

Year:	4	Term:	Autumn 1	Learning Challenge question	What did the Ancient Greeks bring to the world?	MTP
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	Maths	English			Science			
					Working Scientifically			
		Reading	Writing	Speaking & Listening	Observing over time	Pattern seeking/ Fair testing	Classification and identification	Research
Prior Learning	Comparing and ordering numbers Place value Rounding Addition and subtraction	VIPERS (Vocabulary, Inference, Prediction, Explaining, Retrieval, Sequence/Summarise) Prior comprehension assessments	<ul style="list-style-type: none">- Knowledge of a range of adjectives- Knowledge of correct use of relevant SPAG- To use a range of skills to write coherently for a purpose and for the reader.- To know that we use a range of vocabulary to set the scene and create characters within a narrative.- Understanding of how inverted commas are used to punctuate direct speech.- Knowledge of a range of conjunctions- Knowledge of a range of prepositions.- Knowledge of a range of adverbs.			Science Y4: Sound 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	Identify how sounds are made, associating some of them with something vibrating	
Pre & post assessments	Start and end of topic assessments	Weekly independent comprehensions	Cold and hot write for each unit	Ongoing formative assessment	Initial concept cartoon assessment			

Unit assessment	Start and end of topic assessments							
1	Transition week New reading books given out Cold write Maths games							
2	Using manipulatives and recapping knowledge of Place Value. L.1. How will I count in 25s and 100? and pre learning task L.2. How will I count in thousands? L.3. How will I count in thousands, hundreds, tens and ones? L.4. How can I use place-value to count?	LQ: What is VIPERS? Explore texts with a focus on vocabulary Whole class guided reading focus - VIPERS	L.1. What is a sentence? L.2. How do I write a descriptive sentence? L.3. How do I write a descriptive paragraph? L.4. Hook – visiting the labyrinth! Cold Task: Beat the Monster story; character description focus Spelling: <i>accident</i> <i>accidentally</i> <i>believe</i> <i>calendar</i>			Concept cartoon, prior knowledge and sticky knowledge mat.		

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			<i>decide</i> Handwriting: <i>un, um</i> <i>ig, id</i> <i>ed, eg</i>					
3	<p>L.5&6 How do I compare and order numbers using Place Value knowledge?</p> <p>L.7 How do I compare and order numbers using Place Value knowledge? (Descriptive Journal)</p> <p>L.9. What are number patterns?</p> <p>L.11. What is rounding and how do I round to the nearest 10 and 100? (Descriptive Journal)</p> <p>L.10.How do I</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></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.</p>	Identify how sounds travel and report findings	

	round numbers to the nearest 1000?		<p><i>early earth famous group history</i></p> <p><i>Handwriting: an, ar ing, ung, ang ch, sh</i></p>			<p>Use straightforward scientific evidence to answer questions or to support their findings.</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>		
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						<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>		
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4	<p>L.12. How does rounding help me?</p> <p>L.13. What is rounding to estimate?</p> <p>Chapter Consolidation</p> <p>Place Value Post Learning Task</p> <p>Problem solving activities for journaling related to place-value and rounding.</p>	<p>Whole class guided reading focus - VIPERS</p>	<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 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><u>LQ: What is pitch?</u></p> <p><u>Pitch and Volume</u> Investigate pitch and 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</p>		
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			<i>Handwriting:</i> <i>th, tl</i> <i>ll, ill</i> <i>sli, slu</i>			<p>presentations of results and 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>		
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5	<p>L.1. How will I use different methods to add numbers without renaming?</p> <p>L.2.What method will help me to add with renaming?</p> <p>L.3. What method will help me to add with renaming?</p> <p>L.4. How will I add four digit numbers with renaming??</p> <p>L.5. How do I use a formal written method for addition with renaming? This is just a journal lesson to embed skills(Evaluative Journal)</p>	Whole class guided reading focus - VIPERS	<p>L.16. Hook & Cold Task: Information Text – Mythical creature</p> <p>L.17. What is an 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> occasion occasionally possess possession surprise</p> <p><i>Handwriting:</i> ck, ack st, sti</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>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>		
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			<i>ink, unk</i>			Use straightforward scientific evidence to answer questions or to support their findings.		
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6	<p>L.6. What are mental strategies for addition?</p> <p>L.7. How do I apply mental strategies for addition?</p> <p>Problem solving and journaling related to adding with renaming and mental strategies for addition.</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>L.24. How will I box up and plan ideas for an Information Text?</p> <p><i>Spelling:</i> <i>eight</i> <i>eighth</i> <i>straight</i> <i>strange</i> <i>strength</i></p> <p><i>Handwriting:</i> <i>og, od</i> <i>ve, re</i> <i>oo, oon, oom</i></p>			<p><u>LQ: What material best reduces the sounds that we hear?</u></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>		
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						<p>Make systematic and careful observations 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>		
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						<p>Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</p> <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>		
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7		Whole class guided reading focus - VIPERS	<p>L.25. How will I write an Information Text?</p> <p>L.26. How will I 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>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><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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			<p>L.26. How will I compare and contrast performance poetry, noting likes and dislikes?</p> <p>Spelling: <i>actual</i> <i>actually</i> <i>bicycle</i> <i>caught</i> <i>describe</i></p> <p>Handwriting: <i>break letters,</i> <i>capital letters,</i> <i>check up</i></p>					
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	<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 & Subtraction Post Learning Task</p> <p>Consolidation and Post Learning Tasks for Number and Place Value, Addition & Subtraction</p>							
End of unit assessment	Individual unit assessments carried out across the term.		Hot write					

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	Geography	History	DT	Art	Computing	PSHE / RE
Prior Learning	<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>					
Pre & post assessments		Pre: Cold task-Title page				
		Return to cold task				
Unit assessment						
1		<p>Tasting Greek Foods and evaluating taste.</p> <p>Title Page – Greek vases with children's existing understanding of life in Ancient Greece.</p>				How are Rights and democracy linked?

