Year 3/4 Medium Term Plan - Summer 2025/2026

	Ancient Greece National Curriculum Objectives	Skills / Outcomes	Overview of learning
Maths	The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning. Topics covered include: Fractions (Y3/4) Decimals (Y4) Time (Y3/4) Shape (Y3/4) Position and Direction (Y4) Money (Y3/4) Statistics (Y3/4) Measures (Y3) Year 4 will complete the National Multiplication Tables Check (MTC) in June.		
English	• Take One Poet (Performance – Lewis Carroll) • Film script (Ancient Greek News) • Biography (Ancient Greek Gods) • Narrative – Dialogue / Action suspense (Myths) • Non – Fiction persuasion (Wanted Poster) • Recount (Abberton Reservoir) Class Text – 'Shipwrecked' by Jenny Pearson & 'Who Let the Gods Out' by Maz Evans		The children will follow the curriculum with daily reading, writing and spelling lessons. Handwriting will link to the weekly spelling rules.
Science	**Plants** • identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers • explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant	Plants Biology- Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers. • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil,	The children will be introduced to the relationship between structure and function: the idea that every part of a plant has a job to do. They will explore questions that focus on the role of the roots and stem in nutrition and support, leaves

	• investigate the way in which water is transported within plants • explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal **Animals including humans** Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animals have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans	and room to grow) and how they vary from plant to plant. • Investigate the way in which water is transported within plants. • Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. • Identify and name a variety of living things (plants and animals) in the local and wider environment, using classification keys to assign them to groups. • Give reasons for classifying plants and animals based on specific characteristics. Describe the ways in which nutrients and water are transported within animals, including humans. • Identify that humans and some animals have skeletons and muscles for support, protection and movement. • 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. To work scientifically	for nutrition and flowers for reproduction. Across the term the children will also study animals including humans focusing on what the body needs to survive. They will learn about the digestive system and the structure of the human body (skeleton and muscles). The children will learn about teeth and their different functions.

	Identify the different types of teeth in humans and their simple functions	Thinking Scientifically asking relevant questions and using different types of scientific enquiries to answer them making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers gathering, recording, classifying and presenting data in a variety of ways to help in answering questions recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions ♣ using straightforward scientific evidence to answer questions or to support their findings identifying differences, similarities or changes related to simple scientific ideas and processes	
Geography	**What's the Score Here? (Counties and cities of the UK)** Be competent in the geographical skills needed to interpret a range of sources of geographical information, including maps, diagrams, globes, aerial photographs. **Locational knowledge** Name and locate counties and cities of the United Kingdom, geographical regions and their identifying	**By the end of the block of work, children should:** • Be able to plan a route from Sydney to London. • Be able to name and locate the UK countries and some main cities. • Be able to identify some physical and human features in the UK. • Be able to understand what a country and county are. • Be able to plan a route around the UK.	This unit develops **map skills**, **locational knowledge**, and an understanding of **human and physical features** through the engaging theme of sport.

	human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns. **Human and Physical Geography** Describe and understand key aspects of human geography including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. **Geographical Skills and Fieldwork** Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Use the 8 points of a compass, 4- and 6-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.	• Be able to locate local sports facilities and label them using a map and a key.	
History	Ancient Greece Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation', Understand the methods of historical enquiry, including how evidence is used	Give a broad overview of life in Britain from ancient until medieval times. Use evidence to ask questions and find answers to questions about the past. • Suggest suitable sources of evidence for historical enquiries.	Within our topic we will learn about a number of historical Greek figures, including mathematicians, philosophers and other key historical figures. We will study Greek life and look at the influence the may have had on our lives today.

	rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed Ancient Greece – a study of Greek life and achievements and their influence on the western world	• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. • Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. • Suggest causes and consequences of some of the main events and changes in history. Compare some of the times studied with those of other areas of interest around the world. Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past. Use dates and terms to describe events. Use appropriate historical vocabulary to communicate, including: • dates • time period • era • change	

