

### Half Termly Curriculum Plan Summer 2 2025

Year 4									
	Prior Knowledge	Key Vocabulary	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Assessment
Science		Oxygenised, ecosystem, adapted, camouflaged, coastal, grassland, classify, species, region, sub-group, classification key, blubber	<b>L.I: I can explore different habitats</b> <ul style="list-style-type: none"> <li>• Understand that living things are suited to different environments</li> <li>• Group living things according to the environment they are suited to</li> <li>• Identify the similarities between animals that live in the same habitat</li> </ul>	<b>L.I: I can research different habitats</b> <ul style="list-style-type: none"> <li>• Describe habitats that are found in the UK</li> <li>• Research key facts about a habitat and report on the climate, temperature and type of soil and water they would typically find there</li> <li>• Research and describe habitats that are found in the UK and the threats that living things face</li> </ul>	<b>L.I: I can explore how animals can be classified</b> <ul style="list-style-type: none"> <li>• Identify different ways to classify animals into groups</li> <li>• Organise animals into different classification groups</li> <li>• Begin to organise animals into different classification groups and sub-groups</li> </ul>	<b>L.I: I can create a classification key</b> <ul style="list-style-type: none"> <li>• Understand how to interpret a classification key</li> <li>• Create a classification key using a series of questions</li> <li>• Create a complex classification key using a series of questions that group animals into sub-groups before identifying the species</li> </ul>	<b>L.I: I can understand different adaptations and classifications within species.</b> <ul style="list-style-type: none"> <li>• Understand that animals adapt to suit their environment</li> <li>• Describe how animals adapt to their environment</li> <li>• Apply knowledge of adaptations to create a classification key for a 'new' species</li> </ul>	<b>L.I: I can explore and classify pond plants.</b> <ul style="list-style-type: none"> <li>• Name some plants that live in a pond habitat</li> <li>• Describe plants that live in a pond habitat</li> <li>• Classify and sort plants that live in a pond habitat</li> </ul>	Developing Experts end of unit assessment.

History		Building, city (city state), civilisation, culture, democracy, empire, enslavement, farming, leisure, religion, ruler (king), settlement, technology, trade, war (invasion, conflict)	<b>L.I: I understand the key events from the battle of Marathon.</b> <ul style="list-style-type: none"> <li>• Learn about the battle of the Marathon</li> <li>• Learn about the two Greek city states: Athens and Sparta</li> <li>• Compare and contrast life in Athens and Sparta</li> </ul>	<b>L.I: I can communicate information about the past.</b> <ul style="list-style-type: none"> <li>• Learn about daily life in Ancient Greece</li> <li>• recall facts about clothes, jobs, homes and food in Ancient Greek times</li> </ul>	<b>L.I: I can use literacy skills to a good standard to communicate information about the past</b> <ul style="list-style-type: none"> <li>• Learn about houses in Ancient Greece</li> <li>• write a set of instructions on how to build a Greek house.</li> </ul>	<b>L.I. I can plan an Ancient Greek day</b> <ul style="list-style-type: none"> <li>• Research Ancient Greek Olympic games</li> </ul>			
Geography									
Computing	Yr 3 - We are Desktop Publishers	Edit Collaborate Mind Map Information Reliable Wiki Wikipedia Style Publish	<u>We are Co-authors</u>  <b>L.I. - Planning the content for a wiki</b> <ul style="list-style-type: none"> <li>• I understand what wikis are used for</li> <li>• I can break a topic up into smaller subsections</li> <li>• I can use the internet to find information</li> </ul>	<u>We are Co-authors</u>  <b>L.I. - Using Wikipedia to find information</b> <ul style="list-style-type: none"> <li>• I can find and read an article on Wikipedia</li> <li>• I know how to check the accuracy of Information</li> <li>• I understand that not all information online is fact</li> </ul>	<u>We are Co-authors</u>  <b>L.I. - Getting started with the class wiki</b> <ul style="list-style-type: none"> <li>• I can work with others to plan a project</li> <li>• I can cite my sources</li> <li>• I can work collaboratively with others on the same document</li> </ul>	<u>We are Co-authors</u>  <b>L.I. - Editing the wiki pages</b> <ul style="list-style-type: none"> <li>• I can create content for a wiki</li> <li>• I can edit my own content</li> <li>• I can edit others' content</li> </ul>	<u>We are Co-authors</u>  <b>L.I. - Editing Wikipedia</b> <ul style="list-style-type: none"> <li>• I can Identify the sources used in my research</li> <li>• I can evaluate an article for trustworthiness</li> <li>• I can edit content on Wikipedia</li> </ul>	<u>We are Co-authors</u>  <b>L.I. – Review</b> <ul style="list-style-type: none"> <li>• I understand how wikis work</li> <li>• I can give constructive feedback to others</li> <li>• I can improve my work</li> </ul>	Teacher assessment across the unit

