

<b>Year Group:</b> Year 4		<b>Class Teachers:</b> Mrs Fleming/Mr Kershaw	
<b>Spring 1 – 7 weeks</b>		<b>Spring 2 – 6 Weeks</b>	
<b>Unit Title:</b> Myths and legends- The Ancient Greeks  Finding out about Ancient Greece and the legacy left by this civilization in terms of art and architecture, democracy, philosophy and story telling. Delving into Greek myths and legends to enable us to retell, act and write stories.		<b>Unit Title:</b> Myths and Legends- The Romans  How Rome became and important part of history with inventions, culture and conquering other countries. Continuing our exploration of myth and legend and making comparisons between the legends of Rome and Northern Ireland to those of Greece and Russia.	
<b>Entry Point:</b> An introduction to some of the most famous Greek myths with an opportunity to create a dramatic retelling with self-made props and scripts.		<b>Entry Point:</b> Day trip to Butser.	
<b>Exit Point:</b> Themed day- Olympics.		<b>Exit Point:</b> Themed day- costumes.	
<b>Outcome:</b> Children will have a good understanding of who The Ancient Greeks were and their influence on modern society. Children will have explored myths and legends and will be able to form strong character and settings descriptions for their own stories.		<b>Outcome:</b> Children will have developed an understanding of The Romans and their legacy around the modern world. They will continue to build strong narratives from a growing awareness of storytelling through myths and legends from different societies and cultures.	
<b>English:</b> <u>Children will learn:</u>  Descriptive writing (character description) (setting description) (writing their own myths and legends) Poetry- Dream Variations - Catch a Little rhyme  Biography- George Washington Carver - Famous scientists - A power struggle- Bob Cox unit  <u>Spelling, Punctuation and Usage:</u> • Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which the child is uncertain. • Use capital letters correctly. • Understand what a complete sentence is.	<b>Key Text:</b>  Greek myths and legends - King Midas - Arachne - Theseus and the minotaur - Pandora's box - Medusa - Icarus and Daedalus - Hercules - Odysseus and Cyclops	<b>English:</b> <u>Children will learn:</u>  <u>Spelling, Punctuation and Usage:</u> • Spell most words correctly or with a highly probable spelling, and use a dictionary to check and correct spellings about which the child is uncertain. • Use capital letters correctly. • Understand what a complete sentence is.  Using paragraphs to organise information  • Explore a range of different sentence types within a story - Use fronted adverbials - Include short sentences for effect - Use a range of conjunctions and ellipsis to join ideas - Continue to use adjectives, adverbs, simile and	<b>Key Text:</b>  The thieves of Ostia.

