

**LEYS FARM JUNIOR SCHOOL**  
**Year 4 – Spring Term 2023 Medium Term Plan**  
**Topic: WHO LET THE GODS OUT?**

<u>Jobs for the Term</u>	<u>Key Dates/Events</u>	<u>Further Enrichment</u>
<ul style="list-style-type: none"> <li>• Sign Home-School Planners - reading</li> <li>• Revisit Class Charter (including 5 school rules/rights)</li> <li>• British Values</li> <li>• Anti-bullying</li> <li>• Dyslexia Gold Assessments updated</li> <li>• Pupil progress meeting</li> <li>• English, Maths and Standards Scrutiny</li> <li>• ScholarPack assessment update end of term</li> <li>• Class track assessments part of PPA</li> <li>• Maths and English assessments.</li> </ul>	<ul style="list-style-type: none"> <li>• Chinese New Year - 22<sup>nd</sup> January</li> <li>• Burns Night - 25<sup>th</sup> January</li> <li>• Safer Internet Day – 7<sup>th</sup> February</li> <li>• Valentine’s Day - 14<sup>th</sup> February</li> <li>• Shrove Tuesday - 21<sup>st</sup> February</li> <li>• Lent – 22<sup>nd</sup> February</li> <li>• St David’s Day – 1st March</li> <li>• St Patrick’s Day -17<sup>th</sup> March</li> <li>• Holi - 8<sup>th</sup> March</li> <li>• Mother’s Day - 19<sup>th</sup> March</li> <li>• Ramadan – 22<sup>nd</sup> March/21<sup>st</sup> April.</li> </ul>	<ul style="list-style-type: none"> <li>• Entry point – Mind Map/AfL</li> <li>• Class Story – Who Let the Gods Out?</li> <li>• Homework – Class Dojo</li> <li>• PE - Daily Mile, Go Noodle/Cosmic Yoga, BBC Supermovers</li> <li>• Science - Explorify</li> <li>• DEAR</li> <li>• Reading reward for 5 reads per week and reading activities</li> <li>• Exit point - Sharing work / meta-cognition activity</li> <li>• Interventions.</li> </ul>
<u>English (Reading/Spoken Language)</u>	<u>English (Writing)</u>	<u>English (Grammar and Phonics)</u>
<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout guided reading lessons and applied across the curriculum:</p> <p><u>Reading</u></p> <ul style="list-style-type: none"> <li>• <i>Can I prepare poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action?</i></li> <li>• <i>Can I discuss words and phrases that capture the reader’s interest and imagination?</i></li> <li>• <i>Can I recognise some different forms of poetry, for example, free verse, and narrative poetry?</i></li> </ul>	<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum:</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> <li>• <i>Can I use diagonal and horizontal strokes needed to join letters?</i></li> <li>• <i>Can I understand which letters are best left un-joined?</i></li> <li>• <i>Can I increase the legibility, consistency and quality of my handwriting?</i></li> </ul> <p><u>Writing</u></p>	<p><b><u>Focus:</u></b>  The following reading objectives are taken from the National Curriculum and will be taught throughout English lessons and applied across the curriculum:</p> <p><u>Grammar</u></p> <ul style="list-style-type: none"> <li>• <i>Can I identify noun phrases?</i></li> <li>• <i>Can I explore types of sentences?</i></li> <li>• <i>Can I extend my sentences using more than one clause?</i></li> <li>• <i>Can I use the present perfect form of verbs in contrast to the past tense?</i></li> <li>• <i>Can I select nouns or pronouns appropriately for clarity and cohesion and to avoid repetition?</i></li> </ul>

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- *Can I listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks?*
- *Can I read books that are structured in different ways and reading for a range of purposes?*
- *Can I check that the text makes sense, discussing my understanding and explaining the meaning of words in context?*
- *Can I ask questions to improve my understanding of a text?*
- *Can I draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence?*
- *Can I predict what might happen from details stated and implied?*
- *Can I read Theseus and the Minotaur and Who let the Gods out?*

The following spoken language objectives are taken from the National Curriculum and will be taught and embedded throughout English lessons and across the curriculum:

- *Can I listen and respond appropriately to adults and peers?*
- *Can I ask relevant questions to extend understanding and knowledge?*
- *Articulate and justify answers, arguments and opinions?*
- *Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings?*
- *Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments?*