Art	Sculpture, Structure, Inventiveness and Determination: Festival Feast: Pupils should be taught 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. Pupils should be taught: • to create sketch books to record their observations and use them to review and revisit ideas • 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] • to know about great artists, architects and designers in history.	Sculpture, Structure, Inventiveness and Determination: Key Concepts: • That artists can learn from the world around them. That artists can draw parallels with other beings/events to help us understand things about ourselves. • That artists take creative risks. That artists try to say new things by manipulating and representing the materials of the world. • That we can feel safe enough to take creative risks in our own work. That we can explore materials and ideas feeling free from criticism. • That we can express our personality through the art we make. • That we can use materials, tools and the ideas in our head to explore line, shape, form, balance and structure. • That making art can be hard, but that doesn't mean we aren't doing it right or aren't good at it. It just means we are doing it. Festival Feasts:	In this pathway children explore formal drawing and sculpture skills like line, mark making, shape, form, balance and structure, but they also just as importantly explore how it *feels* to make art. They explore how they can appreciate a sense of challenge, and a feeling of trying things out without fear of failure or "wrong or right". In this pathway, children are enabled to begin to recognise that their individual creative

		Key Concepts: • That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. • That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. • That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. • That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.	response will be different to that of their peers, but that it is valued and can contribute to a larger shared artwork.
Music	Changes in Pitch, tempo and dynamics – Rivers Samba and carnival sounds and instruments • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression. • Appreciate and understand a wide range of high-quality live and recorded music drawn from	Changes in Pitch, tempo and dynamics – Rivers - Unit outcomes: • Sing in tune and in harmony with others, with developing breath control. • Explain how a piece of music makes them feel with some use of musical terminology. • Perform a vocal ostinato in time. • Listen to other members of their group as they perform. • Create an ostinato and represent it on paper so that they can remember it. • Create and perform a piece with a variety of ostinatos. Samba and carnival sounds and instruments – Unit Outcomes: • Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil.	

	different traditions and from great composers and musicians. • Improvise and compose music for a range of purposes using the interrelated dimensions of music. • Use and understand staff and other musical notations. • Listen with attention to and recall sounds with increasing aural memory.	• Clap on the off-beat (the and of each beat) and be able to play a syncopated rhythm. • Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). • Play their break in time with the rest of their group and play in the correct place in the piece. • Play in time and with confidence; accurately playing their break.	
DT	Cooking and Nutrition Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.	Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram accurately. Follow a recipe. Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Design and make Greek food e.g., kebabs, Dips for pittas, Greek salad Use computer to produce menu for Greek restaurant Preparing vegetables and meat for cooking peeling chopping skills. Using safety knives and claw method. Safe cooking Research modern Greek cuisine Evaluate example menus

			Test and evaluate dips use star chart
Computing	**Programming B**: Repetition in games • Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts • 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 algorithms work, and to detect and correct errors in algorithms and programs • Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information **Data and Information**: Data Logging **Computing – Key stage 2**	To develop the use of count-controlled loops in a different programming environment. To explain that in programming there are infinite loops and count-controlled loops. To develop a design that includes two or more loops which run at the same time. To modify an infinite loop in a given programme. To design and create a project that includes repetition To explain that data gathered over time can be used to answer questions. To use a digital device to collect data automatically. To explain that a data logger	This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout. In this unit, pupils will consider how and why data is collected over time. Pupils will

	• Use sequence, selection, and repetition in programs; work with variables and various forms of input and output • Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information **Science Links – Lower key stage 2/Year 4** • Making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers. • They should learn how to use new equipment, such as data loggers, appropriately. They should collect data from their own observations and measurements, using notes, simple tables and standard units, and help to make decisions about how to	collects 'data points' from sensors over time. To recognise how a computer can help us analyse data. To identify the data needed to answer questions. To use data from sensors to answer questions	consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.

	record and analyse this data.		
Online Safety	E-Safety – personal information sharing	• Explain the reasons why internet use may be monitored. • Understand how monitoring services are used to keep children and users safe online. • Structure an argument from one perspective and convey this with effective and clear contributions.	I can explain that internet use is never fully private and is monitored, e.g. adult supervision.
	E-Safety – seeking permission	• I can explain the difference between a 'belief', an 'opinion' and a 'fact'. • I can analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. • I understand what criteria have to be met before something is a 'fact'. • I can explain how to evaluate evidence to determine its credibility. • I can identify how to get help from a trusted adult if needed.	I can explain the difference between a 'belief', an 'opinion' and a 'fact. and can give examples of how and where they might be shared online, e.g. in videos, memes, posts, news stories etc.

