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| Year Group – 3/4  Teacher/s – Lucia Nagington / Eleanor Mavin | Topic Title / Theme – Living things and their habitats / Ancient Greece | Term – Spring 2 |
| Entry Point –   * Science – grouping living things in a variety of ways based on similarities and differences (continued from Spring 1) * Ancient Greece – key events in the ancient Greek period. Looking at a timeline to identify where the ancient Greek period was in relation to other historical time periods. (continued from Spring 1) | 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 continued from Spring 1). * Ancient Greece – The Trojan war. Knowing the key events about the story (unit continued from Spring 1). | Visits/ Visitors / Special Arrangements – |
| Topic Overview –   * Science – STEM Learning Curriculum Link – Save Our Home! Link to the Living Things unit. Children learn about rainforests, their location, structure and some of the animals and plants that live in them. They look at rainforests in Sumatra and how deforestation has occurred in order to grow oil palm plantations and how this has affected Sumatran orangutans. They name oils found in different foods and think about where they come from, then identify foods that contain palm oil. They also consider the effect of so much palm oil in the foods readily available to us. * 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 |
| Cultural Capital opportunities –   * Archaeology dig – Ancient Greek artefacts. |

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|  | **Week 1**  **24/02/25** | **Week 2**  **03/03/25** | **Week 3**  **10/03/25** | **Week 4**  **17/03/25** | **Week 5**  **24/03/25** | **Week 6**  **31/03/25** | **Week 7**  **07/04/25** |
| **Guided Reading (weekly) / RWI Phonics (daily):** | Ariki and the Island of Wonders  p.9-13  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Ariki and the Island of Wonders  p.26-31  Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence | Ariki and the Island of Wonders  p.37-41   1. Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence 2. Discuss words and phrases that capture the reader’s interest and imagination | Ariki and the Island of Wonders  p.55-59   1. Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence 2. Discuss words and phrases that capture the reader’s interest and imagination | Ariki and the Island of Wonders  p.63-69   1. Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence 2. Discuss words and phrases that capture the reader’s interest and imagination | Ariki and the Island of Wonders  p.83-89   1. Draw inferences (inferring characters’ feelings, thoughts and motives from their actions); justify with evidence 2. Discuss words and phrases that capture the reader’s interest and imagination |  |
| **Writing: (4x weekly)**  *Refer to Pathways to Write*  **Handwriting (daily):**  *\*Regularly*  *Refer to Letter Join scheme and Presentation Policy* | Tue 25th and Wed 26th Pathways to Poetry Lesson 1 - To write a postcard home describing feelings.  Thu 27th Lesson 2 - Using copies of the poem, find as many items on the list as they can in a time limit (alliteration, verb, pair of rhyming words etc)  Fri 28th - **SPaG Assessment**  Handwriting:  Year 3 / 4 statutory spelling list. | Tue 4th Lesson 3- Make a list of things they find special at home and use these to turn into similes for a poem.  Wed 5th - **World Book Day Theatre Workshop** Lesson 4 - Children write their own ‘think of…’ verse using some of the similes and alliterative phrases from the previous sessions.  Thu 6th - **World Book Day?**  Fri 7th –. Lesson 5 - Children write their own poem and illustrate it using the 1st 4 stanzas and the ending as a guide. Children to perform their poems.  Handwriting:  subdivide  subdued  subheading  submarine  submerge  subscribe  subway  interact  intercity  international  interrelated  superhero  superman  supermarket  supernatural  supersonic  superstar  antibacterial  antibiotic  antibody  anticlockwise  antiseptic  antisocial | Tue 11th Pathways to Write Lesson 1 – predictions about the setting character and plot.  Wed 12th Lesson 2 – identifying expanded noun phrases in the extract.  Thu 13th Lesson 3 – Write a setting in the 1st person.  Fri 14th Lesson 4 – adding speech punctuation to the examples and add two sentences to the section of dialogue.  Handwriting:  immature  immobile  immortal  impatient  imperfect  impossible  imprecise  impurity  inaccurate  inactive  incomplete  incorrect  informal  inside | Tue 18th Lesson 5 – independently write the remainder of the dialogue using correct punctuation.  Wed 19th Lesson 6 – use shared writing to write the ‘problem’ part of their own version of dialogue.  Thu 20th Lesson 7 – Write the remaining two short paragraphs or Koji’s diary.  Fri 21st Lesson 8 – Write sentence strips using fronted adverbial and expanded noun phrases. Write the start of a short letter describing Koji’s exploration of his new home.  Handwriting:  illegal  illegible  illiterate  illogical  irrational irresistible  irregular  irrelevant  irresponsible | Tue 25th Lesson 9 – Complete a letter to Natsuko describing the eruption and the jobs everyone is doing to make the island their new home.  