**STUNNING STARTER**

* Welcome to Rome

**Medium Term Plan**

**FANTASTIC FINISH**

* Greek Dance

Olympic Closing ceremony.

**Physical Education**

Swimming and Water Safety

Running & Jumping

Throwing & Catching

Flexibility, Technique, Control and Balance

Co-ordination, Agility & Strength

Movement & Pattern

Healthy & Active Lifestyle

**Computing**

Finding Things Out

Making Things Happen

Programming

Sharing & Reviewing

Investigating & Exploring

**Art & Design**

Drawing

Painting

3D Modelling

Printing

Textiles

**Design & Technology**

Design

Make

Evaluate

Axis, Pulleys and Gears

Electrical and Mechanical Components

Food Technology

Mechanisms

Structures

Textiles

**Geography**

Geographical Enquiry

Geographical Skills & Fieldwork

Location & Place Knowledge

Human and Physical

Sustainability

**History**

Finding Out About the Past (Enquiry)

Finding Out About the Past (Chronology)

Historical Events

Lifestyles of People in the Past

Significant People in the Past

**Religious Education**

Learning about Religion

Learning from Religion

**Modern Foreign Languages**

Listening and Responding

Speaking

Writing

**Music**

Play and Perform

Improvise and Compose

Listen and Understand

Musical Notation (KS2)

History of Music

**PSHE**

Health & Wellbeing

Relationships

Living in the Wider World

**Speaking and Listening**

**Reading**

Word Reading

Comprehension

**Writing**

Phonics and Spelling

Punctuation

Vocabulary

Sentence and Text

Handwriting and Presentation

Composition

Story

Information

Poetry

**Science**

Working Scientifically – Planning

Working Scientifically – Recording Evidence

Working Scientifically – Conclusions

Plants

Animals, including Humans

Life Processes

All Living Things

Habitats

Everyday Materials

Changing Materials

Light and Sound

Electricity

Forces and Magnets

**Mathematics**

Problem Solving

Communicating

Reasoning

Number and Place Value

Mental Maths

Operations – Addition

Operations – Subtraction

Operations – Multiplication

Operations – Division

Fractions and Decimals (KS1)

Fractions, Decimals and Percentages (KS2)

Algebra (KS2)

Ration and Proportion (KS2)

Geometry – 2D Shapes

Geometry – 3D Shapes

Position and Direction (KS1)

Position and Movement (KS2)

Measures – Length

Measures – Mass

Measures – Capacity & Volume

Measures – Time

Statistics – Processing and representing data

Statistics – Interpreting data

Term: Spring Class: Y3/4 Teacher: EC/TC/NV

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| **Writing Genres** |
| Story | Poetry | Non-chronological | Instructions |
| Newspaper reports | Letters / Diary | Play Scripts | Recount |
| Persuasive | Explanation | Biography | Autobiography |

**KEY EVENTS**

**- Cooking- Pizza making**

**- Trip to MOSI**

**-Production**

Where do we come from?

**Reading-**

To analyse, discuss and evaluate text types.

To make inferences and use point and evidence.

To understand what they read by checking, discussing and explaining the meaning of words in context.

To provide reasoned justifications for their views.

To use punctuation to determine expression.

To identify, analyse and discuss themes.

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| **Texts** **ENGLISH****Genres**To identify and discuss the purpose, audience, structure and vocabulary of a range of texts. To plan, write and edit a variety of texts including a story about a Greek hero/heroine.An explanation piece about how Rome has changed since Ancient Rome **Geography link**Instructions about how to cook/make pizza **DT link.** A myth about Ancient Greece.A persuasive piece about visiting Rome/Athens **Computing link.** To edit and improve different pieces of writing.**Writing-**To use paragraphs, use prepositions, extend sentences with a wider range of conjunctions, including when, if, because and although.To use expanded noun phrases and appropriate pronouns used.To identify main and subordinate clauses in sentences.To use appropriate fronted adverbials in their writing (correctly punctuated). To develop strategies in order to spell unfamiliar words.To improve eligibility and quality of handwriting.To read and discuss their understanding of a text and draw inferences around characters and events.To spell Y3/4 common exception words accurately. |
| Recipes  | Greek Myths | Non-Fiction & Leaflets | Horrible Hisories |

**MFL** **French**

To understand written and spoken phrases about the weather (French).
To understand written and spoken phrases about sports (French) History/PE Link.
To recognise and say familiar greetings in Italian -Geography link.

**NON-NEGOTIABLES**

**- -** Food Technology

- Practical Science Experiments

- English unit evident and embedded throughout the week.

**HISTORY Changes over time in Rome/Athens**To explore links and contrasts within and across different periods of time including **the Olympics.**

To recognise why some events happened and what happened as a result.

To use dates and historical terms when ordering events and objects - geography link.
To use sources to find things out.
To demonstrate more in-depth knowledge of one specific civilisation.

**COMPUTING Multimedia**

To create multimedia about Rome/Athens.

To import graphics.

To use green screen

**Writing link**

Use technology safely and respectfully and have an understanding of how to keep information secure.