<p>Using paragraphs to organise information</p> <ul style="list-style-type: none"> <li>• Explore a range of different sentence types within a story</li> <li>- Use fronted adverbials</li> <li>- Include short sentences for effect</li> <li>- Use a range of conjunctions and ellipsis to join ideas</li> <li>- Continue to use adjectives, adverbs, simile and metaphor within a descriptive piece of writing</li> <li>- Use inverted commas to indicate speech</li> </ul> <p>8. The suffix '-ation' is added to verbs to form nouns. 9. Adding -ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '-le' become '-ly.'</p> <p>10. Adding '-ly' to to turn an adjective into an adverb when the final letter is 'l.'</p> <p>11. Word with the 'sh' sound spelled ch. These words are French in origin. 12. Challenge Words 13. Adding the suffix '-ion.'</p> <p>When the root word ends in 'd,' 'de' or 'se' then the suffix '-ion' needs to be '-sion.'</p> <p>14. Adding the suffix '-ous.'</p> <p>Sometimes the root word is obvious and the usual rules apply for adding suffixes beginning with vowel letters. Sometimes there is no obvious root word though.</p> <p>15. The suffix '-ous.'</p> <p>The final 'e' of the root word must be kept if the sound of 'g' is to be kept.</p> <p><u>Word list words</u> Eight, eighth, February, woman, women, history, experiment, knowledge, grammar, caught, therefore, possible, through, experience, probably, thought, learn promise</p>	<p>- Orpheus and Eurydice</p> <p>“The Frost, the sun and the wind”-Russian Folk Tale</p>	<p>metaphor within a descriptive piece of writing</p> <ul style="list-style-type: none"> <li>- Use inverted commas to indicate speech</li> </ul> <p>15. The suffix '-ous.'</p> <p>The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 16. The 'ee' sound spelled with an 'i.'</p> <p>17. The suffix '-ous.'</p> <p>If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e. 18. Challenge Words 19. The 'au' digraph 20. The suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.'</p> <p>21. The suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.'</p> <p>22. The suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs</p> <p><u>Word list words</u> Build, busy, calendar, century, early, island, potatoes, reign, although, though, suppose, purpose, complete, difficult, continue, actually, perhaps, imagine</p> <p><u>Poetry:</u></p> <p>Colonel Fazackerley (Charles Causley) The dragon in the playground (Kenn Nesbitt)</p> <p><u>Sayings and Phrases</u></p> <p>Actions speak louder than words Beggars can't be choosers Cold shoulder</p>	
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<p><u>Poetry:</u></p> <p>Dream Variations- Langston Hughes  Catch a little rhyme- Eve Merriam</p> <p><u>Sayings and Phrases</u></p> <p>On its last legs  One rotten apple spoils the whole barrel</p>			
<p><b><u>Guided Reading:</u></b>  <b><u>Greek myths and legends</u></b></p> <p>Using evidence from the text and other sources, explore the themes of hero, monster and quest.</p> <p>Analyse and create strong descriptive pieces to show characters and settings.</p>	<p><b>UNCRC</b>  <b>Article(s):</b>  <u>Article 2</u> (non-discrimination)  The Convention applies to every child without discrimination, whatever their ethnicity, gender, religion,</p>	<p><b><u>Guided Reading:</u></b>  <b><u>The thieves of Ostia</u></b></p> <p>Comprehension and inference questions.</p> <p>Using evidence to justify an answer.</p>	<p><b>UNCRC</b>  <b>Article(s):</b>  <u>Article 6</u>  You have the right to be alive.  <u>Article 13</u>  You have the right to find out things and share what you think with others, by</p>

<p><b><u>PSHE</u></b></p> <p>Dreams and goals</p> <ol style="list-style-type: none"> <li>1. Hopes and dreams</li> <li>2. Broken dreams</li> <li>3. Overcoming disappointment</li> <li>4. Creating new dreams</li> <li>5. Achieving goals</li> <li>6. We did it!</li> </ol>	<p>language, abilities or any other status, whatever they think or say, whatever their family background.</p> <p><u>Article 13</u> You have the right to find out things and share what you think with others, by talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p><u>Article 28</u> You have the right to a good quality education. You should be encouraged to go to school to the highest level you can.</p> <p><u>Article 29</u> Your education should help you use and develop your talents and abilities. It should also help you learn to live peacefully, protect the environment and respect other people.</p>	<p><b><u>PSHE</u></b></p> <p>Healthy me</p> <ol style="list-style-type: none"> <li>1. My friends and me</li> <li>2. Group dynamics</li> <li>3. Smoking</li> <li>4. Alcohol</li> <li>5. Healthy friendships</li> <li>6. Celebrating my inner strength and assertiveness</li> </ol>	<p>talking, drawing, writing or in any other way unless it harms or offends other people.</p> <p><u>Article 19</u> You have the right to be protected from being hurt and mistreated, in body or mind.</p> <p><u>Article 27</u> (adequate standard of living) Every child has the right to a standard of living that is good enough to meet their physical and social needs and support their development. Governments must help families who cannot afford to provide this.</p>
<p><b>Maths:</b> Graphs Fractions  Times tables</p>	<p><b>P4C Stimuli/HAPs : UNICEF Diary</b></p>	<p><b>Maths:</b> Fractions Time  Roman numerals</p>	<p><b>P4C Stimuli/HAPs : UNICEF Diary</b></p>

