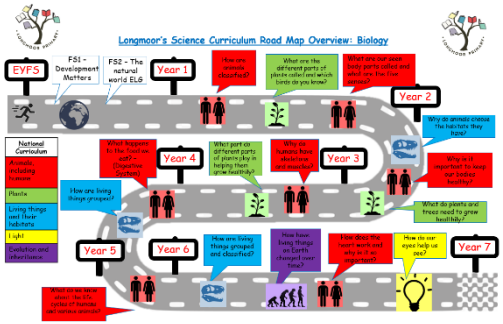
Class: SS / HC / BL	**Term:** Autumn 2	**Year Group:** 4
Prime Learning Challenge	What did the Ancient Greeks bring to the world? What happens to the food we eat? (*Digestive System and Teeth)*	

Past What do pupils already know/understand? Do they have any misconceptions?	**Present** What do pupils want to know/understand? What are they interested in? What motivates them?	**Context** How is this challenge relevant to the needs of your children?
Children have studied Stone Age to Iron Age in Year 3. They ordered important periods in Britain's history and looked at life in early Britain compared to now. What happens to the food we eat? Falls into the Science Programme of Study, 'Animals, including humans', as set out by the NC. The Progression Road Map below shows what prior knowledge children have learnt and where this unit fits into the Programme of Study.  	<u>What did the Ancient Greeks bring to the world?</u> What evidence is there that the Ancient Greeks were more advanced than Ancient Britons? What did the Ancient Greeks introduce that we benefit from today? How were the Ancient Greeks influenced by their Gods? What was everyday life like for the Ancient Greeks? What were the main characteristics of the Spartans and the Athenians? <u>What are the parts of the digestive system called?</u> What is the function of each organ within the digestive system? What are the names and function of the different types of teeth in humans? How can the digestive system be recreated in a classroom?	Knowledge: Know the Ancient Greeks were more advanced than Ancient Britons, what influences webenefit from today, understand the role of gods on everyday life, understand philosophy and democracy influences on the modern world, recognise differences between Athenians and Spartans. Pupils should be taught to: describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.

	What are food chains and how we use them to identify producers, predators and prey?	

By the end of this prime learning challenge...	**Some: More Able**	Pupils might work scientifically by: comparing the teeth of carnivores and herbivores, and suggesting reasons for differences; finding out what damages teeth and how to look after them. They might draw and discuss their ideas about the digestive system and compare them with models or images. Children will be able to explain that the Ancient Greeks were more advanced than Ancient Britons and what influences we benefit from today. They will understand the role of gods on everyday life, understand philosophy and democracy influences on the modern world and recognise differences between Athenians and Spartans.
	Most: Core	Pupils should be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions. Children will be able to explain that the Ancient Greeks were more advanced than Ancient Britons. They will understand the role of gods on everyday life and begin to understand democracy influences on the modern world. They will recognise the differences between Athenians and Spartans.
	All: Less able	Pupils need to identify the different organs involved in the digestion system. Children will be able begin to explain that the Ancient Greeks were more advanced than Ancient Britons. They will be able to name some Gods and begin to recognise the differences between Athenians and Spartans.

Pre-Learning How will you make sure you are pitching appropriately?	**Wow!**	**Reflection** How will you reflect & evaluate?
Children will complete a pre-learning assessment for science and history.	**WOW** – Greek Day **Hook** – Greek vase jigsaw activity.	Children will complete the post-learning assessments.

We will use the Focus curriculum document and the National Curriculum statutory requirements. We will also use children's questions as a guide for our planning and teaching.	**Hook** lesson Science- Provide children with a square of chocolate and a piece of cracker. Children to record on sheet what they observe when they put both in their mouths.	We will return to children's pre unit questions at the end of the topics. Children will complete reflection tasks towards the end of the topics (Autumn 2)

	Week 1	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**	**Week 7**
English	Book Based - **The incredible Book Eating Boy**	Assessment Week	Book Based - **The incredible Book Eating Boy**	Book Based - **The incredible Book Eating Boy**	Ancient Greek Literacy	Ancient Greek Literacy	Ancient Greek Literacy
Handwriting	**Penpals Year 4** - Warm up clips 10 mins a day	**Penpals Year 4** - Warm up clips 10 mins a day	**Penpals Year 4** - Warm up clips 10 mins a day	**Penpals Year 4** - Warm up clips 10 mins a day	**Penpals Year 4** - Warm up clips 10 mins a day	**Penpals Year 4** - Warm up clips 10 mins a day	**Penpals Year 4** - Warm up clips 10 mins a day
Rainbow Grammar	Expanded noun phrases (with)	Assessment Week	Expanded noun phrases (of)	Direct Speech	Fronted adverbials (-ly)	Fronted adverbials (where)	Fronted adverbials (when)
Sounds-Write	Unit 11 – ie (Polysyllabic – reading & building)	Unit 12 - b/oo/k (Polysyllabic – reading & building)	Unit 14 – u (Polysyllabic – reading & building)	Unit 16 – s (Polysyllabic – reading & building)	Unit 18 -i (Polysyllabic – reading & building)	Unit 19 -or (Polysyllabic – reading & building)	Unit 20 – Air (Polysyllabic – reading & building)
NC Spelling Rules	The /n/ sound spelt n before k	Adding –er and –est to adjectives	Using k for the /k/ sound	Adding the prefix -un	Adding –ing to words ending with e	Adding –ed, -er, and –est to words ending with e	Adding –ed, -er, and –est to words ending with e

