



St Patrick's
Catholic Voluntary Academy

ST PATRICK'S CATHOLIC PRIMARY & NURSERY VOLUNTARY ACADEMY

HALF TERM: Pent 1 2020 TEACHER: Miss Loscalzo Teaching Assistant: Ms Cotter YEAR GROUP: 4



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TOPIC TITLE: Ancient Greece BOOK FOCUS: Who let the God's out? – Maz Evans

	WEEK 1	WEEK2	WEEK 3	WEEK 4	WEEK 5
English Text Type	Fiction - Myths	Fiction - Myths	Fiction - Myths	Non-Fiction - Persuasion	Non-Fiction - Persuasion
Reading Comprehension	Fiction	Non-fiction	Poetry	Fiction	Non-fiction
Spelling, Punctuation and Grammar	Past progressive tense	Expanded noun phrase	Speech punctuation	Fronted adverbials with commas	Possessive apostrophes (irregular plurals) OR Verbs for effect
Maths	Block 1: Decimals	Block 1: Decimals	Block 2: Money	Block 2: Money	Block 3: Time
Science Animals including humans	<p><u>National Curriculum Objective</u> Describe the simple functions of the basic parts of the digestive system in humans</p>	<p><u>National Curriculum Objective</u> Describe the simple functions of the basic parts of the digestive system in humans</p>	<p><u>National Curriculum Objective</u> Identify the different types of teeth in humans and their simple functions. Asking relevant questions and using different types of scientific enquiries to answer them making systematic and careful observations</p>	<p><u>National Curriculum Objective</u> Recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Construct and interpret a variety of food chains, identifying producers, predators and prey. Making systematic and careful observations gathering, recording, classifying and presenting data recording findings using simple scientific language, drawings, labelled diagrams, keys</p>	<p><u>National Curriculum Objective</u> Recognise that environments can change and that this can sometimes pose dangers to living things. Asking relevant questions and using different types of scientific enquiries to answer them recording findings using simple scientific language, drawings, labelled diagrams, keys</p>



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	<p>Skills and Knowledge Identify and name the parts of the human digestive system.</p>	<p>Skills and Knowledge Know the functions of the organs in the human digestive system.</p>	<p>Skills and Knowledge Identify and know the different types of human teeth. Know the functions of different human teeth. Know how to care for and keep teeth healthy. Use knowledge of an animal's diet to identify which type of teeth they have.</p>	<p>Skills and Knowledge Use and construct food chains to identify producers, predators and prey.(Building on from KS 1) Use research to find out Group information according to common factors.</p>	<p>Skills and Knowledge Use and construct food chains to identify producers, predators and prey.(Building on from KS 1) Know that humans have a responsibility to care about their impact on the food chain . Use research to find out</p>
	<p>Activity Watch clip and label image of digestive system</p>	<p>Activity Rewatch clip and write diary entry of a smarties going through the digestive system</p>	<p>Activity Label teeth with purpose/function. THINK TASK: List 3 ways we can care for our teeth. Show images of animals and children identify different teeth based on diet. . Challenge: make teeth out of clay/playdough.</p>	<p>Activity Give images and children make food chain. Must use key vocab: prey, predator, producer, consumer, herbivore, carnivore, omnivore etc.</p>	<p>Activity Children research what happens if one animal is missing in a food chain – discuss impact humans can have e.g. pollution, global warming, oceans getting warmer, ice-caps melting and so on.</p>
<p>History Ancient Greece</p>	<p>National Curriculum Objective Ancient Greece - a study of Greek life and achievements and their influence on the western world Pupils should continue to develop a chronologically secure knowledge</p>	<p>National Curriculum Objective Ancient Greece - a study of Greek life and achievements and their influence on the western world They should note connections, contrasts and trends over time and develop the appropriate use of</p>	<p>National Curriculum Objective Ancient Greece - a study of Greek life and achievements and their influence on the western world They should note connections, contrasts and trends over time and develop the appropriate use of</p>	<p>National Curriculum Objective Ancient Greece - a study of Greek life and achievements and their influence on the western world They should note connections, contrasts and trends over time and develop the appropriate use of</p>	<p>National Curriculum Objective Ancient Greece - a study of Greek life and achievements and their influence on the western world They should regularly address and sometimes devise historically valid questions about change, cause,</p>



