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| Year Group – 3/4Teacher/s – Lucia Nagington / Eleanor Mavin | Topic Title / Theme – Living things and their habitats / Ancient Greece | Term – Spring 1 |
| Entry Point – * Science – grouping living things in a variety of ways based on similarities and differences.
* Ancient Greece – key events in the ancient Greek period. Looking at a timeline to identify where the ancient Greek time period was in relation to other historical time periods.
 | Exit Point – * Science – recognising that environments can change and how this can cause living things to become endangered. Investigate it: research why a particular species of animal or plant has become extinct (unit continues in Spring 2).
* Ancient Greece – The Trojan war. Knowing the key events about the story (unit continues in Spring 2).
 | Visits/ Visitors / Special Arrangements – Visit to Field Studies Council at Preston Montford, Living Things and their Habitats focus. 07/02/24 |
| Topic Overview – * Science – The unit will begin with the children grouping living things using both Venn and Carroll diagrams. The children will then use a classification key to classify vertebrates. On week 3, the children will go on an invertebrate hunt to observe invertebrates in their natural habitat. In lesson 4, the children will use and create their own classification keys to group and classify a range of species. The children will complete a local habitat study to try and identify positive and negative influences on living things in their environment. In week 6, the children will focus on a specific living thing and research how it has become extinct.
* History - Children will gain an understanding of where and when some key events during the ancient Greek period took place. They will explore what is meant by the terms ‘trade’, ‘civilisation’ and ‘empire’ and explore how, towards the end of the ancient Greek period, Alexander the Great grew an empire resulting in the Greek civilisation spreading more widely. When learning about daily life in ancient Greece, children will explore what life was like for different people who were enslaved during ancient Greek times. They will then independently research and feedback on different elements of daily life in ancient Greece. Children will also explore the differences between life in ancient Athens and ancient Sparta. They will learn about early democracy in Athens and take part in a debate about life in Athens and Sparta. Children will use ancient Greek pottery as a primary source to help them gather evidence about the ancient Greek Olympics and make comparisons between the ancient Games and the modern Olympics. Children will learn about the beliefs of the ancient Greeks, producing fact files about the Greek gods. Children will sequence a simple story map of a version of the Trojan War and will explore historical evidence relating to the Trojan War. Studying ancient Greece will help children to develop their questioning skills and make comparisons; learn to use historical sources and help them to understand how past events have helped to shape the world that we know today.
 | Outdoor Learning – * Local area walk – Science (Thursday 6th February)
* Invertebrate hunt around school – Science (Thursday 23rd January)
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| Cultural Capital opportunities – * Field studies visit
* Learning about works of Paul Cezanne in art
* Comparing 16th Century Dutch and Flemish painters
* Learning about contemporary still life painters
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|  | **Week 1****06/01/25** | **Week 2****13/01/25** | **Week 3****20/01/25** | **Week 4** **27/01/25** | **Week 5****03/02/25** | **Week 6****10/02/25** |
| **Guided Reading (weekly) / RWI Phonics (daily):** | P.2,3Mastery focus: Structure and Organisation, ClarifyIdentify how language, structure and presentation contribute to meaningUse dictionaries to check the meaning of words that they have read | **P.4,5**Mastery focus: Structure and Organisation, Clarify Identify how language, structure and presentation contribute to meaning Use dictionaries to check the meaning of words that they have read | P.6-9Mastery focus: Structure and Organisation, ClarifyIdentify how language, structure and presentation contribute to meaningUse dictionaries to check the meaning of words that they have read | P.18-19Mastery focus: RetrieveRetrieve and record information from non-fiction | P.32-35, 60,61Mastery focus: Retrieve, Structure and OrganisationRetrieve and record information from non-fictionIdentify how language, structure and presentation contribute to meaning | P. 42-45Mastery focus: Retrieve, Structure and OrganisationRetrieve and record information from non-fictionIdentify how language, structure and presentation contribute to meaning |
