



Merton Bank Spring 1 Plan - Year 4



Subject	Ancient Greece	
	National Curriculum	Activities
History	<ul style="list-style-type: none"> Continuation of European study Use maps atlases globes & digital/computer mapping to locate countries and describe features studied and where did the empire spread and why? Importance of natural resources and trade in Geography for the spread of Empires). Also look at the impact of Romans on the UK in Geography – roads, towns etc. Use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK Fieldwork from some Roman walls or near a museum! Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water (e.g. Why did the Ancient Greeks want these?) 	<p>Discover what it was like in Ancient Greece</p> <p>Explore Ancient Greece using artefacts/research</p> <p>Possible Roman experience?</p> <p>Possible Greek themed day</p>
Art	<ul style="list-style-type: none"> Uses line, tone and shade to represent things seen, remembered or imagined Experiment with line, tone and shade with a range of pencil grades Develop drawing facial expressions with the addition of body language to show mood. To create freestanding block sculptures using clay. Explain choices of tools / materials using annotation reflecting on prior knowledge / experimentation Annotation preference notes give reasons and show progression as a result. 	<p>Greek Figure sketches depicting movement (Gian Lorenzo Bernini Myron of Eluetherae)</p>
Computing	<ol style="list-style-type: none"> To collect data and identify where it could be inaccurate To use a data logger to record and share my readings with my friends. To organise data in different ways Know how to select data to create a graph To plan, create and search a database to answer questions <p>Excel</p> <ul style="list-style-type: none"> Understand the range of data types in an excel spreadsheet – number, text, currency etc. Understand that each cell has an address which corresponds with the horizontal and vertical axis labels Know how to select the correct cell data type for the kind of data to be used Know how to use a spreadsheet to undertake simple calculations e.g. =sum(a1+a6) and that every formula begins with = 	<p>Powerpoint</p> <p>Excel</p>

Geography	<ul style="list-style-type: none"> • Continuation of European study • Use maps atlases globes & digital/computer mapping to locate countries and describe features studied and where did the empire spread and why? Importance of natural resources and trade in Geography for the spread of Empires). • Also look at the impact of Romans on the UK in Geography – roads, towns etc. • Use 8 points of a compass, 4-fig. grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK • Fieldwork from some Roman walls or near a museum! • Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water (e.g. Why did the Ancient Greeks want these?) 	<p>Discuss where the Ancient Greeks settled/lived</p> <p>Discuss trade in the times of Ancient Greece</p> <p>Use of compasses</p> <p>Possibly Roman experience?</p> <p>Possible Greek themed day?</p>
DT	N/A – Art based term.	N/A
Science	<p>Forces</p> <ul style="list-style-type: none"> • Can compare how things move on different surfaces. • Understands that some forces need contact between two objects, but magnetic forces can act at a distance. • Can observe how magnets attract or repel each other and attract some materials and not others. • Can 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. • Can describe magnets as having two poles. • Can predict whether two magnets will attract or repel each other, depending on which poles are facing. 	<p>Explore magnets and properties</p> <p>Classify materials</p> <p>Surfaces experiment</p>
Music	<ul style="list-style-type: none"> • Rehearse and sing a song they have written. • Sing confidently, accurately and with an awareness of the audience. • Learn and perform a song with confidence and accuracy and memorised lyrics. • Play an instrumental accompaniment part on pitched percussion (glockenspiel), keyboards and own instruments during the instrumental part of a song. • Listen to a variety of songs and compositions, and each other's song verses. • Listening back to own and others work and giving feedback. • Listen to each other's improvisations and also to a variety of improvised music. 	<p>Weekly Ukulele lesson</p> <p>Artist of the month</p> <p>Artist of the week</p>
PE	<ul style="list-style-type: none"> • Use a range of handling skills and begin to perform techniques for passing controlling, dribbling and scoring. • Begin to mark opponents and support players who are in defence. • Use attacking tactics and successfully attack the opposition. • Begin to show signs of defending and attacking. • Can understand the rules of the game and adhere to them. • Combine and perform more complex gymnastic actions, shapes and balances. • Combine various elements of a sequence and use space, pathways and movement to create solutions to possible barriers. • Effectively create sequences independently and with others. • Identify aspects of their own and others performances which need improvement. • Plan more complex sequences to be performed alone, with a partner or in a group. • Perform a clear movement sequence that includes varied speed, level and shape. 	<p>Netball</p> <p>Gymnastics</p>

PSHE	<ul style="list-style-type: none"> • Be able to explain their views on issues that affect the school environment • Able to reflect on their mistake and make amends. • Begin to make responsible choices and consider consequences • Identify the range of skills needed in different jobs • Recognise the need to ask for support sometimes and whom to ask and how • Be able to express feelings in different ways and recognise the impact on others 	<p>New Year's Resolutions National Number Day</p>
RE	<ul style="list-style-type: none"> • Explore teachings and stories from Sikhism • Describe what moral guidance Sikhs might gain from the stories and examples of the Gurus • Make links between the beliefs, values and practices of Sikhism • Use subject specific language to describe how and why Sikhs show their religious commitments and values • Explain how clothing and behaviour might be symbolic of beliefs, values and commitments • Discuss (with relevant examples) the importance of how we view and behave towards others • Talk about how our outward behaviour reflects our inner beliefs, values and commitments • Reflect on their own concept of living a good life and how this influences the way that they treat others • Discuss own thoughts and feelings about equality and justice 	<p>Explore Guru Nanak</p> <p>Make links with what happens in the Gurdwara and the Sikh values of equality</p> <p>Discuss the personal beliefs, values and commitments</p> <p>Bucket filler activity</p>