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		Children to draw a picture of life in Ancient Greece inside windows on their vase i.e. Food, Religion, Entertainment.				
2	Know where Greece is on a world map, in relation to the UK and in Europe and the importance of its location.	<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>			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.	What are the origins and function of the UNCRC? How was it put together?
3	Know the countries that make up the European Union.	<p>LQ: What is a Democracy?</p> <p>LQ: How and why did the ruling systems in Greece change?</p>			<p>How does a repeat loop work in Scratch?</p> <p>Ask the pupils to add repetition into their games, testing and</p>	Which elements of the UNCRC especially align with the democratic process?

					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>			<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>	<p>What do we know about Jesus' life story? Is his story inspiring for some people?</p> <p>Was Jesus inspiring because of his actions?</p>

Year:	4	Term:	Autumn 1	Learning Challenge question	What did the Ancient Greeks bring to the world?	MTP
-------	---	-------	----------	-----------------------------	---	-----

5		<p>LQ: What is the Battle of Marathon and how does it compare to other cities?</p>	<p>Designing & making Greek Vases and evaluating the patterns and designs. 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 shape the world - Know about the designs and uses of pottery in Ancient Greece.</p>		<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 progressively increasing difficulty to their games.</p>	<p>What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?</p>
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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>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>	<p>Did Jesus' teachings inspire people? How and why?</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>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>	<p>Why is Jesus so important to Christians?</p>

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End of Unit assessment					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 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.	This investigation enables pupils to learn in depth about Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.
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	Music	RE	PE		Languages
			Games	Dance / Gymnastics	
Prior Learning	Awareness of creating sounds in sequence using body percussion				
Pre & post assessments	Pre-assessment: To demonstrate some understanding of building texture through body percussion				

	Post-assessment: To create and demonstrate a textured composition				
Unit assessment	Rainforests: Body and Tuned percussion				
1	Pitter patter raindrops: Identify structure and texture in music	What makes a person inspirational to others? What are the characteristics of a good role model?	Children are going to familiarise themselves with the game Tag Rugby. Children will be taught to run around with their tags on and learn how to evade defenders. From a defensive perspective they will understand how to stop children attacking. LQ: What have you got to do to evade defenders?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 1 I can ask and answer several questions about myself
2	Rainforest Body Percussion: Use body percussion	Who is inspiring for me? Who is inspiring for other children in my class?	Children are going to be introduced to passing. In pairs the children are going to start off passing the ball to each other stationery then progressively moving onto running. The children will then be challenged to see if they can run and pass to a partner to score a try at the opposite end of the pitch. LQ: When passing a ball to a partner what must we ensure we do?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 2 I can recall numbers to 10 and classroom instructions

Year:	4	Term:	Autumn 1	Learning Challenge question	What did the Ancient Greeks bring to the world?	MTP
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3	The rhythm of the forest floor: Create musical rhythms using body percussion	What do we know about Jesus' life story? Is his story inspiring for some people?	The children are going to be introduced to defending as a team. The children are going to split into 4 teams. One of which will be attacking and the other defending. The main emphasis will be on defending and stopping the opposition from getting through to their try line. LQ: What are the benefits of defending in a line?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 3 I can say and read some numbers between 0 and 20
4	The loopy rainforest: Create simple tunes	Was Jesus inspiring because of his actions?	The children are going to develop their attacking skills. In small groups children will run to a defender in the middle and use a skill/ movement to get beyond. Children will then build from this by introducing live defenders. LQ: How can an attacker get beyond a defender?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 4 I can remember days of the week and months of the year

5	Sounds of the Rainforest: Build and improve a composition	What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?	The children are going to introduced to playing small sided games of 3 v 1 and 3 v 2 games. The main emphasis will be attacking and trying to use individual movement and passing to get beyond the defenders. LQ: How can we get beyond a defensive line?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 5 I can say and write names of rooms in the school
6	Recap and consolidate knowledge and skills from weeks 1 to 5	Did Jesus' teachings inspire people? How and why?	Children are going to play Tag Rugby games splitting the children equally across 4 teams. A round robin tournament style will be played. The children will ensure they are sticking to main rules of tag rugby. LQ: What are the core rules of Tag Rugby?	Swimming lessons according to NC objectives with Swimming Service.	Lesson 6 I can say and write the nouns for some classroom objects
7	Assessment: Show and/or perform composition	Why is Jesus so important to Christians?	Children are going to play small sided games of Tag Rugby. LQ: What are 3 defensive rules and 3 attacking rules?	Swimming lessons according to NC objectives with Swimming Service.	Puzzle It Out assessment with soundfiles.

Year:	4	Term:	Autumn 1	Learning Challenge question	What did the Ancient Greeks bring to the world?	MTP
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End of Unit Assessment	<p>Know that structure can help to create contrasts in compositions</p> <p>Know that combining different instruments and rhythms can create layers, and this is called “texture”</p> <p>Know that a “loop” is a repeated melody or rhythm</p> <p>Know that changing the dynamics can change the texture</p>	<p>This investigation enables pupils to learn in depth about Christianity, exploring different reasons why Jesus is considered an inspiring figure by Christians – and by many other people too.</p>	<p>All children should have a good understanding of how to play the game and be able to demonstrate. In addition, they should be able to list basic rules when attacking and defending.</p>	<p>Swimming lessons according to NC objectives with Swimming Service.</p>	<p>Re-focus children on core language skills/ key vocabulary.</p>
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