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		historical terms.	historical terms.	historical terms.	similarity and difference, and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.
	<p><u>Skills and Knowledge</u> Know where Ancient Greece was on a world map.</p> <p>Name and place dates of significant events from past on a timeline Use historical vocabulary e.g. century, decade, BC, AD, after, before, during. Give reasons for changes in ways of life during the Greek period.</p> <p>Know that the Ancient Greek period was 2500 years ago.</p>	<p><u>Skills and Knowledge</u> Know some of the main characteristics of the Athenians and the Spartans.</p> <p>Show knowledge and understanding by describing features of past societies.</p>	<p><u>Skills and Knowledge</u> Know about the influence the gods had on Ancient Greece.</p>	<p><u>Skills and Knowledge</u> Know at least five sports from the Ancient Greek Olympics.</p>	<p><u>Skills and Knowledge</u> Suggest sources of evidence from a selection provided to use to help answer questions. Present findings about the past in a variety of ways. Discuss most appropriate way to present information, realising that it is for an audience Describe how some of the past events/people effect life today..</p>
	<p><u>Activity</u></p> <p>Map of Ancient Greece Timeline activity Challenge: Why did ____ change</p>	<p><u>Activity</u></p> <p>Map work of Athenians and Sparta. Identify key features of Ancient Greek city.</p>	<p><u>Activity</u></p> <p>Top trumps of Greek gods.</p>	<p><u>Activity</u></p> <p>Create ancient Greek Olympics/sports day.</p>	<p><u>Activity</u></p> <p>Free research and presentation lessons. Children research something about the Greek that</p>



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	during the period?				they are interested in and present however they like. Challenge 1: Name one thing the Roman's copied from the Greeks. Challenge 2: Describe one way the Greeks have effected life today.
Art/D&T Healthy Greek Feasts	<p><u>National Curriculum Objective</u> Understand and apply the principles of a healthy and varied diet Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed.</p>	<p><u>National Curriculum Objective</u> Prepare a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><u>National Curriculum Objective</u> Understand and apply the principles of a healthy and varied diet Prepare a variety of predominantly savoury dishes using a range of cooking techniques Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>	<p><u>National Curriculum Objective</u> Understand and apply the principles of a healthy and varied diet Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques</p>	<p><u>National Curriculum Objective</u> Understand and apply the principles of a healthy and varied diet</p>
	<p><u>Skills and Knowledge</u> Know some of the traditional Greek dishes. Know the main ingredients used in Greek food. Know the ingredients are local produce of Greece. Know that many of the ingredients are very healthy. Know that the Greek diet is predominantly healthy as they</p>	<p><u>Skills and Knowledge</u> Know which tools to use for a particular task and show knowledge of handling the tool. Measure accurately. know how to be both hygienic and safe when using food</p>	<p><u>Skills and Knowledge</u> Use ideas from other people when designing Produce a plan and explain it. Bring a creative element to the food product being designed. Communicate ideas in a range of ways, including by sketches and drawings which are annotated.</p>	<p><u>Skills and Knowledge</u> Know which tools to use for a particular task and show knowledge of handling the tool. Measure accurately. Know how to be both hygienic and safe when using food. Prepare and cook a variety of savoury and some sweet dishes</p>	<p><u>Skills and Knowledge</u> Evaluate and suggest improvements for design. Evaluate products for both their purpose and appearance. Explain how the original design has been improved.</p>



