ENGLISH

Traditional tale:



Newspaper Articles (based on Hansel and Gretel). Discuss the idea with children; are Hansel and Gretel villains or heroes? If you were writing a newspaper, depending on your point of view would depend on the ‘angle’ you newspaper was coming from.

Non Fiction: Chronological Report

Poetry: Senryu

**RE**

What does worship mean? – Why are heroes and villains worshipped? (Relate to Spartans, Greek Gods and Persians). Who is considered a hero? A villain?

What do we mean by commitment?

Who were the Ancient Greeks? (Y4)

**Computing –**

Is the internet a safe place for people? What ‘villains’ may you encounter on the internet? Create a safety poster on how to stay safe online? (Link with PSHCE).

**Discrete Science – ‘What makes the world so bright?’**

Children will recognise that they need light in order to see things and that dark is the absence of light.

Explain the difference between transparent, translucent and opaque.

**Discrete Subjects-**

French

PE

PSHE

**HISTORY –**

We will discuss where Greeks are placed in period of history in relation to topics already covered in school (Victorians and Romans).

Children will study Ancient Greeks and will look at their achievements through time and how they had a huge influence on the western world.

Therefore children will be able to create events from the past which helped shape history.

They will also look at the Spartans and how they were regarded as heroes – this will link to the children recognising wealth. Can they create two version of events from a soldier and a poor person.

**Geography-**

Plan a journey to England and how the differ from past to present.

**HISTORY**

**Children study the ancient Greeks and the Normans through the eyes of heroes or villains from that date.**

**Ancient Greeks**

**Hercules**

**Achilles**

**Aedeses**

**Jason**

**Perseus**

A non-European society that contrasts with British history :

* Early Islamic civilisation Bagdhad AD900
* Mayan Civilization AD900
* Benin West Africa AD900 - 1300

**Science -**

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**Vocabulary list**

1. **Influence –** the capacity to have an effect on the character, development, or behaviour of someone or something, or the effect itself.
2. **Worship –** the feeling or expression of reverence and adoration for a deity.

**Commitment –** the state or quality of being dedicated to a cause.

**Spartan –** A Spartan was a solider or warrior who became part of the most feared military forces in the Greek world.

**Transparent –** Allowing light to pass through so that objects behind can be distinctly seen.

**Translucent –** allowing light, but not detailed shapes, to pass through; semi-transparent.

**Opaque –** not able to be seen through.

1. **Timeline –** a graphical representation of a period of time, on which important events are marked.
2. **Wealth –** an abundance of valuable possessions or money.

**Persians –** A group of people who attempted to rule over heroes and attempted to invade Greece.

Who were the Ancient Greeks? (Y4)

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**HISTORY**

* Can they appreciate that the food people ate was different because of the availability of different sources of food?
* Can they appreciate that weapons will have changed by the developments and inventions that would have occurred within a given time period?
* Can they appreciate that wealthy people would have had a very different way of living which would have impacted upon their health and education?
* Can they independently, or as part of a group, present an aspect they have researched about a given period of history using multi-media skills when doing so?
* Can they describe events from the past using dates when things happened?
* Can they use a timeline within a specific time in history to set out the order things may have happened?
* Can they use their mathematical knowledge to work out how long ago events would have happened?
* Can they use various sources to piece together information about a period in history?
* Can they through research identify similarities and differences between given periods in history?
* Can they plot recent history on a timeline using centuries?
* Can they place periods of history on a timeline showing periods of time?
* Can they explain how events from the past has helped shape our lives?
* Can they research two versions of an event and say how they differ?
* Can they research what it was like for a child in a given period from the past and use photographs and illustrations to present their findings?
* Can they recognise that people’s way of life in the past was dictated by the work they did?

Who were the Ancient Greeks? (Y4)

**COMPUTING**

* Can they experiment with the internet and understand what is good and what is bad?
* Can they understand what they may encounter on the internet?
* Can they explain what e-safety is?
* Can they create their own page or poster to explain what is good about the internet?
* Can they create their own page or poster to explain what is bad about the internet?
* Can they create their own page or poster to explain why it is important to be safe on the internet?
* Can they use further researching on the internet?

