|  |  |  |
| --- | --- | --- |
| Year Group – 3/4  Teacher/s – Lucia Nagington / Eleanor Mavin / Verity Erasmus | Topic Title / Theme – Electricity / Europe | Term – Summer 2 |
| Entry Point – Science –  Entry Point – History – Europe – knowing what country and continent is and understanding the difference, number of continents. | Exit Point – Science – Electricity -  Exit Point – History – Europe – Planning a holiday in a European destination (Athens) | Visits/ Visitors / Special Arrangements –   * **French -Shopping for French food - Lesson 2 -** Children to create their own French market in the classroom (bring in French food, question and answer in French, using money -euro currency) * **RE – Lesson 7 (14th July) – Synagogues –** Links to Y4 residential trip to Princes Road Synagogue Liverpool (18th – 20th June) |
| Topic Overview –   * Science – Electricity - Children will learn about common electrical appliances and how to construct simple series circuits. They will become familiar with the key words linked to the topic and how to apply them appropriately. Children will learn about cells, wires, bulbs and buzzers and about the different types of switches. They will be able to troubleshoot and identify whether or not a bulb will light in a simple series circuit and be able to identify a complete circuit. The children will also learn about conductors and insulators and know that metals are very good electrical conductors. * History – Europe - Europe extends from the Atlantic Ocean (west) to Asia (east), to Arctic Circle (north) to the Mediterranean Sea (south). Atlas maps and a globe can be used to identify the location of countries in Europe. Each European country has a capital city. Some major cities in Europe have global importance. The locations and features of European cities can be investigated using a wide range of resources, atlases and maps. The climate in Europe is seasonal and very varied. Southern areas of Europe around the Mediterranean are mild in winter and hot in summer and attract a lot of tourists. The west of Europe receives more rainfall than the east of Europe because it is close to the Atlantic Ocean. Atlas maps can be used to investigate the key physical features of Europe. Europe has a diverse range of physical geographical features such as mountains and rivers. The Alps and the Pyrenees are major mountain ranges in Europe. Europe is home to some major rivers including the Volga, the Danube and the Rhine. The Mediterranean Sea and Atlantic Ocean both border countries in Europe but are very different in size and character. Europe has diverse human geographical features (cities, road and rail networks, types of farming and industry). The key human features of Europe can be investigated using a wide range of resources, atlases and maps. Comparing physical and human maps can reveal spatial patterns. Countries in Europe are popular tourist destinations for different reasons. Physical features such as mountains and coastlines attract many tourists each year. Tourism can provide many economic benefits but can have environmental problems. | | Outdoor Learning – |
| Cultural Capital opportunities – |

|  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- |
|  | **Week 1**  **02/06/25** | **Week 2**  **09/06/25** | **Week 3**  **16/06/25** | **Week 4**  **23/06/25** | **Week 5**  **30/06/25** | **Week 6**  **07/07/25** | **Week 7**  **14/07/25** |
| **Guided Reading (weekly) / RWI Phonics (daily):** | **A Stage Full of Shakespeare Stories by Angela McAllister**  A Stage Full of Shakespeare Stories by Angela McAllister (pages 126-127)  Key Question: Retrieve information from non-fiction and record in a table.  Mastery focus: Retrieve  Retrieve and record information from non-fiction | A Stage Full of Shakespeare Stories by Angela McAllister (pages 6-8)  Mastery focus: Retrieve  Ask questions to improve understanding | 1. A Stage Full of Shakespeare Stories by Angela McAllister (pages 15-18)   Mastery focus: Retrieve   1. Ask questions to improve understanding | 1. A Stage Full of Shakespeare Stories by Angela McAllister (pages 44-49)   Mastery focus: Retrieve  Ask questions to improve understanding | A Stage Full of Shakespeare Stories by Angela McAllister (pages 49-50)  Mastery focus: Retrieve  Use dictionaries to check the meaning of words that they have read | A Stage Full of Shakespeare Stories by Angela McAllister (pages 51-52)  Mastery focus: Retrieve  Use dictionaries to check the meaning of words that they have read  Ask questions to improve understanding |  |