| **Writing: (4x weekly)***Refer to Pathways to Write***Handwriting (daily):***\*Regularly**Refer to Letter Join scheme and Presentation Policy* | Wed 8th – Session 1 – group related ideas into paragraphs.Thu 9th – Independent writing opportunity – write the story opening.Fri 10th – Session 2 – write sentences using a range of conjunctions.Handwriting: Diagonal joins Wed 8th – an,co,di,ei,hu,imThu 9th – ka,li,ma,np,uiFri 10th – words using diagonal join (train, colour, humid, dive, planet, like, making) | Tue 14th – Session 3 – setting description.Wed 15th – Session 4 – diary entry.Thu 16th – Session 5 – Speech (correct punctuation and new line for new speaker).Fri 17th – Session 6 – Tranio’s diary.Handwriting: double lettersWed 15th – bb,cc,dd,ee,ffThu 16th – gg,ll,mm,nn,ooFri 17th – pp,rr,ss,tt,zz | Tue 21st – Session 7 – plan and write a letter.Wed 22nd – Session 8 – write a paragraph predicting what will happen next including dialogue. Thu 23rd – Session 9 – letter from Tranio or Livia back to their parents.Fri 24th – Session 10 – write sentences to create Tranio’s flashback (present and past tense).Handwriting: words using double lettersWed 22nd – words using bb,cc,dd,ee,ffThu 23rd –words using gg,ll,mm,nn,ooFri 24th – words using pp,rr,ss,tt,zz | Tue 28th – Session 11 – retell the story using story mountain. Wed 29th – Session 12 – Plan own narrative from Tranio or Livia POV. Add key vocab and historical detail to the plan. Thu 30th and Fri 31st – Session 13 and 14 – Independent Write – write the story from the POV of Tranio or Livia. Handwriting: nice and neatWed 29th – the hare and the tortoise Thu 30th – turtlesFri 31st – Shakespeare sonnet | Tue 4th – Session 15 – Edit and improve writing. Checklist to ensure all the mastery keys have been included. Wed 5th – SPaG – SpeechThu 6th – SPaG -conjunctions for time, place and causeFri 7th – SpaG – prepositions for time, place and causeHandwriting: Year 3 /4 statutory spellings Wed 5th – accident to bicycle Thu 6th– breath to certainFri 7th – circle to early  | Tue 9th – SpaG – adverbs for time, place and causeWed 10th – SpaG – Fronted adverbials to connect or introduce paragraphs.Thu 11th – SpaG – Present perfect formFri 12th – SpaG – progressive formHandwriting: Year 3 /4 statutory spellings Wed 12th- earth – favourite Thu 13th- February to heightFri 14th -history to library |
| **Punctuation, Spelling and Grammar:***Refer to Pathways to Spell programme*  | Review • Word list – Years 3 and 4 (previously taught) Mastery focus • Word list – Years 3 and 4 | Review• Words ending in -tion Mastery focus• Endings which sound like /ʃən/ spelt -tion, -sion | Review• Words with endings sounding like /ʒə/ or /tʃə/ (-sure and -ture) Mastery focus• Endings which sound like /ʃən/ spelt -ssion | Review• Endings which sound like /ʒən/ spelt as -sion Mastery focus• Endings which sound like /ʃən/ spelt -cian | Review• Word families based on common words Mastery focus• The suffix -ation | Review• Word families based on common words Mastery focus• The suffix -ation |
| **Spoken Language**:e.g. drama, performance poetry, debate, discussion, role play, presentations. |  | Session 4 - Pupils choose three different activities and use them to discuss daily life in role as Tranio with a partner in role as a modern-day child finding out about the past. Session 5 - Ask pupils to role-play in pairs the conversation between Tranio and Livia using the two pictures from ‘*He ran as fast as he could*…’ to ‘…*they soon fell asleep*.’  | Session 7 - Pupils take part in a drama continuum. Place the following statement in the centre of the continuum: **Livia and Tranio should stay where they are.** One end of the continuum to be strongly agree, the opposite end to be strongly disagree. Pupils stand on the continuum and then give their reasons for their position to a person with the opposite view. Session 8 – *What would Tranio and Livia be saying to each other?* Discuss ideas. Pairs role play the conversation.Pupils act out the dialogue that has been written so far, using good intonation and appropriate tone and volume.   | Session 10 - Freeze frame the image of Livia and Tranio. With a tap on the shoulder, pupils share thoughts of now and then the past. |  |  |
