	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	# Ancient Greece						
Literacy	Travel brochure - Greece	Travel brochure - Greece	Travel brochure - Greece	Non Chronological report	Non Chronological report	Non Chronological report	Letters
Maths (unit)	Year 3 - Addition & Subtraction Year 4 - Area	Multiplication & Division	Multiplication & Division	Multiplication & Division	Multiplication & Division	Autumn term Assessments	Multiplication & Division
Science Electricity	Identify common appliances that run on electricity.	To identify circuit components and build working circuits.	To investigate whether circuits are complete or incomplete.	To investigate which materials are electrical conductors or insulators.	To explain how a switch works in a circuit, build switches and report my findings.	To discuss and solve problems about electricity using reasoning skills.	Assessment
Geography UK vs European Country - Greece	Identify the human and physical features of the UK.	Identify countries and their capital cities in Europe.	Locate Greece and identify the physical and human features of modern day Greece	Understand the similarities and differences between London and Athens.	Explain why Greece is a popular tourist destination	Extended writing Fact File.	Assessment
R.E. (D.Deeper Units) What is it like to follow God? - Abraham What is the Trinity? - John 1	Explore and understand God's promise to Abraham and what it teaches about faith.	Understand how Abraham showed faith in God's promises and why he is an important person in the Old Testament.	Understand that God keeps His promises and that faith sometimes means trusting even when things seem impossible.	Understand how faith in God's promises can inspire people to live as the People of God today.	Understand what John 1 teaches about Jesus as the Word and the Light.	Explore how John 1 is expressed in Christmas carols and songs.	Express the ideas of John 1 through creative writing and personal response.
PSHE Working Together	To be able to identify skills they need to and would like to develop.	To experience learning a new skill as a class and to reflect on that process.	To understand and practise some skills of a good communicator, including effective confident expression of opinions and questioning skills.	To be able to understand and develop effective group work skills, including problem solving and decision making.	To know how different people can contribute in different ways to a group task.	To apply communication and group work skills in a real situation.	To be able to give feedback sensitively and receive it from others.

Computing NCCE Data Logging	To explain that data gathered over time can be used to answer questions	To use a digital device to collect data automatically	To explain that a data logger collects 'data points' from sensors over time	To recognise how a computer can help us analyse data	To identify the data needed to answer questions	To use data from sensors to answer questions	
Indoor PE Dance - Cold Places	To create and perform short movement phrases showing clear positions of stillness, stepping patterns and interweaving pathways.	To create and perform short movement phrases to include snowflake shapes and penguin actions.	To create and perform a duo dance phrase communicating a character dance of penguins.	To refine the movement phrase and introduce the idea of penguin huddles and King penguins herding the others.	To practise and refine all the sections of the dance, ready for final performance.	To practise and refine the final dance performance.	
Outdoor PE Tag Rugby	Tag another player face on keeping body position low to the ground	Move the ball with hands in correct position	Pass the ball backwards and sideways in isolation	Move into a space to avoid a defender, through dodging techniques	Beat a defender to score a try in various scoring zones	Play a tag game	
MFL Ma Famille	Tell somebody the members, names and various ages of their family.	Continue to count in French, with the option of reaching 100,	Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes'	Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).		To answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?)	Revise and consolidate all language covered in the unit and complete the end of unit assessment.
DT Design and create the Parthenon	To understand the detail and thought that went into making the Parthenon.	To plan our Parthenon design, thinking carefully about the techniques we will use to fold and cut cardboard.	To use our design to make a column template to ensure symmetry, and to use the template to cut out our columns.	To plan our Parthenon roof, thinking carefully about the techniques we will use to fold and cut cardboard.	To follow our designs to make the roof and base of our Parthenon model.	To follow our designs to assemble our final Parthenon model.	To evaluate our Parthenon model, thinking about what worked well and what we would change next time.
Music Exploring sounds composition	Identify ways sounds are used to accompany a song.	Analyse and comment on how sounds are used to create different moods.	Create textures by combining sounds in different ways.	Recognise and explore different combinations of pitch sounds.	Improvise simple tunes based on the pentatonic scale.	Create music that describes contrasting moods/emotions.	Compose music in pairs and make improvements to their own work.
Extended Writing opportunities					**Science - Building Switches presentation**	**Geography - Fact File**	