- Independent (Assessed piece)
- *Can I discuss writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar?*
- *Can I draft and record by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures?*
- *Can I organise paragraphs around a theme?*
- *Can I evaluate by assessing the effectiveness of my own and others' writing and suggesting improvements?*
- *Can I identify the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for my own work?*
- *Can I select appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning?*
- *Can I assess the effectiveness of my own and others' writing?*
- *Can I describe a character and a setting?*
- *Can I create a free verse poem?*
- *Can I re-tell the events from a character's perspective?*
- *Can I write an advert to persuade?*
- *Can I write a newspaper article? (Independent)*
- *Can I write a story with a flashback?*
- *Can I rewrite a chapter into a playscript for a film?*
- *Can I plan, write and edit a non-chronological report? (Independent)*
- *Can I plan, write and edit a myth? (Independent)*

- *Can I use conjunctions, adverbs and prepositions to express time and cause?*
- *Can I use fronted adverbials?*
- *Can I use commas after fronted adverbials?*
- *Can I indicate possession by using the possessive apostrophe with plural nouns?*
- *Can I use and punctuate direct speech?*
- *Can I recognise vocabulary and structures that are appropriate for formal speech and writing, including subjunctive forms?*
- *Can I use modal verbs or adverbs to indicate degrees of possibility?*

Spelling

List coverage:

- The suffix –ous – 2 weeks.
- Words where a suffix is added to words ending in y.
- Words ending in –ious and –eous.
- Challenge words.
- Words where 'au' makes an /or/ sound.
- Words ending in –tion.
- Words ending in –ssion.
- Words ending in –cian.
- Words that are adverbs of manner.
- Challenge words.
- Words that are homophones.

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- *Participate in discussions, presentations, performances, role play/improvisations and debates, gain, maintain and monitor the interest of the listener(s)?*

**Mathematics**

**Prior Learning/Knowledge:**

Children will have prior knowledge of multiplying and dividing by 2,3,4,5,8,10 x. They will be able to measure the perimeter of simple shapes.  
 Children will be able to recognise simple fractions including fractions of simple amounts. Add and subtract fractions with the same denominator.  
 Children will have a basic understanding of decimal notation related to money.

**Focus:**

**Multiplication**

Objectives are taken from the National Curriculum and will be taught throughout Spring Mathematics lessons:  
 Pupils practise to become fluent in the formal written method of short multiplication and short division with exact answers (see Mathematics appendix 1).  
 Pupils write statements about the equality of expressions (for example, use the distributive law  $39 \times 7 = 30 \times 7 + 9 \times 7$  and associative law  $(2 \times 3) \times 4 = 2 \times (3 \times 4)$ ). They combine their knowledge of number facts and rules of arithmetic to solve mental and written calculations for example,  $2 \times 6 \times 5 = 10 \times 6 = 60$ .  
 Pupils solve two-step problems in contexts, choosing the appropriate operation, working with increasingly harder

They will measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Pupils will find the area of rectilinear shapes by counting squares; They will estimate, compare and calculate different measures, including money in pounds and pence; Pupils will read, write and convert time between analogue and digital 12- and 24-hour clocks. They will solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

**Cold Task:**

- *Can I measure in kilometres and metres?*
- *Can I calculate equivalent lengths?*
- *Can I calculate perimeter of shapes including polygons?*
- *Can I find missing lengths?*

**Hot Task:**

**Focus:**

Pupils build on their understanding of place value and decimal notation to record metric measures, including money. Pupils should connect hundredths to tenths and place value and decimal measure.  
 They extend the use of the number line to connect fractions, numbers and measures.

- Can I convert improper fractions to mixed numbers?*
- Can I place equivalent fractions on a number line?*
- Can I find equivalent fraction families?*
- Can I add two or more fractions?*
- Can I add fractions and mixed numbers?*
- Can I subtract two fractions?*
- Can I subtract from whole amounts?*
- Can I subtract from mixed numbers?*

**Focus:**

Pupils' understanding of the number system and decimal place value is extended at this stage to tenths and then hundredths. This includes relating the decimal notation to division of whole number by 10 and later 100.  
 They practise counting using simple fractions and decimals, both forwards and backwards.  
 Pupils learn decimal notation and the language associated with it, including in the context of measurements. They make comparisons and order decimal amounts and quantities that are expressed to the same number of decimal places. They should be able to represent numbers with 1 or 2 decimal places in several ways, such as on number lines.