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	combine a range of food groups providing a balanced diet. Understand the difference between a savoury and sweet dish.			safely and hygienically, including the use of a heat source. Use a wide range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	
	Activity Children sort and describe Greek and non-Greek food.	Activity Food hygiene and safety poster	Activity Children design a Greek feast fit for a god.	Activity Children make feast or show evidence of helping parents cook any meal at home. They make notes on taste and presentation for next week.	Activity Children write a restaurant style review for that meal.
Computing How the internet works	National Curriculum Objective Understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work Select, use and combine a variety of software (including Internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing,	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration Group work, jointly making one piece of work Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals,	National Curriculum Objective Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration



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		evaluating and presenting data and information	evaluating and presenting data and information	including collecting, analysing, evaluating and presenting data and information	
	<p><u>Skills and Knowledge</u> Understanding a network Naming the key parts of network Identifying which components are connected Explaining which connections are wired or wireless</p>	<p><u>Skills and Knowledge</u> Recognising the parts of the internet Explaining what the internet is Recognising wires connect countries together Suggesting how everything is connected</p>	<p><u>Skills and Knowledge</u> Understanding a website's journey Understanding that the computer I use is connected to the internet via a router Knowing that computers have to locate websites Recognising a website is just a file saved on a computer</p>	<p><u>Skills and Knowledge</u> Exploring the role of routers Understanding the purpose of a router Explaining how a website reaches my computer Suggesting which websites will have more/less jumps</p>	<p><u>Skills and Knowledge</u> Understanding the role of packets Explaining that routers connect together to send information Understanding that websites are too big to send whole Recognising that each packet will take its own route</p>
	<p><u>Activity</u> Children recap what a network is, learn about the different devices within it, and that the Internet is a network of networks</p>	<p><u>Activity</u> Learning that the Internet consists of lots of networks connected together, via wires under the ground and sea, children create a presentation demonstrating what they have learnt</p>	<p><u>Activity</u> Learning that networks connect to the Internet via a router, pupils firstly act out, and then draw a map to show how we are able to share information and images from a website</p>	<p><u>Activity</u> Children learn how routers connect us to the Internet, explaining how a website reaches a computer</p>	<p><u>Activity</u> Through a practical activity, children learn that websites are split into small pieces, sent via the Internet which are encoded with information to get them to the right place</p>
PE Athletics	<p><u>National Curriculum Objective</u> Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>National Curriculum Objective</u> Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>National Curriculum Objective</u> Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>National Curriculum Objective</u> Use running, jumping, throwing and catching in isolation and in combination.</p>	<p><u>National Curriculum Objective</u> Use running, jumping, throwing and catching in isolation and in combination.</p>



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	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] To compare performances with previous ones and demonstrate improvement to achieve personal best.	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]	develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]
	<p>Skills and Knowledge</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p>Know some current Olympic athletes.</p> <p>Know what a personal best (P.B.) is.</p>	<p>Skills and Knowledge</p> <p>Sprint over a short distance and show stamina when running over a long distance.</p> <p>Know how to perform a sprint finish.</p> <p>Know the importance of adjusting running pace to suit the distance being run.</p> <p>Perform a sprint finish ensuring they run 'through the line'.</p> <p>Explain why you have used a particular technique.</p>	<p>Skills and Knowledge</p> <p>Sprint over a short distance and show stamina when running over a long distance.</p> <p>Know the importance of adjusting running pace to suit the distance being run.</p> <p>Explain why you have used a particular technique.</p>	<p>Skills and Knowledge</p> <p>Know how to jump for increased distance.</p> <p>Know that the triple jump includes a hop, step and jump phase.</p> <p>Measure the distance of throws and jumps.</p> <p>Improve on your personal best when jumping and throwing.</p> <p>Perform a standing triple jump.</p> <p>Know the different jumping events at the Olympics.</p> <p>Explain why you have used a particular technique.</p>	<p>Skills and Knowledge</p> <p>. Know how to throw for increased distance.</p> <p>Know the correct technique for throwing the javelin.</p> <p>Measure the distance of throws and jumps.</p> <p>Improve on your personal best when jumping and throwing.</p> <p>Explain why you have used a particular technique.</p>
	<p>Activity</p> <p>The FUNdamentals game - practise existing running, jumping and throwing skills.</p>	<p>Activity</p> <p>Finish Fast - improve running technique for springing including the spring finish,</p>	<p>Activity</p> <p>Replay Running</p>	<p>Activity</p> <p>Standing Triple Jump</p>	<p>Activity</p> <p>Pull it - learn the pull throw technique.</p>