Numeracy	Area	Assessment Week / Finish off Area	Multiplication and Division A	Multiplication and Division A	Multiplication and Division A	Multiplication and Division B	Multiplication and Division B
Science	Pre-learning task. Hook lesson	To understand the different parts of the digestive system. *C1 - What are the parts of the digestive system called?*	To understand what the functions of each organ within the digestive system. *C2 - What is the function of each organ within the digestive system?*	To be able to name the different types of a human's teeth and explain their function. *C3 - What are the names and function of the different types of teeth in humans?*	To be able to recreate a digestive system. *C4 - How can the digestive system be recreated in a classroom?*	To understand food chains. *C5 - What are food chains and how we use them to identify producers, predators and prey?*	*Post-learning task.* *Reflection Task.*
History	To understand how advanced the Ancient Greeks were. *C1 - What evidence is there that the Ancient Greeks were more advanced than Ancient Britons?*	To understand what the Ancient Greeks brought to Britain. *C2 - What did the Ancient Greeks introduce that we benefit from today?*	To understand how the Ancient Greeks were influenced by their gods? *C3 - How were the Ancient Greeks influenced by their Gods?*	To understand what life was like for everyday Ancient Greeks. *C4 - What was everyday life like for the Ancient Greeks?*	To understand who were the Athenians and the Spartans. *C5 - What were the main characteristics of the Spartans and the Athenians?*	Ancient Greek Day (8.12.26)	*Post-learning task.* *Reflection Task.*
Geography							

Music	Charanga Glockenspiel Stage 2	-	Charanga Glockenspiel Stage 2	-	Charanga Glockenspiel Stage 2	-	Charanga Glockenspiel Stage 2
PSHE	Jigsaw – Celebrating Difference lesson 1 – Judging by appearance ***Why do we sometimes judge people by the way they look?***	Jigsaw – Celebrating Difference lesson 2 – Understanding Influences ***What influences me to make assumptions on the way people look?***	Anti – Bullying Week	Jigsaw – Celebrating Difference lesson 3 – Understanding Bullying ***What is bullying and how can I help to stop it?***	Jigsaw – Celebrating Difference lesson 4 – Problem Solving ***What is bullying and how can I help to stop it?***	Jigsaw – Celebrating Difference lesson 5 – Special Me ***Why am I special?***	Jigsaw – Celebrating Difference lesson 6 – How we look ***Why do we need to accept people for who they are?***
Art/DT	**Electrical products** To learn about electrical items and how they work.	**Evaluating torches** To analyse and evaluate electrical products.	**Torch design** To design a product to fit a set of specific user needs.	**Torch assembly** To make a torch	**Torch assembly** To make a torch	**Torch evaluation** To evaluate a torch	**Christmas Art/DT**
RE	**What was the Impact of Pentecost for Christians?** To be able to understand what Pentecost is.	**What was the Impact of Pentecost for Christians?** To be able to recall the story of Pentecost.	**What was the Impact of Pentecost for Christians?** To be able to represent the story of Pentecost through art.	**What was the Impact of Pentecost for Christians?** To be able to explain what Christians believe about the Holy Spirit.	**What was the Impact of Pentecost for Christians?** To be able to understand the importance of the Holy Trinity.	**What was the Impact of Pentecost for Christians?** End of unit assessment	**Christmas Activities**
MFL	**Ma Famille** To be able to recognise, recall and spell	**Ma Famille** To be able to use the	**Ma Famille** To be able to ask and answer the question	**Ma Famille** To be able to introduce my family members	**Ma Famille** To be able to learn numbers 1-70 and use this	**Ma Famille** End of unit assessment	

	different family members.	possessive adjective 'my'.	'do you have any siblings?'	wih 'He/she is called…'	to say how old a family member is.		
PE	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba	Drumba
Games	Foot Golf (Coach)	Foot Golf (Coach)	Foot Golf (Coach)	Foot Golf (Coach)	Foot Golf (Coach)	Foot Golf (Coach)	Foot Golf (Coach)
Computing	E-safety: **What is a digital footprint and how can we manage it?**	**Hour of Code. Session 1:** What makes a computer program work?	**Hour of Code. Session 2:** How do loops make coding easier and more efficient?	**Hour of Code. Session 3:** How do conditionals change the behaviour of a program?	**Hour of Code. Session 4:** How do we find and fix errors in our code?	**Hour of Code. Session 5:** What is an event block used for in a game?	**Hour of Code. Session 6:** How can we design a fun maze puzzle using our knowledge of coding and creativity?
Class Novel	SS / HC – Bill's New Frock BL – The Wild Robot	SS / HC – Bill's New Frock BL – The Wild Robot	SS / HC – Bill's New Frock BL – The Wild Robot	SS / HC – Bill's New Frock BL – The Wild Robot	SS / HC – Bill's New Frock BL – The Wild Robot	SS / HC – Bill's New Frock BL – The Wild Robot	SS / HC – Bill's New Frock BL – The Wild Robot