| **Maths (daily)**:*Refer to NCETM and White Rose*  | Tue 7th – Multiplication and Division B – Step 1 – Factor pairs.Wed 8th – Step 2 – Multiply and divide by 10 and 100.Thu 9th – Step 3 – Reasoning about multiplication.Fri 10th – Step 4 – Multiply 3 numbers | Mon 13th – Step 5 – Efficient multiplicationTue 14th – Step 6 – ScalingWed 15th – Step 7 – Correspondence problems Thu 16th – Step 8 – Multiply up to a 3-digit number by a 1-digit number no exchangeFri 17th – Step 9 - Multiply up to a 3-digit number by a 1-digit number with exchange.  | Mon 20th – Step 10 – related calculations – multiplication and divisionTue 21st – Step 11 – divide by a 1-digit number (flexible partitioning)Wed 22nd – Step 12 – divide up to a 3-digit number by a 1-digit number no exchange.Thu 23rd – Step 13 – divide up to a 3-digit number by a 1-digit number with exchange.Fri 24th – Step 14 – divide up to a 3-digit number by a 1-digit number with remainders. End of unit assessment. | Mon 27th – Length and Perimeter – Step 1 – measure in cm and mmTue 28th – Step 2 – measure in km and mWed 29th – Step 3 – km, m, cm and mmThu 30th – Step 4 – equivalent lengthsFri 31st – Step 5 – add and subtract lengths | Mon 3rd – Step 6 – what is perimeter?Tue 4th – Step 7 – calculate perimeter Wed 5th – Step 8 – perimeter of rectilinear shapes Thu 6th – Step 9 – calculate perimeter of rectilinear shapesFri 7th – Step 10 – perimeter of polygons. End of unit assessment.  | Mon 10th – Fractions A – Step 1 – understand denominators Tue 11th – Step 2 – compare and order unit fractionsWed 12th – Step 3 – understand numeratorsThu 13th – Step 4 – understand the wholeFri 14th – Step 5 – Fractions on a number line.  |
| **Science:***\*2 hours a week**Refer to Science Long Term plan* | Lesson 1 - To group living things in a variety of ways based on their similarities and differences. | Lesson 2 - To identify, group and classify vertebrate species. | Lesson 3 - To make careful observations in order to classify invertebrate species. | Lesson 4 - To develop criteria to identify, group and classify a range of animal species using classification keys. | Lesson 5 - To conduct observations in order to analyse positive and negative influences on living things in our local environment. | Lesson 6 - To use scientific evidence to answer questions about endangered living things. |
| **R.E (weekly)**Refer to Understanding Christianity Scheme of work, RE Today and school LTPs  |  | Share the story of Adam and Eve (Genesis 2:15-17 and Genesis 3) ideas and responses to the story. Children write a letter of advice to Adam and Eve suggesting what they should have done differently. | “The fall” - important for much of Christian belief. Chn to design Eden Times front page explaining ‘the Fall’. | Look at ten commandments -Explain that Christians believe it is important to sorry to God for the times they do bad things, and that they should accept responsibility. Make specific reference to individual libertyChildren write Adam and Eve’s prayer | Parable of the prodigal son- explain that it is a made up story, that Jesus told to teach people about God’s love. Who does the son represent? Who does the father represent? How is the son a bit like Adam and Eve?In small groups list all the things they do that are wrong. Do people today do any of these things? | Children can create their own Soap Opera scene that depicts the issues from Genesis 2 and the parable of the prodigal son. It must include what effect the action has on others and how the relationship is restored. |
| **Computing (weekly)**Refer to Teach Computing/Project Evolve | Online Safety – Project Evolve. Managing online information. | Online Safety – Project Evolve. Online bullying. | Online Safety – Project Evolve. Copyright and ownership. | Online Safety – Project Evolve. Privacy and security.  | Online Safety – Project Evolve. Online reputation.  | Online Safety – Project Evolve. Self-image and identify. |
| **History (weekly)****Refer to Medium term plans (ALTERNATE HALF TERMS)** | Lesson 1 - When and what was the Ancient Greek Civilization? | Lesson 2 - What was so great about Alexander?  | Lesson 3 - How do we know about daily life in Ancient Greece? | Lesson 4 - How different was life in Sparta compared to life in Athens?  | Lesson 5 - How does an artefact tell us about Ancient Greek life?  | Lesson 6 - What were the Olympic Games? How do they compare with the Modern Olympics?  |
