



Merton Bank Spring 2 Plan - Year 4



<u>Subject</u>	Ancient Greece	
	National Curriculum	Activities
History	<p>Continuation of European study</p> <p>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).</p> <p>Also look at the impact of Romans on the UK in Geography – roads, towns etc.</p> <p>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</p> <p>Fieldwork from some Roman walls or near a museum!</p> <p>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>	<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	<p>Uses line, tone and shade to represent things seen, remembered or imagined</p> <p>Experiment with line, tone and shade with a range of pencil grades</p> <p>Develop drawing facial expressions with the addition of body language to show mood.</p> <p>To create freestanding block sculptures using clay.</p> <p>Explain choices of tools / materials using annotation reflecting on prior knowledge / experimentation</p> <p>Annotation preference notes give reasons and show progression as a result.</p>	<p>Greek Figure sketches depicting movement (Gian Lorenzo Bernini Myron of Eluetherae)</p>
Computing	<p>EXCEL</p> <ol style="list-style-type: none"> 1. To know what a spreadsheet is 2. Identify cell, row, column in a spreadsheet 3. Know how to change width, height and format cells 4. Know how to align content in a cell 5. To be able to present data as a table 	<p>Excel</p>
Science	<p>Forces</p> <p>Identify how sounds are made, associating some of them with something vibrating</p> <p>Recognise that vibrations from sounds travel through a medium to the ear</p> <p>Find patterns between the pitch of a sound and features of the object that produced it</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p>String telephone experiments</p> <p>Various instruments to create vibration and pitch</p> <p>Various modelling of how sound vibrations travel (drum, ruler demonstration)</p>

Geography	<p>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>	<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
Music	<p>Play an instrumental accompaniment part on pitched percussion, keyboards and own instruments during the instrumental part of a song.</p> <p>Listen to a variety of songs and compositions, and each other's song verses. Listening back to own an others work and giving feedback. Listen to each other's improvisations and also to a variety of improvised music. Exploring song structure and lyric writing in order to write a song. Explore the effects of layering up sounds when composing a Soundscape.</p>	<p>Weekly Ukulele lesson</p> <p>Artist of the month</p> <p>Artist of the week</p> <p>Writing lyrics/creating a song</p>
PE	<p>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 successful attack the opposition. Begin to show signs of defending and attacking. Can understand the rules of the game and adhere to them.</p> <p>Respond to music as a stimulus and being to improvise effectively, as well as rehearsing and refining short dance sequences (begin to express emotion/style). Can use expressive qualities to perform. Begin to understand how to use styles of music to compose effect routines. Create dance routines with different phases/transitions.</p>	<p>Football</p> <p>Dance</p>
PSHE	<p>Follow school rules about health and safety, basic emergency aid procedures and where to get help Behave safely and responsibly in different situations Extend strategies to cope with risky situations and personal safety Begin to make responsible choices and consider consequences</p>	<p>Introducing First Aid Procedures</p> <p>Smoking Workshop</p>
RE	<p>Retell the story of Jesus in the wilderness Identify Christian beliefs about Jesus reflected in this story Suggest why sacrifice might be an important Christian value (linked to beliefs and teachings about Jesus) Describe what a Christian might do during Lent and why Explain what is meant by sacrificial love – agapé – and give examples of how Christians might do this Discuss Christians who have been examples of sacrificial love (eg. Oscar Romero) and how they were motivated by their faith Consider differing attitudes and responses to the concept of sacrifice (both positive and negative) Discuss why many people are willing to make sacrifices for the people they love Discuss why some people may be willing to make a sacrifice for someone they don't even know Give examples of acts of sacrifice that have been done by or for them Discuss who or what they would be prepared to make sacrifices for Consider the value of sacrifice – as an expression of love and commitment</p>	<p>Explore Jesus and Christianity</p> <p>Discuss sacrifices (link with food to give context)</p> <p>Explore Lent</p> <p>Discuss sacrifices as positives. What sacrifices do we make?</p>