<p><b>Science:</b></p> <p style="text-align: center;"><b>Sound</b></p> <p>1. What is sound? 2. Speed of sound 3. Qualities of sound—Pitch and Volume 4. Human Voice 5. Ears—How we Hear</p>	<p><b>Key Questions:</b></p> <p>What is sound?</p> <p>How can we describe sounds?</p> <p>How do humans hear sound?</p>	<p>Times tables</p> <p><b>Science:</b></p> <p style="text-align: center;"><b>Electricity</b></p> <p>1. Electrical Safety 2. Parts of a circuit 3. Switches 4. Thomas Edison and Lewis Latimer 5. Investigating conductive and non-conductive materials</p>	<p><b>Key Questions:</b></p> <p>What do we use electricity for?</p> <p>What is a circuit?</p> <p>What can effect an electrical circuit?</p> <p>What materials conduct electricity well?</p> <p>Who was Thomas Edison?</p>
<p><b>Geography:</b> Eastern Europe</p> <p>1. Key Places in Eastern Europe 2. Climate of Eastern Europe (graphs, rain fall, temperature variation, distance from the equator) 3. Physical Features of Eastern Europe 4. Compare and Contrast Physical Features (with UK, Moscow, London) 5. Compare and Contrast human features</p>	<p><b>Community/International Involvement:</b></p> <p>Looking at the concept of legacy.</p> <p>What legacy did the people of Ancient Greece leave for us?</p>	<p><b>Geography:</b> Northern Ireland</p> <p>1. An Introduction to Northern Ireland 2. Visiting Northern Ireland 3. Northern Ireland, the Republic of Ireland and the partition 4. The Giant’s Causeway 5. The Marble Arch Caves</p>	<p><b>Community/International Involvement:</b></p> <p>Looking at the concept of legacy.</p> <p>What legacy did the people of Ancient Rome leave for us?</p>
<p><b>History: Ancient Greece</b></p> <p>1. Ancient Greece: City States 2. Athens and Democracy 3. Sparta 4. The Persian Wars 5. Alexander the Great 6. Greek Philosophy 7. Gods 8. Mythology 9. Art and Architecture 10. The Ancient Olympic Games 11. The Legacy of Ancient Greece</p>	<p>What sort of legacy would we like to leave behind?</p> <ul style="list-style-type: none"> <li>- Locally?</li> <li>- Within our school?</li> <li>- Globally?</li> </ul>	<p><b>History: Life in Ancient Rome</b></p> <p>1. Locating Ancient Rome 2. Monarchy, Republic, Empire: Rome’s different governments 3. Pompeii 4. A day in the life of Ancient Rome 5. Latin: A Roman legacy</p>	<p>What sort of legacy would we like to leave behind?</p> <ul style="list-style-type: none"> <li>- Locally?</li> <li>- Within our school?</li> <li>- Globally?</li> </ul>
<p><b>Art/Design:</b> Space</p>		<p><b>Art/Design:</b> Monuments in Ancient Rome</p>	

<p>1. Introduction to space and dimensions  2. Exploring space in painting: foreground, middle ground and background  3. Identifying foreground, middle ground and background  4/5. Creating foreground, middle ground and background  6. Using colour and detail to show depth</p>		<p>1. Introduction to Ancient Rome and the Pantheon  2. Construction of the Pantheon  3. The Colosseum  4. Construction of the Colosseum  5. Trajan's Column</p>	
<p><b>R.E:</b>  How do people express themselves through the Arts?</p>		<p><b>R.E:</b>  How does lent help Christians prepare for Easter?</p>	
<p><b>PE:</b>  Olympic events</p>		<p><b>PE:</b>  Tennis</p>	
<p><b>MFL:</b>  Unit 8- The four friends</p>		<p><b>MFL:</b>  Unit 5- On our travels (2 lessons)  Unit 5- Numbers  Unit 5- Dates  Unit 5- Grandmere Denise  Unit 5- L'argent de poche</p>	
<p><b>Music:</b>  Musical notation  Annie Laurie  Nikolai Rimsky-Korsakov (The Sea and Sinbad's Ship)</p>		<p><b>Music:</b>  Musical notation  In Dublin's fair city  Alouette  On Ilkley Moor Bah'At  Aiken Drum</p>	
<p><b>Computing:</b>  Managing information online (6 lessons)  Creating media- photo editing</p>		<p><b>Computing:</b>  Health, well-being and lifestyle (2 lessons)  Data and information- data logging</p>	