

Year 3/4 Medium Term Plan Summer 2023/2024

Theme	Ancient Greece National Curriculum Objectives	Milestones / Skills	Overview of learning
Maths	<p>The children will follow the curriculum with daily lessons in Maths groups linked to the White Rose Maths Scheme of Learning.</p> <p>Topics covered include:</p> <ul style="list-style-type: none"> Fractions (Y3/4) Decimals (Y4) Time (Y3/4) Shape (Y3/4) Position and Direction (Y4) Money (Y3/4) Statistics (Y3/4) Measures (Y3) <p>Year 4 will complete the National Multiplication Tables Check (MTC) in June.</p>		
English	<ul style="list-style-type: none"> • 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) <p>Class Text - 'Who Let the Gods Out' Maz Evans</p>	<p>The children will follow the curriculum with daily reading, writing and spelling lessons.</p> <p>Handwriting will link to the weekly spelling rules.</p>	
Science	<p>Plants</p> <ul style="list-style-type: none"> • 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 	<p>Plants Biology-</p> <p>Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</p> <ul style="list-style-type: none"> • Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, 	<p>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 for nutrition and flowers for reproduction.</p>

<ul style="list-style-type: none"> 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 <p>Animals including humans</p> <p>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</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions</p>	<p>and room to grow) and how they vary from plant to plant.</p> <ul style="list-style-type: none"> 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. <ul style="list-style-type: none"> 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. <p>Describe the ways in which nutrients and water are transported within animals, including humans.</p> <ul style="list-style-type: none"> 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. <p>To work scientifically</p> <p>Thinking Scientifically</p>	<p>The children will also have a 'Science Day' in April linked to the theme of 'time'.</p> <p>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.</p>
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<p>Geography</p>	<p>Place Knowledge - Greece</p> <p>Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America</p> <p>Human and physical geography</p> <p>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</p>	<p>Name and locate the countries of Europe and identify their main physical and human characteristics.</p> <p>Describe geographical similarities and differences between countries.</p> <ul style="list-style-type: none"> • Explain own views about locations, giving reasons. <p>Ask and answer geographical questions about the physical and human characteristics of a location.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</p>	<p>Within our topic the children will learn about the location and characteristics of Greece and its surrounding environment. This will include the physical and manmade landmarks of the region. We will consider this against our own position on Earth relative to the Equator, hemispheres etc.</p>

	<p>Locational knowledge</p> <p>Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities</p> <p>Geographical skills and fieldwork</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies</p>	<p>Use a range of resources to identify the key physical and human features of a location.</p> <p>Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</p>	<p>During the term we will also complete some fieldwork around our local area.</p>
History	<p>Ancient Greece</p> <p>Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations;</p> <p>Gain and deploy a historically grounded understanding of abstract terms such as 'empire', 'civilisation',</p> <p>Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed</p>	<p>Give a broad overview of life in Britain from ancient until medieval times.</p> <p>Use evidence to ask questions and find answers to questions about the past.</p> <ul style="list-style-type: none"> • Suggest suitable sources of evidence for historical enquiries. • Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history. 	<p>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 they may have had on our lives today.</p>

	<p>Ancient Greece - a study of Greek life and achievements and their influence on the western world</p>	<ul style="list-style-type: none"> • 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. <p>Compare some of the times studied with those of other areas of interest around the world.</p> <p>Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past.</p> <p>Use dates and terms to describe events.</p> <p>Use appropriate historical vocabulary to communicate, including:</p> <ul style="list-style-type: none"> • dates • time period • era • change 	
<p>Art</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 - collage</p> <p>About great artists, architects and designers in history.</p>	<p>Drawing:</p> <p>Use different harnesses of pencils to show line, tone and texture.</p> <p>Annotate sketches to explain and elaborate ideas.</p> <p>Sketch lightly (no need to use a rubber to correct mistakes).</p> <p>Use shading to show light and shadow.</p>	<p>In Art, the children will sketch plants using shading and different pencil markings. They will also study a notable artist using this to influence their work.</p>