**Vocabulary:**

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numbers. This should include correspondence questions such as the numbers of choices of a meal on a menu, or 3 cakes shared equally between 10 children.

**Cold Task:**

- *Can I recall multiplication and division facts for multiplication tables up to  $12 \times 12$ ?*
- *Can I recognise and use factor pairs and commutativity in mental calculations?*
- *Can I multiply and divide by 10 and 100?*
- *Can I use related facts to multiply and divide?*
- *Can I use informal methods to multiply?*
- *Can I multiply 2 and 3-digits numbers by a 1-digit number?*
- *Can I divide 2 and 3-digit numbers by a 1-digit number?*
- *Can I complete correspondence problems?*
- *Can I calculate efficiently?*

**Hot Task:**

**Vocabulary:**

Division facts, Inverse, derive, equation, inverse, factor, factor pair, commutative, distributive, divisor, scaling, integer.

**Focus:**

Perimeter can be expressed algebraically as  $2(a + b)$  where a and b are the dimensions in the same unit. They relate area to arrays and multiplication.

Pupils understand the relation between non-unit fractions and multiplication and division of quantities, with particular emphasis on tenths and hundredths.

Pupils make connections between fractions of a length, of a shape and as a representation of one whole or set of quantities. Pupils use factors and multiples to recognise equivalent fractions and simplify where appropriate (for example,  $\frac{6}{9} = \frac{2}{3}$  or  $\frac{1}{4} = \frac{2}{8}$ ).

Pupils continue to practise adding and subtracting fractions with the same denominator, to become fluent through a variety of increasingly complex problems beyond one whole. Pupils are taught throughout that decimals and fractions are different ways of expressing numbers and proportions.

**Vocabulary:**

Eighth, sixth, fifth, twentieth, hundredth, proportion, in every, for every, decimal fraction, decimal point, decimal place, simplify.

**Cold Task:**

- *Can I understand a whole?*
- *Can I count beyond 1?*
- *Can I partition a mixed number?*
- *Can I show mixed numbers on a number line?*
- *Can I compare and order mixed numbers?*
- *Can I understand improper fractions?*
- *Can I convert mixed numbers to improper fractions?*

**Cold task:**

- *Can I understand tenths as fractions?*
- *Can I find tenths as decimals?*
- *Can I place tenths on a place value chart?*
- *Can I place tenths on a number line?*
- *Can I divide a 1-digit number by 10?*
- *Can I divide a 2-digit number by 10?*
- *Can I convert hundredths and fractions?*
- *Can I convert between hundredths and decimals?*
- *Can I place hundredths on a place value chart?*
- *Can I divide a 1- or 2- digit number by 100?*

**Hot task:**

**Additional Maths Teaching**

Daily:

- Counting/Table facts
- Flashback
- Assessment for Learning
- Problem-Solving and Reasoning

Weekly:

- Times tables carousel lesson
- Arithmetic test
- Times Tables grids/written questions test
- Rapid recall boards/fact family

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<p>Pupils will convert between different units of measure [for example, kilometre to metre; hour to minute];</p>		
<p><b><u>Art</u></b></p>	<p><b><u>Design and Technology, Cooking and Nutrition, including STEM</u></b></p>	<p><b><u>Science including STEM</u></b></p>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Have an awareness of techniques, including control and use of materials, with creativity, experiment and an awareness of different kinds of art, craft design.          Developed work in sketch books recording observations and use them to review and revisit ideas          Improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, fabric.</p> <p><b><u>Focus:</u></b></p> <p>Pupils will be taught to develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design.</p> <p>Pupils will be taught:</p> <ul style="list-style-type: none"> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay].</li> <li>about great artists, architects and designers in history including those from the Greek era.</li> </ul> <p><b><u>Vocabulary:</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Have an awareness of designing linked to past topics including food products. Be able to make simple joins using glue. Understand how to strengthen some materials. Know some properties of materials.</p> <p><b><u>Focus:</u></b></p> <p>Through a variety of creative and practical activities, pupils will be taught the knowledge, understanding and skills needed to engage in an iterative process of designing and making. They should work in a range of relevant contexts [for example, the home, school, leisure, culture, enterprise, industry and the wider environment].          When designing and making, pupils are taught to:</p> <p><b><u>Design:</u></b></p> <ul style="list-style-type: none"> <li>Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups.</li> <li>Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design.</li> </ul> <p><b><u>Make:</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Explore how things work. (Nursery - Electricity)          Explore how things work. (Nursery ± Sound) x Describe what they see, hear and feel whilst outside. (Reception ± Sound) x          Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. (Y1 - Animals, including humans).</p> <p><b><u>Focus:</u></b></p> <p><b><u>Electricity:</u></b></p> <p>Identify common appliances that run on electricity.          Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a Battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><b><u>Sound:</u></b></p>