Wed 26th Lesson 10 – Sketch a travel poster for the island. Write sentences describing it and annotate with expanded noun phrases.  Thu 27th Lesson 11 – Put themes in order and then justify this. Identify the key events and then section the story.  Fri 28th Lesson 12 – Create a plan including where dialogue is going to be added.  Handwriting:  missed/mist  scene/seen  weather/whether  whose/who’s | Tue 1st Lesson 13 – Independent write – Children write their own version of the story as a 1st person narrative (opening)  Wed 2nd Lesson 13 – Independent write – Children write their own version of the story as a 1st person narrative (build up and problem)  narrative (opening)  Thu 3rd Lesson 13 – Independent write – Children write their own version of the story as a 1st person narrative (resolution and ending)  Fri 4th Lesson 14 – edit and improve independent write. Check against the mastery keys.  Handwriting:  Synonyms for said – giggled, wailed, mumbled, yelled, bellowed, bawled, joked, laughed, shouted, screamed, whispered, sobbed. | Tue 7th – SPaG – adverbs to express time, place and cause.  Wed 8th – SpaG – inverted commas for direct speech.  Thu 9th – SpaG – expanded noun phrases.  Fri 10th – SpaG – fronted adverbials and using commas after fronted adverbials.  Handwriting:  Science link topic words. |
| **Punctuation, Spelling and Grammar:**  *Refer to Pathways to Spell programme* | • Word list – Years 3 and 4 (previously taught)  • Word list – Years 3 and 4 | Adding the prefix un-  • More prefixes: sub-, inter-, super-, anti- | • More prefixes: dis-, mis-, in-, re-  • More prefixes: in-/im- | More prefixes: sub-, inter-, super-, anti-, auto-  • More prefixes: il-, ir- | Homophones and near-homophones (previously taught)  • Homophones and near-homophones | * Homophones and near-homophones (previously taught)   • Personal Spelling Log |  |
| **Spoken Language**:  e.g. drama, performance poetry, debate, discussion, role play, presentations. |  |  | Lesson 4 - Set up the scene at the front of the classroom, imagining the scientist with her laptop and a row of machines behind her. Place a pupil to take the role of Natsuko and another to be Koji, arriving in the doorway with his dog. ‘Freeze’ the scene.  Using the text as a script, place pupils behind each character to speak their words. A different pupil can be added behind for every new line and a narrator included. Bring the scene to life on a signal with pupils speaking the words for the characters in turn and the narrator filling in the action. | Lesson 5 -  Set up a class scene in the same way as in the previous session. This time, ask for suggestions from pupils for a short piece of dialogue with action in between (a speech sandwich).  Lesson 6 -  In their groups, beginning with Koji and speaking in turn, pupils imagine what else their character might say. They should think of lots of ways for Koji to persuade the villagers to leave and reasons why the others might agree and disagree. They can swap cards and ‘replay’ the scene with different characters until everyone has had a turn at putting themselves in Koji’s shoes. |  |  |  |
| **Maths (daily)**:  *Refer to NCETM and White Rose* | Mon 24th- Step 4 – Understanding the whole.  Tue 25th – Step 5 – Fractions on a number line.  Wed 26th – Step 6 – Compare and order non unit fractions.  Thu 27th – **(Reading Assessment) Times tables lesson.**  Fri 28th – **Maths Assessment.** | Mon 3rd – Step 7 – Equivalent fractions  Tue 4th – Step 8 – Count beyond 1.  Wed 5th – Step 9 – Partition a mixed number.  Thu 6th – Step 10 – Compare and order mixed numbers.  Fri 7th– Step 11 – Understand improper fractions. | Mon 10th - Step 12 – Convert mixed numbers to improper fractions.  Tue 11th - Step 13 - Convert improper fractions to mixed numbers.  Wed 12th – Step 14 – Equivalent fraction families and EOU assessment.  Thu 13th – Step 1 – Measure mass in grams.  Fri 14th – Step 2 – Measure mass in kilograms and grams. | Mon 17th – Step 3 – Equivalent masses.  Tue 18th Step 4 – Compare mass.  Mon 19th – Step 5 – Add and subtract mass.  Thu 20th- Step 6 – Measure capacity and volume in millilitres.  Fri 21st – Step 7 – Measure capacity and volume in millilitres and litres. | Mon 24th Step 8 – Equivalent capacities and volumes.  Tue 25th Step 9 – Compare capacity and volume.  Wed 26th Step 10 – Add and subtract capacity and volume and EOU assessment.  Thu 27th – Step 1 – Add fractions.  Fri 28th – Step 2 – Add fractions and mixed numbers. | Mon 31st Step 3 – Subtract fractions.  Tue 1st Step 4 – Subtract from whole amounts.  Wed 2nd – Step 5 – Subtract from mixed numbers.  Thu 3rd – Step 6 – Unit fractions of an amount.  Fri 4th – Step 7 – Non unit fractions of an amount.  . | Mon 7th Step 8 – Reasoning with fractions of an amount and EOU assessment.  Tue 8th Consolidation of division – dividing with no exchange.  Wed 9th Consolidation of division – dividing with exchange.  Thu 10th Consolidation of division – dividing with remainders.  Fri 11th 12 times table. |