| **Writing: (4x weekly)**  *Refer to Pathways to Write*  **Handwriting (daily):**  *\*Regularly*  *Refer to Letter Join scheme and Presentation Policy* | **ASSESSMENT WEEK**  **Julius Caesar**  **(Playscript)**  Tuesday 3rd June – FINISH INDEPENDENT WRITE  Wednesday 4th June – **SpaG ASSESSMENT**  Thursday 5th June – **READING ASSESSMENT**  Friday 6th June – Lesson 1 – To use inference skills to investigate and identify a historical character through clues and discussion.  Handwriting:  accidentally  address  breath  breathe  consider  forward(s)  guard  imagine  knowledge  learn  length  naughty  perhaps  possess  pressure  promise  strength  therefore  accidentally  address  breath  breathe  consider  forward(s)  guard  imagine  knowledge  learn  length  naughty  perhaps  possess  pressure  promise  strength  therefore | Tuesday 10th June – Finished Guided Reading.  Wednesday 11th June – Independent writing opportunity – To access application of previously taught skills to write a diary (as a member of the crowd in 1st person)  Thursday 12th June and Friday 13th June – Lesson 2 – To understand and retell the plot of Julius Caesar using drama, sequencing, and extended sentences that include rich vocabulary and complex sentence structures.  Handwriting:  ascent  crescent  descend  discipline  fascinate  scene  scent  scented  science  scissors | **Y4 LIVERPOOL RESIDENTIAL (18th-20th June)**  Tuesday 17th June – Finished Guided Reading.  Wednesday 18th June -Lesson 3 – To extend a series of sentences to recount the plot of Julius Caesar.  Thursday 19th June – Lesson 4 – To organise paragraphs to write a formal letter to Brutus.  Friday 20th June – Lesson 5 – To extend sentences using a range of conjunctions to write an explanation of what Brutus should do.  Handwriting:  (all words below -*ed* and -*ing)*  apply  bully  ready  shimmy  steady  joke  smile  stroke  wave  write  input  kidnap  transmit  worship  alter  benefit  happen  open  perform | **SPORTS DAY (AM) THURSDAY 26TH JUNE**  Tuesday 24th June – Lesson 6 – To use plural ‘s’ correctly to write the script of scene 2.  Wednesday 25th June – Lesson 7 – To use a variety of sentence structures to write a scene.  Thursday 26th June – Lesson 8 – To use conjunctions to extend ideas to write a paragraph introducing Julius Caesar.  Friday 27th June – Lesson 9 – To organise paragraphs around a theme to write a speech (to persuade Roman citizens to join Brutus)  Handwriting:  armies’  babies’  boys’  Brutus’s  children’s  class’s  classes’  crowd’s  Cyprus’s  daggers’  fathers’  friends’  girls’  James’s  men’s  mothers’  parents’  people’s  soldiers’ | Tuesday 1st July – Lesson 10 – To use the present progressive tense to write lines of dialogue.  Wednesday 2nd July – Lesson 11 – To draw inferences to write character descriptions.  Thursday 3rd July – Lesson 12 – To plan a playscript (for 3 scenes and considering stage directions and dialogue directions)  Friday 4th July – Lesson 13 – Independent write – To write a playscript for part of the story.  Handwriting:  accept/except  affect/effect  berry/bury  medal/meddle  missed/mist  scene/seen  weather/ whether  whose/who’s | **TRANSITION MORNING – TUESDAY 8TH JULY**  Wednesday 9th July – Lesson 14 - To edit and evaluate a piece of independent writing.  **Apes to Zebras**  **(Poetry)**  Thursday 10th July – Lesson 1 - To understand and apply poetic terminology, and to explore how visual form contributes to the meaning of a poem.  Friday 11th July – Lesson 2 - To explore and respond to shape poems, identifying key poetic features and using evidence to discuss meaning and content.  Handwriting:  Personal Spelling Log | Tuesday 15th July – Lesson 3 - To plan and develop descriptive language for a concrete poem about a giraffe using research, poetic vocabulary, and figurative language.  Wednesday 16th July – Lesson 4 - To write a structured poem about a giraffe, using poetic language, rhyme, and rhythm.  Thursday 17th July – Lesson 5 - To present a concrete poem in the shape of a giraffe, using poetic language to reflect the animal’s features and characteristics.  Friday 18th July – Lesson 6 - To perform a concrete poem using appropriate tone, volume, and expression to reflect the meaning and mood of the poem. |
| **Punctuation, Spelling and Grammar:**  *Refer to Pathways to Spell programme* | **Julius Caesar**  Mastery focus – Word list years 3 and 4 | Mastery focus -  Words with the /s/ sound spelt sc | Mastery focus -  Adding -*ing* and -*ed* to a root word ending in -*y*, words ending in -*e* and words of one syllable ending in vowel consonant (Year 2\*) including those with more than one syllable and the suffix (Year 3/4\*) | Mastery focus -  Apostrophes to mark plural possession | Mastery focus -  Homophones and near-homophones | Mastery focus -  Personal Spelling Log |  |