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Patron, Cubism, Abstract, Futurist, Minimalist, Installation art, Medium, Silhouette, Multi-block, Mural, Tapestry, Engrave, Inlay, Marbling, Bleeding, Wash, Kiln, Glaze, Fire ware.  
 Pattern, shape, form, colour, mix, blend, brush, stroke, Uncertain, Former, Latter, Phase, Decline, Trend, Continuity, School, Workshop, Influence, design, pattern, create, form, shape, slip, ceramics, pottery, mould, materials, inspire, texture, sketch, observe, expressive, define, space, proportion, traditional, abstract, modern, colour, clay, acrylic paint, drawing, pencil, mod roc, artist, style.

Overview – The children will start by researching artists who use ceramics - Lucie Rie and Kate Malone and sketch Greek designs in their sketch books.

Each child will create a vase design which will be inspired by Greek designs and patterns.

The designs for their vases will also be carefully planned out in sketch books.

Greek artists – Parrhasius, Pheidias, Apelles, Lyssipus.

- Develop ideas from starting points throughout the curriculum.
- Adapt and refine ideas as they progress.
- Explore ideas in a variety of ways.
- Comment on artworks **using** visual language.

**Greek Art:**

- Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately.
- Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.

**Evaluate:**

- Investigate and analyse a range of existing products.
- Evaluate their ideas and products against their own design criteria and consider the views of others to improve their work.
- Understand how key events and individuals in design and technology have helped shape the world.

**Technical Knowledge:**

- Apply their understanding of how to strengthen, stiffen and reinforce more complex structures
- Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]
- Understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
- Apply their understanding of computing to program, monitor and control their products.

**Vocabulary:**

Cause, Consequence, Phase, Trend, Continuity, Medium, Intricate, Audience, Impact, Program, Develop, Pattern

Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.

**Vocabulary:**

**Electricity:**

Electrical appliance/device, mains, plug, electrical circuit, complete circuit, component, cell, battery, positive, negative, connect/connections, loose connection, short circuit, crocodile clip, bulb, switch, buzzer, motor, conductor, insulator, metal, non-metal, symbol, light bulb, electric cooker, fridge, freezer, televisions, appliance, electricity, electrical circuit, cell (battery), wire, bulb, buzzer, construct, connect, motor, wires, danger, safety, sign, insulators, wood, rubber, plastic, glass, metal, water, switch, open switch, closed switch, series, common conductors, conventional, current, voltage, loop, copper, iron, nickel, aluminium, lead, steel, cobalt, money, Thomas Edison.

**Sound:**

Vibration, volume, pitch, insulate, medium, hear, loud, faint, percussion. Vibrate, vibration, vibrating, air, medium, ear, hear, sound, volume, pitch, faint, fainter, loud, louder,