| **Science:**  *\*2 hours a week*  *Refer to Science Long Term plan* | Local habitat survey. Write down which features can be seen in our local area. Are they natural or manmade? Do they have a positive or negative impact on wildlife?  **L.O - To conduct observations in order to analyse positive and negative influences on living things in our local environment (1/2)** | Improving our local area. Discuss and suggest changes that could be made to the local area to improve it for the local wildlife and their environment. Children to design a campaign to encourage local people to make changes to support the wildlife.  **L.O - To conduct observations in order to analyse positive and negative influences on living things in our local environment (2/2)** | Environmental changes. What do the terms endangered and extinct tell us about living things? Research about a chosen endangered species and create a fact file.  **L.O -**  **To use scientific evidence to answer questions about endangered living things (1/2)**  **British Science Week** | How are humans helping? Children to create a newspaper report on how people are helping a particular endangered species recover.  **L.O -**  **To use scientific evidence to answer questions about endangered living things (2/2)** | STEM Learning Curriculum Link – Save Our Home!  **L.O - To describe the structure of a rainforest and explain why this is important.**  **Why are rainforests important?** | STEM Learning Curriculum Link – Save Our Home!  **L.O - To name different oils in our food and where they come from.**  **What effects does consumption of food oil have?** | STEM Learning Curriculum Link – Save Our Home!  **L.O - I can explain the need for sustainable food oil production.**  **How can we help the orangutans?** |
| **R.E (weekly)**  Refer to Understanding Christianity Scheme of work, RE Today and school LTPs | Why do Christians call the day Jesus died ‘Good Friday’?  Tell the pupils the story of the Last Supper.  Matthew 26:17–25  Matthew 26:26–30.  Why did Jesus  want them to remember? Use items | L.O To think about the symbols of Easter.  Watch Holy Communion clip  www.bbc.co.uk/programmes/p02mwwm9  As pupils watch the clip, ask them to notice a number of actions and objects that have a meaning — ones that are symbols for Easter, for Jesus or for Christian beliefs.  . Give pupils a list of five symbols they will see  in the clip (fire burning on Easter morning, touching the stone where Jesus fell, hot cross buns, Easter egg, the chicken born from the egg). What does each one stand for, or link to? Which reminders do these  symbols provide of the stories of Jesus at the first Easter? What do they mean for Christians? | L.O To consider the important parts of Maundy Thursday.  Work in pairs or small groups to create a guide for 6–8-year-olds to use in church to help them to understand what is happening in the communion service on Maundy Thursday at church. Discuss with the pupils the words that are used in the service of communion, for example, www. What will they need to include in their guide? It might include a page on: the Last Supper, what Christians believe the bread and wine mean, why Christians say sorry for what they have done wrong, what foot-washing means, and ideas for how the 6-8-year-olds should try to behave during communion. | L.O To analyse a painting of ‘Peter’s Denial’.  Show the pupils an artwork portraying Peter’s Denial  (for example, ‘Peter’s Denial’ by Indian Christian artist  Frank Wesley).  Which part of Holy Week this portrays; what  clues they can see in the artwork: What is happening?  How are people feeling? What are they thinking? How  do you know?  Show the pupils the artwork of the Denial again.  Identify the clues to the story they now see in the  painting. Ask them for a suitable title, a suitable place  to hang it, and to give some reasons why they think  the artist has created the art in this way. | L.O To describe how Christians  show their beliefs about  Jesus in their everyday lives:  In some parts of the world it is still really difficult to be a Christian. Just as Peter felt he had to deny  he knew Jesus, some people cannot openly be Christians.  • Ask the pupils to imagine that Christianity has become  illegal in Great Britain. What evidence would you look  for to know that someone is a Christian, a follower  of Jesus? After your discussion, show the pupils the  evidence selection on Resource Sheet 4. Ask them  to choose five things that they would look for as  evidence. Why would these things show that a person  is a real Christian? | L.O To consider what is important to stand up for for me.  Give the pupils in pairs the cards from Resource Sheet 5, ‘What would I stand up for’. Ask the pupils to discuss the cards and arrange them into a diamond 9,  putting the statement they are ‘most likely to stick up  for’ at the top and ‘least likely to stick up for’ at the  bottom. Give them the opportunity to add a card or  two if they need to.  • Meet up with another pair and discuss their different  arrangements. Do they disagree/agree? Why? Are  there any ambiguous statements? Make sure they  agree what these statements really mean. Would/  should Christians put the statement about sharing  their beliefs at the top? Share ideas as a whole class | ASK THE PUPILS TO PLAN THREE MEMORY BOXES  • A memory box for something important in their life. What do they want to celebrate and remember? Is  it a person? An important place or event?  • A memory box for their school. What or who do they want to remember or celebrate? People? One-off  or regular events?  • A memory box for a Christian remembering the life of Jesus. What will go into it? Remind pupils of all  the things Christians already do/use to remember Jesus. Do Christians need a memory box?  • Draw and write what will go in each box, and what they  represent. Pupils will need to think about how often they,  their school or a Christian will use or look at their memory  box. What will they do with the things? Will they do it alone,  or with others?  • Ask pupils to give short presentations explaining  their ideas. |
| **Computing (weekly)**  Refer to Teach Computing/Project Evolve | Project Evolve: Online Safety – Self Image and Identity.  L.O To explain how my online identity can be different to my offline identity. | Project Evolve: Online Safety – Online Reputation.  L.O To explain ways that some of the information about anyone online could have been created, copied, or shared by others. | Internet Research and Communication – Searching effectively using keywords. | Internet Research and Communication – Different ways of communicating online. | Internet Research and Communication – Communicating safely online. | Internet Research and Communication – Reliable and unreliable websites and webpages. | Internet Research and Communication – Saving and sharing webpages. |
| **History (weekly)**  **Refer to Medium term plans (ALTERNATE HALF TERMS)** | How different was life in Sparta compared to life in Athens? Understanding the similarities, differences and connections between the two different Greek city states. | How does an artefact tell us about ancient Greek life? Children to create their own archaeology dig to discover and record their ancient Greek findings. | What were the Olympic games? How do they compare with the modern Olympics?  Children to design their own Olympic games to play out on the final week. | What is Shropshire’s connection to the Olympics games? Who was William Penny Brookes? The UK town that inspired the Olympic games. | What did the ancient Greeks believe in? Who were the ancient Greek gods and why are they so important to us today? | The Trojan war. Identifying the keys events of the story. | Olympic games. |
| **Geography (weekly)**  ***Refer to Medium term plans***  **(ALTERNATE HALF TERMS)** |  |  |  |  |  |  |  |
| **Music (weekly)**  Refer to Shropshire Music Service |  |  |  |  |  |  |  |
| **French (weekly)**  Refer to Kapow | In a French classroom. Lesson 1 - To understand and respond to simple classroom instructions. | In a French classroom. Lesson 2 - To name school bag objects and recognise if they are masculine or feminine. | In a French classroom. Lesson 3 - To ask and answer a question about something you have or do not have. | In a French classroom. Lesson 4 - To read and understand short sentences. | In a French classroom. Lesson 5 - To prepare and present a short-spoken text. | PSHE - L15. recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images |  |
| **D.T. (4 – 6 sessions)**  **Refer to Kapow/ Medium term plans**  **(ALTERNATE HALF TERMS)** | Electrical systems: Electric poster. Lesson 1 - To understand the purpose of information design. | Electrical systems: Electric poster. Lesson 2 - To research a set topic to develop a range of initial ideas. | Electrical systems: Electric poster. Lesson 3 - To develop an initial idea into a final design. | Electrical systems: Electric poster. Lesson 4 - To assemble my final product and incorporate a simple circuit. |  |  |  |
| **P.S.H.E**. | L9 - about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes  L10 - about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced | L11. recognise ways in which the internet and social media can be used both positively and negatively | L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results | L13. about some of the different ways information and data is shared and used online, including for commercial purposes | L14. about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information | L16. about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation | L17. about the different ways to pay for things and the choices people have about this  L18. to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes something ‘good value for money’ |
| **Art and Design**  Refer to Access Art/ Long term plans |  |  |  |  |  |  |  |
| **P.E.**  Refer to peplanning.org/ Long term plans | Gymnastics 2 Lesson 1: Travelling. | Gymnastics 2 Lesson 2: Key Rolls. | Gymnastics 2 Lesson 3: Partner Balances. | Gymnastics 2 Lesson 4: Jumps | Gymnastics 2 Lesson 5: Sequences | Gymnastics 2 Lesson 6: Apparatus and Performance. |  |
| Orienteering Lesson 1: Introduction and teamwork. | Orienteering Lesson 2: Teamwork. | Orienteering Lesson 3: Map Skills | Orienteering Lesson 4: Indoor Mapping | Orienteering Lesson 5: Picture Orienteering. | Orienteering Lesson 6: Single Control Event |  |

*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.*