MFL	Animals (E) Habitats (I) • listen attentively to spoken language and show understanding by joining in and responding • explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words • develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases • read carefully and show understanding of words, phrases and simple writing • appreciate stories, songs, poems and rhymes in the language	• Demonstrate a growing vocabulary • Use a translation dictionary or glossary to look up new words. • Express personal experiences and responses. • Ask others to repeat words or phrases if necessary. • Ask and answer simple questions and talk about interests. • Take part in discussions and tasks.	The children will use 'Language Angels' to be introduced to a range of French animals and habitats. Through repetition they will read and learn the names of them and begin to write them in French.
PSHE	RSE - How will we grow and change? My Happy Mind Module 4 – Relate	Year 4 - about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty Year 3 will focus on friendships. Relate - This module is focused on teaching children the importance of being able to relate to and get along with others in order to have positive relationships. It uses Character Strengths to illustrate the need to be able to see other perspectives in	

	My Happy Mind Module 5 – Engage Communities Shared responsibilities Ourselves – growing and changing – grief – transition to new classes.	order to build relationships. Through lots of examples and discussion, the children learn about two key skills that will serve them well in relationship building. Active Listening - is focused on building Active Listening skills to ensure that children are really understanding other points of view, rather than jumping to conclusions. The Active Listening check list includes: making eye contact, smiling, having no distractions, remembering what is said, asking questions to clarify and summarising. Stop, Understand and Consider - is all about taking the time to pause and think about what someone else's point of view might be and why, before acting. This helps children to relate to each other and avoid conflict. This module focuses on bringing together everything the children have learnt throughout the myHappymind curriculum. It has a particular focus on using the knowledge and skills they have acquired to help them engage in the world through Goal Setting. Integral to this is focusing on the Character Strength of perseverance, which links closely to resilience. The children set Big Dream Goals. Big Dream Goals are goals that the children are passionate about and that are important to them. This could be anything from learning to do a handstand to being able to tie their laces independently or swim a length in their swimming lesson.	
RE	*What do Muslims believe about God?* **Muslim**	Children will learn about: • The concept of Tawhid. • The impact of Tawhid on Muslims. • The impact of the Qur'an containing the actual words of God. • How the existence of God is explained in Muslim teachings. • How the Muslim view of deity differs from that of other religions.	Children will be able to: • Show awareness of the Qur'an as the supreme source of authority • Identify ways in which the Muslim view of Allah is similar to and different from the Christian view of God. Begin to understand this in the context of the three Abrahamic religions (Judaism, Christianity, Islam) • Recognise ways in which the Muslim view of Allah influences the way Muslims live their lives and view

	What difference does being a Muslim make to daily life? **Muslim**	Children will learn about: • Masjid or mosque as a place of prayer. Facilities for ritual washing and communal prayer. Variety of styles and architecture reflecting beliefs. Varying use of a minaret for the call to prayer, and alternatives to this. • Knowledge of The Five Pillars of Islam - Shahadah, Salah, Sawm, Zakat and Hajj.	other people. • Recognise that there are many different answers to the question, 'What is God like?' Children will be able to: Identify how a person's beliefs and actions align them with the religion if Islam. • Identify a range of ways in which Muslim beliefs impact on a believer's daily life, their family, community and society. • Identify some similarities and differences in how Muslims around the world practise and express their beliefs about Allah.
PE	Games (Tennis) / Athletics / Striking and fielding / Football (Silver Birch) • Play competitive games, modified where appropriate • use running, jumping, throwing and catching in isolation and in combination Swimming – SG (Holly Class) 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]	**Games** Strike a ball and field with control. Throw and catch with control and accuracy. Follow the rules of the game and play fairly. Lead others and act as a respectful team member. **Athletics** Sprint over a short distance up to 60 metres. • Run over a longer distance, conserving energy in order to sustain performance.	

	Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] Compare their performances with previous ones and demonstrate improvement to achieve their personal best.	• Use a range of throwing techniques (such as under arm, over arm). • Throw with accuracy to hit a target or cover a distance. • Jump in a number of ways, using a run up where appropriate. • Compete with others and aim to improve personal best performances. **Gymnastics:** Plan, perform and repeat sequences. • Move in a clear, fluent and expressive manner. Refine movements into sequences. Show a kinaesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape.) Swing and hang from equipment safely (using hands). **Swimming:** Use more than one stroke and coordinate breathing as appropriate for the stroke being used. • Coordinate leg and arm movements. • Swim at the surface and below the water. Swim between 25 and 50 metres unaided. Perform safe self-rescue in different water-based situations.