		<p>Use hatching and cross hatching to show tone and texture.</p> <p>Replicate some of the features used by notable artists Collect information, sketches and resources. Create original pieces that are influenced by studies of others. Comment on artworks using visual language Explore ideas in a variety of ways.</p> <p>Develop ideas from starting points across the curriculum Adapt and refine ideas as they progress.</p> <p>Select and arrange materials for a striking effect Add materials to provide interesting detail.</p>	<p>We will look at a range of collages and create a collage linked to our topic.</p>
<p>Music</p>	<p>Charanga: Unit: Blackbird</p> <p>Unit: Reflect, Rewind and Replay</p> <p>Style: Western Classical Music</p> <p>Unit: Glockenspiel Stage 1/2</p> <p>Style: Learning basic instrumental skills by playing tunes in varying styles</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<ul style="list-style-type: none"> • Sing from memory with accurate pitch. • Sing in tune. • • Maintain a simple part within a group. • • Pronounce words within a song clearly. • • Show control of voice. • • Evaluate music using musical vocabulary to identify areas of likes and dislikes. • Compose and perform melodic songs. • Play notes on an instrument with care so that they are clear. • Perform with control and awareness of others. • Understand layers of sounds and discuss their effect on mood and feelings. • Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent. 	<p>All the learning in this unit is focused around one song: Blackbird by The Beatles - a song about civil rights.</p> <p>The material presents an integrated approach to music where games, the dimensions of music (pulse, rhythm, pitch etc), singing and playing instruments are all linked.</p> <p>Silver Birch Class will undertake 10 sessions of ukulele.</p>

	<p>Improvise and compose music for a range of purposes using the inter-related dimensions of music</p> <p>Listen with attention to detail and recall sounds with increasing aural memory</p>		
DT	<p>Cooking and Nutrition</p> <p>Understand and apply the principles of a healthy and varied diet</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p>Prepare ingredients hygienically using appropriate utensils.</p> <p>Measure ingredients to the nearest gram accurately.</p> <p>Follow a recipe.</p> <p>Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</p>	<p>Design and make Greek food e.g., kebabs, Dips for pittas, Greek salad</p> <p>Use computer to produce menu for Greek restaurant</p> <p>Preparing vegetables and meat for cooking peeling chopping skills. Using safety knives and claw method.</p> <p>Safe cooking</p> <p>Research modern Greek cuisine</p> <p>Evaluate example menus</p> <p>Test and evaluate dips use star chart</p>
Computing	<p>Programming B: Repetition in games</p> <ul style="list-style-type: none"> Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts 	<p>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</p>	<p>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</p>

- 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

- 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

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 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

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 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.

	<ul style="list-style-type: none"> • 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 record and analyse this data. 		
MFL	<p>Animals (E)</p> <p>Habitats (I)</p> <ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • 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. 	<p>The children will use 'Language Angels' to be introduced to a range of French animals and habitats.</p> <p>Through repetition they will read and learn the names of them and begin to write them in French.</p>

PSHE	<p>RSE - How will we grow and change?</p> <p>HEALTH AND WELLBEING Why should we eat well and look after our teeth?</p>	<p>Year 4 - about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams</p> <ul style="list-style-type: none"> • 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 <p>Year 3 will focus on friendships.</p> <p>How to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist</p> <ul style="list-style-type: none"> • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care 	
RE	<p><i>What do Muslims believe about God?</i> Muslim</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • 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. 	<p>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 other people. • Recognise that there are many different answers to the question, 'What is God like?'</p>

	<p><i>What difference does being a Muslim make to daily life?</i></p> <p>Muslim</p>	<p>Children will learn about:</p> <ul style="list-style-type: none"> • 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. 	<p>Children will be able to: Identify how a person's beliefs and actions align them with the religion of 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.</p>
<p>PE</p>	<p>Games / Athletics / Striking and fielding</p> <ul style="list-style-type: none"> • Play competitive games, modified where appropriate • use running, jumping, throwing and catching in isolation and in combination <p>Swimming - SG (HOLLY Class & Silver Birch to finish their sessions)</p> <ul style="list-style-type: none"> • 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] <p>Gymnastics develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]</p>	<p>Games</p> <p>Strike a ball and field with control.</p> <p>Throw and catch with control and accuracy.</p> <p>Follow the rules of the game and play fairly.</p> <p>Lead others and act as a respectful team member.</p> <p>Athletics</p> <p>Sprint over a short distance up to 60 metres.</p> <ul style="list-style-type: none"> • Run over a longer distance, conserving energy in order to sustain performance. • 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. 	

Compare their performances with previous ones and demonstrate improvement to achieve their personal best.

• 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.