<b>Art and Technology</b>			<b>L.I. I can research Ancient Greek ceramic artists</b>  Pupils will learn about the different styles of Greek ceramic vessels	<b>L.I. I can compare a local ceramic artist's modern techniques to Greek Vessels</b>  Pupils will learn about a local artist, Grayson Perry and compare his style of art to that of ancient Greek times.	<b>L.I. I can improve my mastery of art and design techniques using charcoal</b>  Pupils will sketch and design ancient Greek patterns using charcoal.	<b>L.I. I can improve my mastery of art and design techniques using paint</b>  Pupils will sketch and design an ancient Greek vessel using watercolour paint.			
<b>Religious Education</b>		Altruism Commitment Sacrifice Self-Sacrifice Ultimate Sacrifice Humanist Virtue Purification	<b>L.I. – I can examine the concept of sacrifice.</b>  <ul style="list-style-type: none"> <li>• Identify what sacrifice means.</li> <li>• Examine and share examples and experiences of sacrifice.</li> </ul>	<b>L.I. – I can outline the importance of sacrifice to Muslims and Jews</b>  <ul style="list-style-type: none"> <li>• Examine sacrifice to Muslims and Jews using stories and videos.</li> </ul>	<b>L.I. – I can identify how beliefs about sacrifice impact the actions of Christians.</b>  <ul style="list-style-type: none"> <li>• Examine Christian beliefs of sacrifice and the ultimate sacrifice Jesus made to Christians.</li> <li>• Examine how baptism reflects Christian beliefs of sacrifice.</li> </ul>	<b>L.I. – I can evaluate the altruism and charity in Humanism.</b>  <ul style="list-style-type: none"> <li>• Examine the different examples of sacrifice explored through Islamic, Jewish and Christian beliefs.</li> <li>• Understand the meaning of Altruism and its alignment to the beliefs of Humanists.</li> </ul>	<b>L.I I can summarise the meaning of sacrifice in different faiths and worldviews.</b>  <ul style="list-style-type: none"> <li>• Define sacrifice – including religious and non-religious sacrifice</li> <li>• Use evidence of sacrifice in religions/ non-religious and worldviews</li> <li>• Share examples of ways we can show sacrifice in our own lives to the beliefs</li> </ul>		

PSHE		Personal, unique, characteristics, conception, menstrual cycle, periods, change, emotions, acceptance, gene, pads, making love, fallopian tube, making love, having sex, sexual intercourse, circle, love, fertilise	<b>L.I: I can understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</b>  • I appreciate that I am a truly unique human being	<b>L.I: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</b>  <b>L.I: I can understand what responsibilities there are in parenthood and the joy it can bring I can consider what has influenced my life and what might influence the lives of other people.</b>  • Understand that having a baby is a personal choice and can express how I feel about having children when I am an adult	<b>L.I: I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.</b>  • I have strategies to help me cope with the physical and emotional changes I will experience during puberty	<b>L.I: I can understand how the circle of change works and can apply it to changes I want to make in my life.</b>  • I am confident enough to try to make changes when I think they will benefit me	<b>L.I: I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</b>  • I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively	<b>L.I: I can identify what I am looking forward to when I move to a new class.</b>  • I can reflect on the changes I would like to make next year and can describe how to go about these	Jigsaw weekly formative assessments.
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