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<p><i>Wk1: Can I study artist designs and create similar styles?</i></p> <p><i>Wk2: Can I design a Greek vase?</i></p> <p><i>Wk3: Can I strengthen my vase?</i></p> <p><i>Wk4: Can I decorate my vase?</i></p> <p><i>Wk5: Can I add detail to my vase?</i></p> <p><i>Wk6: Can I evaluate my design?</i></p> <p>Designs should include a foot, a neck and handles.</p> <p>Each vase was unique and had a unique shape and a unique size.</p> <p>Each vase will be a different size and shape for a different purpose.</p> <p>The most common was wine holders and it was called a krater and it was used to mix the water into the wine.</p> <p>A vase for pouring the wine would be called an oinochoai.</p> <p>The cups that had stems were also considered vases and they were called kylixes.</p> <p>To hold oil or perfume, the vase maker would make a lekythoi jar.</p> <p>Each vase will be decorated to the artist's choice.</p>	<p>piece, Structure, Unique, Characteristic, Convention, Aesthetic, Series, Circuit, Program</p> <p><b>Can I design a light up sign?</b></p> <p><i>W1: Can I investigate electrical safety and existing light up signs?</i></p> <p><i>W2: Focused Practical Task: Can I understand how LEDS may be used instead of traditional incandescent bulbs?</i></p> <p><i>W3: Can I follow a Design brief – Make a light up sign for a purpose?</i></p> <p><i>W4: Can I select appropriate materials to assemble/make product?</i></p> <p><i>W5: Can I build/make product?</i></p> <p><i>W6: Can I evaluation our products against the design criteria?</i></p> <p>Create a light up sign for a purpose chosen by the children. List possible ideas and vote for each group.</p> <p><u>Designers:</u></p> <p>Dan Flavin;</p> <p>Joseph Kosuth;</p> <p>Chryssa;</p>	<p>string, percussion, woodwind, brass, insulate, insulation, insulate, instruments, twang, blow, bang, scrape, shake, pluck, strings, amplitude, quiet, quieter, solids, liquids, gases, sound waves, particles, ear canal, middle ear bones, hammer, anvil, stirrup, cochlea, electrical signals, hearing nerve, higher, lower, tighter, thinner, shorter, looser, thicker, longer, column of air, trombone, absorbed, phone, radio, walkie talkie, television, sound sources, soundproofing, ear defenders.</p> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>• <i>Can I explain what electricity is?</i></li> <li>• <i>Can I investigate electrical circuits?</i></li> <li>• <i>Can I identify an insulator and a conductor of electricity?</i></li> <li>• <i>Can I explain how a switch works and why they are needed?</i></li> <li>• <i>Can I investigate how to make different circuits?</i></li> </ul> <p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>• <i>Can I understand how we hear sound?</i></li> <li>• <i>Can I identify how sounds are made and explain sound sources?</i></li> <li>• <i>Can I recognise that vibrations travel through a medium?</i></li> <li>• <i>Can I explore ways to change the pitch of a sound?</i></li> <li>• <i>Can I find patterns between volume and strength of vibrations?</i></li> <li>• <i>Can I recognise the effects of distance on sound?</i></li> </ul>
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<p>Create other cross curricular opportunities for any art work linked to the Ancient Greeks.</p>	<p>Keith Sonnier;  Mario Merz;  Tracey Emin.</p>	<ul style="list-style-type: none"> <li>• <i>Can I set up a simple sound test?</i></li> </ul> <p><u>STEM</u>  <b>Scientists:</b>  Michael Faraday- Discovered relationship between magnets and electricity  Thomas Edison- Lightbulb  Joseph Swan- Incandescent Light Bulb  Alexander Graham Bell -Invented the telephone  Aristotle - Sound Waves  Galileo Galilei - Frequency and Pitch of Sound Waves.</p>
<p><b><u>French (Modern Foreign Languages)</u></b></p>	<p><b><u>Geography</u></b></p>	<p><b><u>History</u></b></p>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Children will have some understanding of key vocabulary including phonetics, seasons and musical instruments.</p> <p><b><u>Focus:</u></b></p> <p>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.  Engage in conversations; ask and answer questions; express opinions and respond to those of others; seek clarification and help.  Speak in sentences, using familiar vocabulary, phrases and basic language structures.  Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Pupils have basic knowledge and understanding beyond the local area including the United Kingdom and Europe, North and South America. They will recollect the location and characteristics of a range of the world’s most significant human and physical features. Pupil have learned to name and locate the world’s seven continents and five oceans; name, locate and identify characteristics of the four countries and capital cities of the United Kingdom and its surrounding seas Pupils can understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country Human and physical geography.</p> <p><b><u>Focus:</u></b></p> <p>(Historical Association Scheme of Work: Ancient Greece)</p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Pupils have a knowledge of events beyond living memory that are significant nationally or globally [for example, the Great Fire of London, the first aeroplane flight or events commemorated through festivals or anniversaries.</p> <p><b><u>Focus:</u></b></p> <p><b>Key Enquiry 1:</b></p> <p>How can we find out about the civilisation of Ancient Greece?</p> <p><b>Key Enquiry 2:</b></p> <p>Can we thank the Ancient Greeks for anything in our lives today?</p> <p><b><u>Vocabulary:</u></b></p>