**RE**

**WHAT DO WE MEAN BY COMMITMENT? WHAT DOES WORSHIP MEAN?**

* Can they make connections between different religions and world views?
* Can they observe and understand varied examples of religions and worldviews?
* Can they explain, with reasons, their meanings and significance to individuals and communities?
* Can they discuss and represent their own views on challenging questions about belonging, meaning, purpose and truth?
* Can they represent other’s views on the same?
* Can they suggest why belonging to a community may be valuable in the diverse communities being studied?
* Can they suggest why belonging to a community may be valuable in their own lives?
* Can they consider and apply ideas about ways in which diverse communities can live together for the well-being of all?
* Can they respond thoughtfully to ideas about community, values and respect?
* Can they explore and show understanding of similarities and differences between different religions and worldviews?
* Can they discuss and apply their own and others’ ideas about ethical questions, including ideas about what is right and wrong and what is just and fair?
* Can they express their own ideas clearly in response?
* Can they describe different features of religions and worldviews?
* Can they make connections between different religions and world views?
* Can they explain more about worship and the rituals which mark important points in life?

Who were the Ancient Greeks? (Y4)

Discrete – Science ‘What makes the world so bright? (Y4)

**Light**

* Can they recognise that they need light in order to see things and that dark is the absence of light?
* Can they notice that light is reflected from surfaces?
* Can they recognise that light from the sun can be dangerous and that there are ways to protect their eyes?
* Can they recognise that shadows are formed when the light from a light source is blocked by an opaque object?
* Can they find patterns in the way that the size of shadows change?
* Can they explain the difference between transparent, translucent and opaque?

**Working Scientifically**

* Can they ask relevant questions and use different types of scientific enquiries to answer them?
* Can they set up simple practical enquires, comparative and fair tests?

Discrete Subject (Y4)

**French**

* Can they listen attentively to spoken language and show understanding by joining in and responding?
* Can they explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words?
* Can they engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help?
* Can they speak in sentences, using familiar vocabulary, phrases and basic language structures?
* Can they develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases?
* Can they present ideas and information orally to a range of audiences?
* Can they read carefully and show understanding of words, phrases and simple writing?
* Can they appreciate stories, songs, poems and rhymes in the language?
* Can they broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary?
* Can they write phrases from memory, and adapt these to create new sentences, to express ideas clearly?

Discrete Subject (Y4)

**PE**

**OAA**

* Can they follow simple plans and maps on school site?
* Can they work in small groups on challenges?
* Can they create team building activities?
* Can they orientate map and navigate simple course?
* Can they work with others co-operatively?
* Can they take different roles in a team?

**Athletics (Paralympics cluster competition)**

* Can they organise themselves in small groups safely?
* Can they understand relay takeovers – take part in one?
* Can they co-operate well as a team?
* Can work as part of a team and pace themselves based on team / distance?
* Can they demonstrate skills effectively for other children to improve?

Discrete Subject (Y4)

**PE**

**Ball skills: Striking & Fielding**

* Can they adjust when striking?
* Can they understand fielder positions?
* Can they catching and throw effectively to help their team?
* Can they use bowling accuracy and varying speed?
* Can they bat using different types of shot?
* Can they change & maintain positioning whilst fielding?
* Can they throw for distance?
* Can they use different ways of bowling?

**Athletics**

* Can they understand difference sprinting and running longer distance?
* Can they throw with power and accuracy for distance?
* Can they jump from standing position for distance?
* Can they suggest ways to improve performance through observation evaluation?
* Can they act on advise to improve performance?

‘How and when do we grow up?’ (Y4)

**PSHE – Growing up and changing**

* Can they talk about the way we grow and change throughout the human lifecycle?
* Can they have a conversation about the physical changes associated with puberty?
* Can they talk about menstruation and wet dreams?
* Can they understand the impact of puberty in physical hygiene and strategies for managing this?
* Can they understand how puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty?
* Can they discuss strategies to deal with feelings in the context of relationships?
* Can they understand how to answer each otherʼs questions about puberty with confidence, to seek support and advice when they need it?