

Spring Term Year 4 Themes, subjects with National Curriculum objectives	
Theme: Legendary Adventures	Theme: Toy Fayre
PHASE 1: Inspire and motivate	PHASE 1: Inspire and motivate
Have an Ancient Greek morning where we all wear togas and we sit and listen to/watch some Ancient Greek myths. We will also do Greek introductory activities such as identifying where Greece is and what it is well known for, listening to some Greek music and tasting some Greek food.	Classroom will have various children's toys set up around the room, with prices by them, almost like a toy shop. Children will watch an episode of the apprentice where the two teams have to design and make a product and then pitch it to big companies to see how many orders they get, to reflect the processes they will be going through themselves.
PHASE 2: Learn Specifics	PHASE 2: Learn Specifics
Myths (English) <ul style="list-style-type: none"> -Listen and respond appropriately -Participate in discussions, presentations -Gain and monitor the interest of listeners -Listen and discuss a range of fiction, taking turns -Increase familiarity with a range of books -Discuss words and phrases that capture the reader's imagination -Explain the meaning of words in context -Ask questions to improve understanding of text -Draw inferences -Predict what might happen -Identify main ideas and summarise -Plan writing by discussing similar writing and recording ideas -Organise paragraphs around a theme -Create settings, characters and plot -Evaluate and edit -Proof read -Read aloud their own writing to a group or the whole class 	Persuasive Writing (English) <ul style="list-style-type: none"> - discussing words and phrases that capture the reader's interest and imagination - drawing inferences and justifying inferences with evidence - identifying how language, structure, and presentation contribute to meaning - discussing and recording ideas - composing and rehearsing sentences orally (including dialogue), progressively - building a varied and rich vocabulary and an increasing range of sentence structures - in non-narrative material, using simple organisational devices - assessing the effectiveness of their own and others' writing and suggesting improvements - proof-read for spelling and punctuation errors - read aloud their own writing, to a group or the whole class, using appropriate <ul style="list-style-type: none"> - intonation and controlling the tone and volume so that the meaning is clear - give well-structured descriptions, explanations and narratives - gain, maintain and monitor the interest of the listener(s)

<p>European Location (Geography)</p> <ul style="list-style-type: none"> -Understand geographical similarities and differences through the study of human and physical geography of a region in a European country -Describe and understand key aspects of human and physical geography 	<p>Electricity (Science)</p> <ul style="list-style-type: none"> - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - Recording findings using simple scientific language, drawings, labelled diagrams - Setting up simple practical enquiries
<p>Ancient Greece (History)</p> <ul style="list-style-type: none"> -Use historical vocabulary to describe characteristic features -Know the ways the ancient Greeks influenced their own and others' lives today -Give reasons why the way of life in ancient Greece and life today are different in some ways -Begin to produce structured work using dates and vocabulary correctly -Select information from individual sources to answer questions about the past 	<p>Making a Toy (DT)</p> <ul style="list-style-type: none"> - use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups - generate, develop, model and communicate their ideas through discussion, annotated sketches, prototypes, pattern pieces - select from and use a wider range of tools and equipment to perform practical tasks - select from and use a wider range of materials and components, including construction materials and textiles according to their functional properties and aesthetic qualities - investigate and analyse a range of existing products - evaluate their ideas and products against their own design criteria and consider the views of others to improve their work - understand and use mechanical systems in their products - understand and use electrical systems in their products [for example, series circuits incorporating switches, bulbs, buzzers and motors]
<p>Coding (Computing)</p> <ul style="list-style-type: none"> -Detect and correct errors in algorithms and programs -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems -Solve problems by decomposing them into smaller parts -Use sequence, selection, and repetition in programs 	<p>Advertising Jingles (Music)</p> <ul style="list-style-type: none"> - Playing and performing in ensemble contexts. - Improvising and composing music for a range of purposes, use musical notation.

-Work with variables and various forms of input and output	
Greek Dance (PE) - Apply basic compositional ideas to create dance phrases with a partner and in a small group. - Improvises freely, individually and with a partner, can translate ideas from a stimulus into movement. - Plan and perform a movement sequence showing contrasts in speed, level and direction.	Making adverts (Computing) - Use and combine a variety of software on a range of digital devices to create content that accomplishes given goals.
PHASE 3: Apply and Share	PHASE 3: Apply and Share
Parents take part in a carousel of activities related to our <i>Greek</i> theme e.g. tasting <i>Greek</i> food and finding where it is grown, reading our <i>Greek</i> myths, looking at presentations about the Ancient <i>Greek</i> Olympics and watching our dance.	Children demonstrate the toys that they have made at our toy fayre. Parents act as visitors from the toy industry to test the toys and place orders for those that they like. Orders are compiled and the winning toy is revealed.
Non-themed Subjects	
English Skills; - Reading - Spoken language - Spelling - Handwriting - Grammar and punctuation	English Skills; - Reading - Spoken language - Spelling - Handwriting - Grammar and punctuation
Mathematics; - Number; number and place value - Number; multiplication and division - Number; fractions (including decimals) - Measurement - Geometry; Properties of shape - Statistics	Mathematics; - Number; number and place value - Number; addition and subtraction - Number; multiplication and division - Number; fractions (including decimals) - Measurement - Geometry; Properties of shape - Geometry; position and direction - Statistics
Animals, including humans - The digestive system (Science) - Make systematic and careful observations	Gymnastics (PE) - Develop flexibility, strength, control and balance

<ul style="list-style-type: none"> - Use results to draw simple conclusions - Identify changes related to scientific processes - Describe the simple functions of the basic parts of the digestive system 	<ul style="list-style-type: none"> - Compare their performance with previous ones and demonstrate improvements
<p>German (MFL)</p> <ul style="list-style-type: none"> - Understand and respond to spoken and written language within the themes of family members, food and drink. 	<p>German (MFL)</p> <p>Understand and respond to spoken and written language within the themes of weather and clothing.</p>
<p>Christianity and Sikhism (RE)</p> <ul style="list-style-type: none"> - To know stories of the lives of key religious people - To develop vocabulary to describe key features, teachings and beliefs - To recognise symbols that show belonging 	<p>Sharing food as part of religious worship (RE)</p> <ul style="list-style-type: none"> - To know the functions of objects, places and people within religion - To know the way verbal and non-verbal symbolic expressions are used to convey meaning - To recognise the significance of their own religious, cultural and family traditions
<p>Importance of Water (Environmental studies)</p> <ul style="list-style-type: none"> - Be able to explain the importance of water, how much is actually available for us to use and how water is cleaned. - Investigate the problem of living with unclean water in the past and how there are still countries around the world that do not have access to clean water. - Carry out a water audit around school to find out where we waste water and how we could save water. Share the results with the rest of the school. 	<p>Why can't we grow coconuts in the courtyard? (Environmental studies)</p> <ul style="list-style-type: none"> - Make detailed plans of what fruit and vegetables they would like to grow in the courtyard, taking into consideration growing space and conditions. - Develop skills of sowing seeds and growing conditions of young plants.
<p>Hockey (PE)</p> <ul style="list-style-type: none"> - Play competitive games, modified where appropriate - Demonstrate improvement and achieve personal bests 	<p>Cricket (PE)</p> <ul style="list-style-type: none"> - Play competitive games, modified where appropriate - Demonstrate improvement and achieve personal bests