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**Unit 1: Goldilocks and the Three Bears – Boucle d’Or Et Les Trois Ours**

Listen attentively to a whole familiar fairy tale in French. Remembering new language using picture, word and phrases cards.  
 Improve reading and listening skills. Attempt to re-tell a familiar fairy tale in French using a mini book for support.

**Vocabulary:**

Boucle D'Or et les trois ours, La moyenne chaise. Chair, Mou, Boucle D'or , La petite chaise, Le grand bol était trop salé, Papa ours, Le grand lit, Le moyen bol était trop sucré, Maman ours, Le moyen lit, Le petit bol était juste comme il faut, Bébé ours, Le petit lit, La grande chaise était trop grande, Une maison, Sucré Sweet La moyenne chaise était trop basse, Une forêt, Salé, La petite chaise était juste comme il faut, Le grand bol, Le grand lit était trop dur, Le moyen bol, Basse Low Le moyen lit était trop mou, Le petit bol, Dur, Le petit lit était juste comme il faut, grande chaise.

**Unit 2: Habitats – Les Habitats**

*(Language Angels)*  
 Unit coverage.

Geography Association Scheme Link:

<https://www.geography.org.uk/teaching-resources/near-and-far>  
<https://www.geography.org.uk/teaching-resources/base-maps>

**Key enquiry:**

Where in the world is Greece?  
 How far is Greece from us?  
 Where did the Ancient Greeks travel from and to?  
 What river and oceans were important to Ancient Greeks?

Resources- Near and far sheet.

- World maps (printed)
- Atlases.

***Significant Individual Study:*** Eratosthenes of Cyrene (Father of Geography)

**Vocabulary:**

Democracy, philosophy, acropolis, city-state, Parthenon, marathon, Olympics, citizen, philosopher, alphabet, tragedy,

**Mapwork:**

Key Knowledge:  
 Understand our location in the world- near and far  
 Understanding of a location on European continent- Greece  
 Key oceans and rivers in and around Greece – Mediterranean Sea, Ionian, Aegean Sea, Evros, Axios, The Haliacmon,

Democracy, Acropolis, Parthenon, Marathon, Olympics, Citizen, Column, Democracy, Acropolis, City-state, Parthenon, Marathon, Olympics, Citizen, Philosopher, Alphabet, Tragedy, Agora, Hellenistic, Phalanx, Aristocrat, Mythology, Column, Hoplite, Peninsula, Oracle, Terraced.

**LC:**

- *Can I discover the Ancient Greeks?*
- *Can artefacts tell us about what life was like in Ancient Greece?*
- *Can we learn anything from Greek myths and legends?*
- *What do we know about the achievements of Alexander the Great?*
- *What sources should we include in a museum display on the life and achievements of the Ancient Greeks?*
- *Can we thank the Ancient Greeks for anything in our lives today?*
- *What are the similarities between our schools and schools in Ancient Greece?*
- *What can we learn from our language about Ancient Greece?*
- *What do some of our buildings tell us about Ancient Greece today?*
- *Can we learn how the Ancient Greeks were governed and are there any similarities with how we are governed today?*
- *Can I find similarities between the Olympic Games?*
- *Can I determine the most important legacy of the Ancient Greeks?*