| **Spoken Language**:  e.g. drama, performance poetry, debate, discussion, role play, presentations. | Lesson 1 -  To set the scene play music ‘*Epic Roman Music – Julius Caesar*’ or a fanfare (find on YouTube). Give each pupil a sticker to wear/banner to hold honouring him. The idea is to create an atmosphere of ‘Caesar Fever’ with excited crowds and a triumphant procession.  Ask the pupils to gather around and read the following passage to set the scene.  Lesson 3 –  Using an appropriate space, sit the pupils in a circle. Reading from the ‘Julius Caesar in 12 Scenes’ script, tell the story in 12 sections. Each part is acted out by various pupils called to the centre who move with the narration and finish in a freeze frame. A drum/cymbal or similar could be used each time a scene is over telling them to return to their places before selecting new performers. As the story is narrated, ask the selected pupil when in the centre to repeat the chosen quote to the class to bring the story to life. | Lesson 4 -  Make a conscience alley as a means of exploring Brutus’ mind at this time of conflict. Pupils create two lines where group one faces group two. Start by voicing Brutus’ thoughts in a whisper and allow each child to walk through and encourage voices to be raised as they pass  Lesson 6 -  Using an appropriate space, create a circle and explain to the pupils that they are attending a meeting of soothsayers in Ancient Rome to share their insights about the future | Lesson 9 -  Practise reading the speech and perform. Pupils could be grouped according to character and present arguments facing each other. Speak loudly and clearly using the intonation of a speech.  Lesson 11 -  Hot-seating – explore Portia’s character further by asking questions of someone in role as the character. Questions can be prepared or improvised. | Poetry –  Pupils should aim to portray admiration for the creature they have written about. Freeze frame to portray different emotions, considering facial expression and body language. |  |  |  |
| **Maths (daily)**:  *Refer to NCETM and White Rose* | Lesson 7 – Hundredths on a place value chart  Lesson 8 – Halves and quarters as decimals  Lesson 9 – Make a whole  Lesson 10 – Partition decimals  Lesson 11 – Compare and order decimals | Lesson 12 – Round to the nearest whole number  Lesson 13 – Divide a number by 10  Lesson 14 – Divide a number by 100  Lesson 1 – **Money** – Pound and pence  Lesson 2 – write money using decimals | Lesson 3 – convert pounds and pence.  Lesson 4 – compare amounts of money.  Lesson 5 – Estimate with money.  Lesson 6 – add money.  Lesson 7 – subtract money. | Lesson 8 – find change.  Lesson 9 – solve problems with money.  Lesson 1 – **Shape** – turns and angles.  Lesson 2 – identify angles.  Lesson 3 – compare and order angles. | Lesson 4 – types of lines.  Lesson 5 – triangles.  Lesson 6 – quadrilaterals.  Lesson 7 – polygons.  Lesson 8 – draw polygons. | Lesson 9 – symmetry.  Lesson 10 – 3D shapes.  Lesson 1 – **Position and direction** – describe position using coordinates.  Lesson 2 – plot coordinates.  Lesson 3 – Draw 2D shapes on a grid. | Lesson 4 – translate on a grid.  Lesson 5 – describe translation on a grid.  Lesson 1 – Statistics – pictograms.  Lesson 2 – interpret bar charts.  Lesson 3 – draw bar charts. |
| **Science:**  *\*2 hours a week*  *Refer to Science Long Term plan* | To demonstrate and explain the process of digestion. | **Electricity**  To classify and present data, identifying common appliances that run on electricity. | To identify circuit components and build working circuits. | To investigate whether circuits are complete or incomplete. | To investigate which materials are electrical conductors or insulators. | To explain how a switch works in a circuit, build switches and report my findings. | To discuss and solve problems about electricity using reasoning skills |
| **R.E (weekly)**  Refer to Understanding Christianity Scheme of work, RE Today and school LTPs | **Why is the Torah so important to Jewish people?**  To understand that Jewish people come from a range of ethnic backgrounds and live diverse lives. | To explore what it means to have a Jewish identity both locally and globally. | To explore why Jewish people use different names for God and how this shows respect for God's nature and importance. | To understand the meaning and importance of the Shema in Jewish belief and how Jewish people remember and show respect for God's words in daily life. | To explore the Torah as the sacred text of Judaism, identifying different types of writing and recognising shared stories with Christianity. | To understand how Jewish dietary laws (kashrut) affect food choices and to apply this understanding when planning a meal for a Jewish friend. | To understand the role of the synagogue in Jewish community life. |
| **Computing (weekly)**  Refer to Teach Computing/Project Evolve | **Creating media – desktop publishing**  To recognise how text and images convey information | To recognise that text and layout can be edited | To choose appropriate page settings | To add content to a desktop publishing publication | To consider how different layouts can suit different purposes | To consider the benefits of desktop publishing |  |
| **History (weekly)**  **Refer to Medium term plans (ALTERNATE HALF TERMS)** | (unit continued from before May half term)  What was life like for a peasant in the middle ages? | Why are so many castles in Shropshire in ruins? |  |  |  |  |  |