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PSHE Changes	<p>Baseline self-assessment wheel as suggested in the PSHE Matters</p> <p>H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes.</p> <p>A1 Brainstorm changes that children of their age might have typically experienced. Collate ideas and create a class list of changes. Next to each example mark whether they think the emotion would be comfortable or uncomfortable. Use it to point out that changes are normal. They can be positive, difficult and sometimes create conflicting emotions.</p>	<p>H6 - Understanding good and not so good feelings including their range and intensity. H8 - Exploring changes.</p> <p>A2 Brainstorm an A-Z of emotions. For example, angry, brave, courageous, disappointed, etc. Draw out a life journey time line on paper of an imaginary child, drawing the events on the road, to show different changes such as being born, learning to talk, walk, rid a bike, etc. Ask the class to complete the life journey and explore how these changes made Alex feel</p>	<p>H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes. H14 - Knowing where to go for help and how to ask for help.</p> <p>A3 In pairs, explore why change can feel uncomfortable using different scenarios. Using newspapers and words create a collage of supporting statements.</p>	<p>H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes.</p> <p>A6 Watch the 'Lion King' in sections. It will give you the opportunity to discuss the many changes that Simba experiences: (The death of Simba's father. How Simba reacts to it. Simba growing up. How and why things improve. Simba falling in love). creating an emotional graph for Simba</p>	<p>H6 - Understanding good and not so good feelings including their range and intensity. H7 - Developing an understanding that change can cause conflicting emotions. H7 - Acknowledging, exploring and identifying how to manage change positively. H8 - Exploring changes. H14 - Knowing where to go for help and how to ask for help.</p> <p>A5 Introduce different scenarios that demonstrate loss. Show how Jez might feel about: 1. Losing a tooth 2. Losing his homework 3. His parents getting divorced 4. His grandma dying Do individual freeze frames and thought</p> <p>Passport activity: Talking about change matters because...</p> <p>Return to baseline self-assessment wheel as suggested in the PSHE Matters and reassess</p>
	Big Q and explore - New Life	LEARNING FOCUS 2: The Holy Spirit gives courage to Peter and John.	LEARNING FOCUS 4: The story of Paul.	LEARNING FOCUS 6: The Holy Spirit gave Paul new life and happiness. Respond	Sikhism Week - Holy Books Guru Granth Sahib



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RE New Life Sikhism	Spider diagram and I can Explore activity	Read the story of Pentecost. Using the Scripture draw/paint your own interpretation of that story. It could be in two or three sections . Keep reading the scripture over so that you put as much detail into your drawing as possible. You might also want to use speech bubbles and/or thought bubbles. Hook and extended write.	Read the story of St Paul. Create a character sketch of Paul before he became a follower of Jesus. How would you describe him? How would he look? Think about how he would feel? Now create a second character sketch of Paul after he became a follower of Jesus. How did he change and why? Write as much as you can around the figures. (see attached template) Mark with next step	Celebrate what you have learned with a simple liturgy Heart and cloud Respond activity	Discover - Guru Granth Sahib and the Gurus
	LEARNING FOCUS 1: Pentecost.	LEARNING FOCUS 3: The Ethiopian receives the new life of Jesus.	LEARNING FOCUS 5: Paul spreads the Good News.	Sikhism Week - Holy Books Guru Granth Sahib	Sikhism Week - Holy Books Guru Granth Sahib
	Look at the importance of Pentecost and discuss how it is shown in artwork.	Imagine you are the Ethiopian. Write a letter to the Queen of Ethiopia to describe your encounter with Philip. Give reasons to show how this meeting gave you new life. Head/Heart	Write a diary extract, based on the events of Paul's experiences on his journeys. Include a record of how you think he felt and why. Hook and extended write	Look - important books	Respect - The gurus guide and teach the Sikhs
Music	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>National Curriculum Objective</u> Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression	<u>National Curriculum Objective</u> Listen with attention to detail and recall sounds with increasing aural memory	<u>National Curriculum Objective</u> Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	<u>National Curriculum Objective</u> Improvise and compose music for a range of purposes using the inter-related dimensions of music



