



Sequence of Teaching. Year 4. Term: Autumn 2022 (Second Half Term) – **The Groovy Greeks!**

	<b>Week 8</b>	<b>Week 9</b>	<b>Week 10</b>	<b>Week 11</b>	<b>Week 12</b>	<b>Week 13</b>	<b>Week 14</b>
Maths	Length: Measurement and Perimeter.	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Number: Multiplication and Division	Consolidation
English	<b>Greek Myths Daedalus and Icarus</b> – Instructional writing	Greek Myths Theseus and the Minotaur – Writing to entertain	Literacy Shed – Beyond the Lines Bollywood Films Link	Literacy Shed – Beyond the Lines Bollywood Films Link	Literacy Shed – Beyond the Lines Bollywood Films Link	Play Scripts – Link to Myths in Bollywood style	Recap and Revisit. Assessment Opportunity.
Grammar	<b>Verbs</b> – Imperative verbs	Relative clauses	<b>Verbs: past perfect tense: regular verbs re cap and</b>  <b>Powerful verbs:</b> Find synonyms of words to up- level sentences and give a greater effect	<b>Sentences: subject and object</b>  <b>Capital letters for proper nouns:</b> names, places, days of the week, months, titles and languages	<b>Modal verbs:</b> <i>could, should, would</i> <b>Adverbs:</b> pairs	<b>A sentence that gives three actions:</b>  <i>Tom slammed the door, threw his books on the floor and slumped to the ground.</i>	<b>Adjectives: possessive Comparative and superlative adjectives:</b>  Change the “y” to an “i” and add either “-er” or “-est”  <i>happy – happier – happiest</i>



Geography	<p><b>Has Greece always been in the news?</b></p> <p>Where is Greece and why do so many people enjoy going on holiday there?</p> <p><b>(Beginning)</b></p>	<p>How do Greece's physical features, including its climate differ from our own?</p> <p><b>(Beginning)</b></p>	<p>How do Greece's physical features, including its climate differ from our own? (continued)</p> <p><b>(Beginning)</b></p>	<p>How does Greece's climate impact on its people?</p> <p><b>(Advancing)</b></p>	<p>How would a tourist to Greece today be reminded of the power of the Ancient Greeks?</p> <p><b>(Advancing)</b></p>	<p>How would a tourist to Greece today be reminded of the power of the Ancient Greeks? (continued)</p> <p><b>(Advancing)</b></p>	<p>Children to create a documentary about Greece.</p> <p><b>(Deep)</b></p>
Art and Design	<p>Painting backgrounds – looking at different effects with colour changes poster paint</p> <p>Focus task: using acrylics for favourite choice</p>	<p>Masking tape trees onto canvas and painting background according to previous choices</p>	<p>Remove tape and add patterns chosen from sketchbook and linked to Klimt work</p>	<p>Add highlights of gold/bronze and evaluate final piece.</p>			
DT	<p><b>Catapults and levers – Archimedes (Knowledge)</b></p>	<p><b>Can I design a Catapult? (Design brief)</b></p>	<p><b>Can I design a Catapult (Design brief)</b></p>	<p><b>Can I create a Catapult? (Make stage)</b></p>	<p><b>Can I create a Catapult? (Make stage)</b></p>	<p><b>Can I test my end product?</b></p>	<p><b>Can I evaluate my design and that of</b></p>