| **Geography (weekly)**  ***Refer to Medium term plans***  **(ALTERNATE HALF TERMS)** |  |  | **Europe – What makes Greece such a holiday hotspot?**  Lesson 1 – Using maps to locate the countries of Europe. L.O To use atlas maps and a globe to locate the continent and countries of Europe and their capital cities | Lesson 2 – Weather and climate in Europe. L.O I can identify different climate zones in the world and describe the climate of different countries in Europe.  (Comparing Greece and the UK). | Lesson 3 – Human and physical features. L.O To use digital and atlas maps to identify and locate key physical geographical features of Europe. | Lesson 4 - To describe key features of the human geography of Europe and use atlas maps to identify spatial patterns | Lesson 5 – Tourism. L.O I can use different sources of information to choose and plan a holiday in a European country.  (Athens as a holiday destination) |
| **Music (weekly)**  Refer to Shropshire Music Service | **Musical structure unit** | **Musical structure unit** | **Musical structure unit** | **Musical structure unit** | **Musical structure unit** | **Musical structure unit** | **Musical structure unit** |
| **French (weekly)**  Refer to Kapow | (unit continued from before May half term due to Bank Holiday)  Bon Appetit - **Daily offers -** To learn the days of the week in French. | (unit continued from before May half term due to Bank Holiday)  Bon Appetit - **Visiting a French market -** To identify and use familiar phrases in a French conversation. | **Shopping for French food –**  Lesson 1: Building numbers to 60  To recognise and say numbers up to 60. | Lesson 2: At the shops  To form sentences to describe a trip to the shops in French. | Lesson 3: Storytelling  To make predictions about language and join in with a simple story. | Lesson 4: Story-making  To be able to make changes to simple phrases and rehearse telling an original version of a story. | Lesson 5: Story-writing  To edit and write an original version of a story adapted from a model. |
| **D.T. (4 – 6 sessions)**  **Refer to Kapow/ Medium term plans**  **(ALTERNATE HALF TERMS)** |  |  | **Mechanical Systems Pneumatic Toy**  **Lesson 1: Exploring pneumatics**  To explore how pneumatic systems create movement within mechanisms. | **Lesson 2: Drawing diagrams**  To use different types of diagrams to summarise information. | **Lesson 3: Designing a pneumatic toy**  To design a toy that uses a pneumatic system. | **Lesson 4: Making a pneumatic toy**  To create a pneumatic system for a moving toy. | **Lesson 5: Finishing the toy**  To test and finalise ideas against design criteria. |
| **P.S.H.E**. | H6. about what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.  To understand what constitutes a healthy diet and the importance of making nutritious food choices for long-term health and wellbeing. | H8. about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn  To understand the importance of sleep for physical and mental health, and how healthy routines can support good quality sleep. | H9. that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it  To understand how bacteria and viruses can affect health, and how good hygiene practices help prevent the spread of infection and promote personal wellbeing. | H32. about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene  To understand how personal hygiene needs change during puberty and why maintaining good hygiene is important for health, wellbeing, and self-confidence. | H41. strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about  To learn strategies for keeping safe in the local area and unfamiliar places, including road, rail, water, and firework safety, as well as safe use of digital devices when out and about. | H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact  To understand how to keep personal information private online, recognise safe and unsafe online behaviours, and know how to respond to concerns or inappropriate content. | H46. about the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break  To understand the risks and effects of legal drugs such as cigarettes, e-cigarettes/vapes, alcohol, and medicines, and how their use can impact health and become a difficult habit to break. |
| **Art and Design**  Refer to Access Art/ Long term plans | (unit continued from before May half term) **Making nests** | (unit continued from before May half term) **Share reflect and discuss** |  |  |  |  |  |
| **P.E.**  Refer to peplanning.org/ Long term plans | **Rounders**  Lesson 1 – Introduction | **Rounders**  Lesson 2 – fielding: ball skills | **Rounders**  Lesson 3 – fielding: throwing and catching. | **Rounders**  Lesson 4 – batting: hitting the ball | **Rounders**  Lesson 5 – simple games. | **Rounders**  Lesson 6 – final lesson. |  |
| **Athletics**  Lesson 1 – Introduction | **Athletics**  Lesson 2 – Coordination and movement | **Athletics**  Lesson 3 – Running | **Athletics**  Lesson 4 - Jumping | **Athletics**  Lesson 5 – Throwing | **Athletics**  Lesson 6 – final lesson. |  |

*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.*