| **Geography (weekly)*****Refer to Medium term plans*****(ALTERNATE HALF TERMS)** |  |  |  |  |  |  |
| **Music (weekly)**Refer to Shropshire Music Service |  |  |  |  |  |  |
| **French (weekly)**Refer to Kapow |  | Y3/4 (A):Lesson 1: Let’scount inFrenchTo count inFrench | Y3/4 (A): Lesson2: Let’s counthigher in FrenchTo count beyondsix in French | Y3/4 (A): Lesson 3: Howold are you in French?To use number words togive more informationabout ourselves | Y3/4 (A): Lesson 4:Reading FrenchNumbersTo identify Frenchwords that use thekey phonemes | Y3/4 (A): Lesson 5:Outdoor games inFranceTo use the numberwords one to twelvewhen playingplayground games |
| **D.T. (4 – 6 sessions)****Refer to Kapow/ Medium term plans** **(ALTERNATE HALF TERMS)** |  |  |  |  |  |  |
| **P.S.H.E**. | Lesson 1 – L1 – Recognise reasons for rules and laws and the consequences of not adhering to them. | Lesson 2 – L2 – Recognise that there are human rights that are there to protect everyone. | Lesson 3 – L3/4 – Relationship between rights and responsibilities / shared responsibilities we have for caring for other people. | Lesson 4 – L6 – Different groups that make up a community.  | Lesson 5 – L7 – Valuing the contributions that people make towards the community.  | Lesson 6 – L8 – Understanding diversity and what a diverse community means.  |
| **Art and Design** Refer to Access Art/ Long term plans |  | Lesson 1: Traditional Still Life To identify the qualities of still life paintings by traditional painters, and to respond in my sketchbook. | Lesson 2: Contemporary Still Life To explore contemporary still life and respond by making visual notes in my sketchbook.  | Lesson 3, 4 & 5: Create your own Still Life Create my own still life artwork exploring, colour, line and texture. | Lesson 3, 4 & 5: Create your own Still Life Create my own still life artwork exploring, colour, line and texture. | Lesson 3, 4 & 5: Create your own Still Life Create my own still life artwork exploring, colour, line and texture.Lesson 6: Share, Reflect, DiscussHow can I reflect on my work? To display the work made through the half term and reflect on the outcomes.  |
| **P.E.** Refer to peplanning.org/ Long term plans  | Gymnastics Lesson 1 – travelling - 1. Perform a combination of actions with a change in speed, level or direction. 2. Find ways to travel between different levels. | Gymnastics Lesson 2 – key shapes - 1. Develop flexibility, strength, technique, control and balance. 2. Perform skills more accurately and consistently. | Gymnastics Lesson 3 – rolls - 1. Learn and develop the quality of a Front Support Roll. 2. Develop strength. 3. Understand that strength and suppleness are important aspects of fitness in gymnastics. | Gymnastics Lesson 4 – jumps - 1. Perform a turn in the air whilst jumping. 2. Develop agility, balance and coordination. | Gymnastics Lesson 5 – sequences - 1. Perform a range of actions with consistency, fluency and clarity of movement. 2. Identify what they need to practise to improve their performance. | Gymnastics Lesson 6 – apparatus work - 1. Devise and perform a gymnastic sequence, showing a clear beginning, middle, and end. 2. Perform the gymnastics actions on the floor and over, through, across and along apparatus. |
| Tag Rugby Lesson 1 – introduction - 1. To be able to follow the rules of a tag game. 2. To know how to tag another player. 3. To pass a rugby ball to another team member. | Tag Rugby Lesson 2 – introduction continued - 1. To throw the ball backwards to another player. 2. Simple attacking and defending skills. | Tag Rugby Lesson 3 – tactics within attacking and defending - 1. Develop attacking and defending skills within tag rugby | Tag Rugby Lesson 4 – decision making - 1. Making decisions at the right time in a tag rugby game. | Tag Rugby Lesson 5 – developing understanding - 1. Develop their understanding of tag rugby. 2. Build on decision making skills. 3. Play a small sided game of tag rugby | Tag Rugby Lesson 6 – playing a game - 1. Play simple tag rugby games with understanding of basic rules |

*When planning consider what’s happening locally or nationally, what’s relevant, engaging and rooted in securing the children’s knowledge and developing their skills and understanding over a series of lessons.*

*All medium term planning should be sent to Eleanor Mavin and Julie Ball at the beginning of each new term.*