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	<p><b>Physical:</b> Impact: development of colonies in other countries.</p> <p><b>Human:</b> Lenses: Cultural Religious Geographical</p> <p>Cross curricular links to Art: Use outdoor spaces to observe plant life to use in art work.</p>	
<b><u>Music</u></b>	<b><u>Physical Education</u></b>	<b><u>Personal, Social and Health Education</u></b>
<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Previous Charanga units covered in Y3. Musically, students are constantly touching upon all key musical elements and skills, building upon these as they progress through each lesson, unit and year. As well as this, there is also a Musical Spotlight to each unit.</p> <p><b><u>Focus:</u></b></p> <p>Combining elements to make music.</p> <ul style="list-style-type: none"> <li>• Listening and responding to music – It’s all about love.</li> <li>• Compose using the notepad.</li> <li>• Create and perform a unit song of choice.</li> <li>• Sing as part of a performance.</li> <li>• Play an instrument as part of a performance.</li> <li>• Improvising as part of the performance.</li> <li>• Composing a part of a performance.</li> <li>• Presenting a performance.</li> </ul>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p>Previous units covered during Spring term for Year 3. Pupils should develop fundamental movement skills, become increasingly competent and confident and access a broad range of opportunities to extend their agility, balance and coordination, individually and with others. They should be able to engage in competitive (both against self and against others) and co-operative physical activities, in a range of increasingly challenging situations.</p> <p><b><u>Focus:</u></b></p> <p>Gymnastics – Floor/flight  Games – Invasion 2  Dance – Performance/OAA  Games – Net and wall</p> <p><b><u>Vocabulary:</u></b></p>	<p><b><u>Prior Learning/Knowledge:</u></b></p> <p><i>Jigsaw Year 3 DG and HM</i>  Being me in my World  Celebrating Differences  Dreams and Goals  Healthy Me  Relationships  Changing me</p> <p><b><u>Focus:</u></b></p> <p>Celebrating Differences  Dreams and Goals  Healthy Me</p> <p><b><u>Vocabulary:</u></b></p>

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<p>Developing pulse and groove through improvisation.          How does music improve our world?</p> <ul style="list-style-type: none"> <li>• Listen and respond – Mambo from Westside story.</li> <li>• Compose using the notepad.</li> <li>• Create and perform a unit song of choice.</li> <li>• Sing as part of a performance.</li> <li>• Play an instrument as part of a performance.</li> <li>• Improvising as part of the performance.</li> <li>• Composing a part of a performance.</li> <li>• Presenting a performance.</li> </ul> <p><b><u>Vocabulary:</u></b>          Tempo, suite, largo, allegro, vivace, scherzo (as movement titles) cadenza, cantata, oratorio, chorale, tone, poem, piano, forte (de)crescendo, diminuendo bar, tab, notation, capo (for guitar), stop time, tag, uncertain, former, latter, phase, decline, trend, continuity, school, influence, patron, tonic, timbre, texture, instrumentation, vibrato, alto, soprano, baritone, falsetto, piano, harpsichord, organ guitar (electric, classical, acoustic).</p> <p><b><u>Composer of the Month</u></b></p> <p>Minute of Listening.</p>	<p>Stretch, push, pull, step, spring, crawl, still, slowly tall, long, forwards, high, low, roll, copy, jump, land, balance.</p> <p>Keep possession, scoring goals, keeping score, making space, pass/send/receive, travel with a ball, make use of space, points/goals, rules, tactics, batting, fielding, defending, hitting.</p> <p>Travel, stillness, direction, space, body parts, levels          Speed, space, repetition, action and reaction, pattern.</p> <p><u>Gymnastics</u></p> <p><u>Games- Invasion</u></p> <p><u>Dance</u></p> <p><u>Games – Net and wall.</u></p>	<p>Attitude, Believe, Imagine, Learn, Grasp, Opportunities, Persevere, Determination, Conquer. Dream, Hope, Goal, Feeling, Achievement, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Cooperation, Difference.          Healthy, relationships, value, roles, leader, follower, assertive, smoking, pressure, peer, alcohol,</p> <p><b><u>Jigsaw Piece...:</u></b></p> <ul style="list-style-type: none"> <li>• <i>Can I question why I feel as I do about other people?</i></li> <li>• <i>Can I decide how it would feel to be a witness to and a target of bullying?</i></li> <li>• <i>Can I problem solve a bullying situation with others?</i></li> <li>• <i>Can I explain why it is good to accept others as they are?</i></li> <li>• <i>Can I plan and set new goals even after a disappointment?</i></li> <li>• <i>Can I explain what it means to be resilient and to have a positive attitude?</i></li> <li>• <i>Can I recognise when people are putting me under pressure and can explain ways to resist this when I want to?</i></li> <li>• <i>Can I identify feelings of anxiety and fear associated with peer pressure?</i></li> </ul>
<b><u>Religious Education</u></b>	<b><u>Computing</u></b>	<b><u>Meta-Cognition Session</u></b>
<b>Prior Learning/Knowledge:</b>	<b>Prior Learning/Knowledge:</b>	<b>WINK</b> - What I Now Know about... Provide an opportunity for children to assemble parts of

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LAS Compulsory God – Hinduism Believing  
 How are deities and key figures described in Hindu sacred texts and stories? What might Hindus understand about the Divine through these stories? What is the purpose of visual symbols in the mandir?