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	<p><u>Skills</u> Adopt the playing position Create a buzz and start and stop a note</p> <p><u>Knowledge</u> The names of the parts of the trombone How the body creates a buzz on a trombone</p>	<p><u>Skills</u> Be able to build a trombone Be able to position hands correctly in the playing position Use the tongue correctly to start and stop a note</p> <p><u>Knowledge</u> Where first position is on the Trombone Different note values including semibreve, minim</p>	<p><u>Skills</u> Play moving between position 1 and position 6</p> <p><u>Knowledge</u> The notation symbols of the bass clef</p>	<p><u>Skills</u> Starting to play moving between a number of different positions</p> <p><u>Knowledge</u> Revision of note values and music theory How the slide positions match up with the musical notation</p>	<p><u>Skills</u> Learn how to read and play repeats</p> <p><u>Knowledge</u> How to write a repeat in musical notation The notes of the bass clef</p>
	<p><u>Activity</u> Pass the Buzz and copy cat buzzing</p>	<p><u>Activity</u> Build the P bone Name the parts Playing 1st position 'Playing the Rest'</p>	<p><u>Activity</u> Two note Tango</p>	<p><u>Activity</u> making musical bookmarks</p>	<p><u>Activity</u> developing the musical bookmark playing 'Three note Samba'</p>
French	<p><u>National Curriculum Objective</u> Explore the patterns and sounds of language and link the sound, spelling and meaning of words</p>	<p><u>National Curriculum Objective</u> Speak in sentences using familiar vocabulary, phrases and language structures</p>	<p><u>National Curriculum Objective</u> Listen attentively and show understanding by responding and joining in</p>	<p><u>National Curriculum Objective</u> Write phrases from memory and adapt these to form new sentences</p>	<p><u>National Curriculum Objective</u> Read carefully and show understanding of words, phrases and simple writing</p>
	<p><u>Skills and Knowledge</u> Know at least five countries in French</p>	<p><u>Skills and Knowledge</u> Understand how to say where you live and where you are from Know differences between masculine and feminine nationalities</p>	<p><u>Skills and Knowledge</u> Listen for key language about countries and nationalities</p>	<p><u>Skills and Knowledge</u> Understand how to form accurate French sentences about where people live</p>	<p><u>Skills and Knowledge</u> Translate key information into English</p>
	<p><u>Activity</u></p>	<p><u>Activity</u></p>	<p><u>Activity</u></p>	<p><u>Activity</u></p>	<p><u>Activity</u></p>



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	Pupils learn a range of countries through various games and simple spoken activities	Pupils say the country in which they live as well as their nationality	Pupils listen to information about where various people live and their nationalities and show understanding by writing key information in English	Pupils write about where their friends and/or celebrities live with some adding opinions about countries	Pupils read about two people and translate sentences about where they live and their opinions into English
Special Events	Intriguing Introduction - Greek food tasting and evaluating.				Expert Ending - Create a meal fit for a Greek God/King.
British Values	The rule of law - reboot Class rules and team ethos.	Tolerance of those of different faiths and beliefs and Democracy - links to Ancient Greek Gods and creation of democracy.	Tolerance of those of different faiths and beliefs and Democracy - links to Ancient Greek Gods and creation of democracy.	Tolerance of those of different faiths and beliefs and Democracy - links to Ancient Greek Gods and creation of democracy. Tolerance - RE other faiths week (Sikhism)	Tolerance of those of different faiths and beliefs and Democracy - links to Ancient Greek Gods and creation of democracy. Tolerance - RE other faiths week (Sikhism)