	<p><b>harvest and idea stage)</b></p> <p>Look at/explore a range of levers and catapults.</p> <p>Can I understand how catapults and levers work?</p>	<p><b>stage)</b></p> <p>Using range of examples from last week, children to design their catapults. Consider materials, size etc. <b>What is my purpose?</b> I am going to design and make a Catapult to...</p>	<p><b>stage)</b></p> <p>Children to finish their Catapult designs.</p>	<p>Children begin to create their Catapults using their design briefs to support.</p>	<p>Children continue to create their Catapults using their design briefs to support.</p>	<p>Children to test their Catapults ready for evaluation next week.</p>	<p><b>others?</b></p> <p>Look back at design brief. What went well? What could be improved? What matched? What did I have to change/adapt?</p> <p>Peer and self-assess.</p>
Music	<p><b>See instructor's plans.</b></p>						
PSHE with RRSA links	<p><b>Celebrating difference</b></p> <p>Judging by appearances</p> <p>I understand that, sometimes,</p>	<p><b>Understanding influences.</b></p> <p>I understand what influences me to make assumptions based on how</p>	<p><b>Understanding bullying Part 1</b></p> <p><b>Anti-bullying Week</b></p> <p>I know that sometimes bullying is hard to spot and I</p>	<p><b>Understanding bullying Part 2</b></p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but</p>	<p><b>Problem-solving</b></p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes</p>	<p><b>Special me</b></p> <p>I can identify what is special about me and value the ways that I am unique.</p> <p>I like and</p>	<p><b>Celebrating difference: how we look.</b></p> <p>I can tell you when my first impression of someone changed when I got to know</p>





	we make assumptions based on what people look like.  I try to accept people for who they are.	people look.  I can question why I think what I do about people.	know what to do if I think it is going on but I'm not sure.  I know how it might feel to be a witness to and a target of bullying.	I'm not sure.  I know how it might feel to be a witness to and a target of bullying.	don't tell.  I can problem-solve a bullying situation with others.	respect the unique features of my physical appearance.	them.  I can tell why it is good to accept people for who they are.
Science	<b>Electricity</b>  <b>It's Electric</b>  Electrical fun	Understanding electrical safety	Building a circuit	Good conductor, Bad conductor	Explain what you know	It's electric – Designing a car with a motor (Day assessment)	
ICT	<b>See instructor's plans.</b>						
French	<b>See instructor's plans.</b>						
RE	Diwali – standalone lesson	Trip to Synagogue	Sukkot (Harvest Festival)	Chanukkah – Festival of Lights STORY BEHIND, HOW CELEBRATED		Chanukkah – HOW it is CELEBRATED	Shabbat in the home including preparation for Shabbat,



							candles, blessing the children, wine, challah bread, family  meal, rest
Indoor PE	<b>Dances for Christmas performance.</b>  Listen to music from performances. Watch range of dances for ideas.	Begin to choreograph ideas linked to the music.	Continue to choreograph ideas linked to the music.	Practise dances – rehearsals.	Practise dances – rehearsals.	Practise dances – rehearsals.	Perform to others – evaluate. Peer and self-assessment.
Outdoor PE	<b>Fitness Frenzy</b>  <b>To complete a circuit that includes different aerobic activities.</b>  Demonstrate the correct technique for	<b>To perform a Boxercise routine with precision</b>  Learn the value of completing a full boxercise workout.	<b>To develop co-ordination and balance.</b>  Understand the importance of a warm-up.  • Practise and apply a sequence of step moves to	<b>To complete an athletics-based circuit with control and accuracy.</b>  Perform indoor athletics events and understand	<b>To develop cool core moves using balance techniques.</b>  Master Pilates moves with accuracy and control, and understand	<b>To perform a sequence of moves at each station within a circuit with increased accuracy.</b>  The children will master basic	<b>To perform a sequence of moves at each station within a circuit with increased accuracy.</b>  The children will master basic



	<p>activities.</p> <ul style="list-style-type: none"> <li>• Develop agility and co-ordination.</li> <li>• Perform more complex patterns of movement.</li> </ul>		<p>the beat of the music.</p> <ul style="list-style-type: none"> <li>• Create and perform a sequence of step moves.</li> </ul>	<p>their adaptations.</p> <ul style="list-style-type: none"> <li>• Motivate self and others to perform well.</li> <li>• Demonstrate correct technique in most activities.</li> </ul>	<p>the value of doing them.</p>	<p>movements, as well as develop balance, agility and co-ordination.</p>	<p>movements, as well as develop balance, agility and co-ordination.</p>
Trips/visitors/events							<p>Christmas performance</p> <p>Pantomime Trip</p>
Whole School Events							