**Focus:**

*Lincolnshire Syllabus*

LAS Compulsory Community – Hinduism Living  
 [How are Hindu beliefs expressed personally and collectively? How does a Hindu worship and celebration build a sense of community? Worship and celebration. Ways in which worship and celebration engage with/affect the natural world. Beliefs about creation and natural world]

*Key Questions:*

- **How does Hindu worship and practice build a sense of community?**
- **How is Hindu belief expressed collectively?**
- **How do Hindu practices impact (positively and negatively) on the natural world?**
  
- *Can I say how Hinduism began?*
- *Can I say how dharma influences how Hindus live?*
- *Can I discuss Hindu beliefs about karma, samsara and moksha?*
- *Can I say who Brahman is to Hindus?*
- *Can I retell the story of Shiva and the Ganges?*
- *Can I record Hindu worship at the Mandir?*
- *Can I discuss Hindu worship at home?*

Children should be able to understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. They have been able to create and debug simple programs. They will use logical reasoning to predict the behaviour of simple programs. Children have used technology purposefully to create, organise, store, manipulate and retrieve digital content. They can recognise common uses of information technology beyond school. Children can use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies.

**Focus:**

Computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration.

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.

**Vocabulary:**

Components, CPU, Graphics Card, Hard Drive: Hardware, Input, Motherboard, Network Card, Output, Peripherals, RAM, Software.  
 Average, Budget, Calculations, Chart, Column, Data, Decimal place, Equal to tool, Format Cell, Formula, Formula Wizard, Line graph, Percentage, Place value, Random number tool, Resize, Row, Set image, Spinner tool, Timer, Totals.

knowledge into a whole using creative thinking and problem solving.

**Process-**plan, do, evaluate, rewrite, compose, imagine, design, invent, create, propose, combine, develop, improve, construct...

**Use knowledge and understanding:**

- Build a model
- Create artwork
- Collage
- Write a poem
- Create a map
- Write a song
- Design a poster
- PowerPoint Presentation
- Create a PPP/digital presentation.

**A Double Page Spread (A3) is to also be completed.**

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- *Can I recognise Diwali?*
- *Can I discuss the Raksha Bandhan festival?*
- *Can I say what Holi is?*
- *Can I sequence events for Holy week?*
- *Can I discuss why pilgrimage is special to Christians at Easter time?*

**Vocabulary:**

Reincarnation, Vedas, Atman, Pilgrimage, Sanskrit, Symbol, Ahimsa, Puja, Guru, Moksha, Mandir, Brahman, Aum, Karma, Samsara.

**EASTER – Symbolism**

- Recap sequence of events in Holy week.
- Discuss how believers express the meaning of Easter through symbols, sounds, actions, story and rituals e.g. using ash on Ash Wednesday, palm branches on Palm Sunday, washing feet on Maundy Thursday, hot cross buns and simnel cakes, Passion Plays, darkness and images covered in churches on Good Friday; Easter vigils; lighting Paschal candle on Easter Sunday, decorating crosses.

Campaign, Format, Font, Genre, Opinion, Reporter, Viewpoint.

**4.8: Hardware investigators:**

- *Can I understand the different parts that make up a computer?*
- *Can I recall the different parts that make up a computer?*

**4.3 Spreadsheets:**

- *Can I format cells?*
- *Can I use the timer?*
- *Can I create line graphs?*
- *Can I use a spreadsheet for budget planning?*
- *Can I understand place value in spreadsheets?*

**4.4 Writing for different audiences:**

- *Can I change font styles?*
- *Can I create a newspaper article?*
- *Can I produce a news report?*
- *Can I plan a campaign?*
- *Can I write a campaign?*