how the instruments play differently in places and follow direction in their learning of the song to show this.</p>	<p>LQ: How can I create my own mythological creature using inspiration from Greek Gods and mythological creatures.</p> <p>Children will study Greek Gods and mythological creatures before drawing their own designs.</p>	The children will move into 7v7 games and gain an understanding of how to play the game from a defensive perspective. LQ: Name 3 defensive rules?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 6 I can say and write the nouns for some classroom objects

	Ch will sing with accuracy in tempo, phrasing and performance.	They will use a variety of drawing media. They will study artists who have used this subject matter as inspiration.			
7	<p><u>LQ:- Can I sing in a round of at least 2 parts?</u></p> <p>Ch will learn a short piece of singing to use in a round. They will sing their own part and apply their accuracy of singing to maintain this part at the right phrasing and tempo within an ensemble piece. Ch will be challenged to not only sing as a 2 part round but as a 4 part round. REF – Youtube 4 part ‘Dynamite’</p>	<p>LQ: How can I create my own mythological creature using inspiration from Greek Gods and mythological creatures.</p> <p>Children will study Greek Gods and mythological creatures before drawing their own designs.</p> <p>They will use a variety of drawing media. They will study artists who have used this subject matter as inspiration.</p>	<p>The children will move into 7v7 games and gain an understanding of how to play the game from an attacking perspective. LQ: Name 3 attacking rules?</p>	Swimming lessons according to NC objectives with Swimming Service.	Puzzle It Out assessment with soundfiles.
End point	Ch will grow in confidence and accuracy when singing in an ensemble. They will develop improvisation skills and further use their musical vocabulary when talking about music. They will consider how changing the length of a note can alter the dynamics of a section of music.	Children will learn about the mosaic art of the Romans. They will take inspiration from the Roman’s to design their own tesserae which will be used as part of a collaborative mosaic. They will experiment with new ways of working with clay, including adding texture and relief and using joining methods.	All children should have a good understanding what to do whilst attacking (dribbling, passing, space) and defending (blocking, intercepting). In addition, they should be able to list basic rules when attacking and defending.	Swimming lessons according to NC objectives with Swimming Service.	Re-focus children on core language skills/ key vocabulary.