**ART** **Painting architecture**

To paint architecture in Rome/Athens e.g. Tower of Pisa
To use relief and impressed printing.
To record texture and patterns on range of surfaces.
To look at symmetry and tessellations in a pattern.

**PE Athletics, Dance and Gymnastics**

To create and perform sequences of actions (4-6) smoothly in a range of activities such as gymnastic activities and dance.

To perform freely, translating ideas from a stimulus into movement using dynamic, rhythmic and expressive qualities clearly and with control.

To share and create dance phrases with a partner and in a small group; repeat, remember and perform these phrases in a dance **– The Greek Dance.**

To perform movements, shapes and balances that are matched and / or mirrored.

To perform travelling, rolling, jumping and balancing skills.

To apply skills and tactics in a range of other games such as net / wall or striking / fielding type activities

To develop simple attacking skills in a 3V1 and 4 v 2 in invasion game.

To use dodging and swerving.

To use throwing - overarm.

**Year 3 Healthy Heads**

**Doves – Swimming**

**MUSIC History of music and Learn songs from places**

To explore the history of music.

To explore music from a culture different to their own – **The Greek Dance**

To sing songs, speak chants and rhymes in unison.

**GEOGRAPHY Europe including Rome and Athens**

To identify similarities, differences and patterns when comparing places and features.

To use a range of sources.

To name and locate a wider range of places in the wider world.

Identify and describe similarities, differences and patterns when investigating different places, environments and people.

Use geographical language to identify and explain some aspects of human and physical features and patterns.

**RE Islam and Christianity**

To show awareness of similarities in religions.

Identify how religion is expressed in different ways, e.g dress, prayer, celebrations.

To use a developing religious vocabulary to describe some key features of religious traditions recognising some similarities and differences.
To identify what influences them, making links between aspects of their own and others’ experiences.
To recognise their own and others’ values.
To ask important questions about religion and beliefs and find out answers.

**DT Woodwork**To make a wooden model of ‘**Temple of Olympian Zeus’**

To explore, develop and communicate design proposals.
To evaluate products and identify criteria that can be used for their own design.
***To make food, consider hygiene and follow instructions including pizza.***
To join and combine materials and components accurately in temporary and permanent ways.
To evaluate their product both during and at the end.

**SMSC/ PSHE / BRITISH VALUES**

Tolerance (cultures and beliefs)
Risk and pressures

**OUTDOOR LEARNING**

Orienteering

Olympic Games

**SCIENCE Science Light and Shadows and Forces**

**Knowledge and Understanding**

To find patterns in the way that the size of shadows can change.

To notice that light is reflected from surfaces.

To recognise that light from the sun can be dangerous and that there are ways to protect their eyes.

To recognise that shadows are formed when the light from a light source is blocked by a solid object.

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

To compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials.

To compare how some things move on different surfaces. Describe magnets as having two poles (like and unlike poles).

To notice that some forces need contact between two objects but magnetic forces can act at a distance.

To observe how magnets attract or repel each other and attract some materials and not others.

**Working Scientifically**

To write a simple explanation of why things happened (using the word ‘because’) and using simple scientific language and vocabulary.

To collect data from their own observations and measurements using notes / simple tables / standard units

To help to make some decisions about what observations to make, how long to make them for, the type of simple equipment that might be used and how to work safely.

To use equipment accurately to improve the detail of their measurements / observations (e.g. Microscopes, measuring syringes, measuring cylinders, hand lenses).

To ask questions such as ‘what if we tried….? Or ‘what if we changed…?’

To begin to understand that some questions can be tested in the classroom and some cannot.

To explore / observe things in the local environment / real contexts and record observations

To understand that it is okay to disagree with their peers and offer reasons for their opinion.

To begin to select the most useful ways to collect, record, classify and present data from a range of choices.

To notice / find patterns in their observations and data.

To use relevant scientific language and vocabulary (from y4 pos) to begin to say / explain why something happened.

**MATHS**

**Multiplication and Division 2 weeks**

To recall times table facts up to 12 x 12.

To partition in order to double and halve any number.

To multiply and divide mentally including by 1 and 0.

To multiply three digit numbers together.

To interpret remainders appropriately in the context.

To solve problems including integer scaling problems.

To use the inverse to check my calculations.

**Measure: length and perimeter 2 weeks**

To convert between different units of measure.

To estimate, compare and calculate different measure.

To find the area and perimeter of rectangles (cm).

To know the area is a surface within a given boundary.

**Fractions 3 weeks**To add fractions with the same denominator (using diagrams).
To compare and order fractions with the same denominator.

To recognise and show using diagrams, families with common equivalent fractions.

To find and write fractions of a discrete set of objects.

To count up and down in hundredths.

**Decimals 2 weeks**

To order decimals with up to two decimals places.

To recognise and write decimal equivalents.

To recognise that hundredths arise when dividing by 10 and 100.

To solve simple problems involving numbers with two decimal places.

**Measure: mass and capacity 2 weeks**

To measure, compare, add and subtract mass, volume and capacity.

To convert between different units of measure.

To solve problems involving converting measurements.