



Curious. Inspired. Resilient

Year 4 Medium Term Plan (Term 2)

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Main Driver: Geography/History	1. Hook Lesson – Into Ancient Greece Immerse children in the world of Ancient Greece through images of temples, pottery, sculptures, soldiers and the ancient Olympic Games. Introduce Ancient Greece as an important civilisation from the ancient world. Locate Greece on a map of Europe and explore its landscape, including mountains and surrounding seas. Place Ancient Greece on a timeline alongside other civilisations studied. Introduce the key question: Why do we still remember Ancient Greece today? Outcome: Labelled map locating Ancient Greece and a historical timeline showing where it fits.	2. Life in Ancient Greece – Athens vs Sparta Explore what everyday life was like in Ancient Greece and discover how Greek city-states differed. Introduce the concept of a city-state, focusing on Athens and Sparta. Investigate homes, education, clothing, jobs, family life and the roles of men, women and children. Use images, artefacts and historical sources to find out about daily life. Compare the priorities and lifestyles of people living in Athens and Sparta. Outcome: Comparison chart or Venn diagram showing similarities and differences between Athens and Sparta.	3. Democracy, Philosophy and Learning Discover the achievements of Ancient Greece in government, philosophy, education and ideas. Explore how democracy developed in Athens and compare it with how decisions are made in Britain today. Investigate the ideas of famous Greek thinkers, such as Socrates, Plato and Aristotle. Consider how the Ancient Greeks asked questions, debated ideas and developed knowledge. Discuss who could participate in Athenian democracy and who was excluded. Outcome: Illustrated fact file or explanation answering the question, How did Ancient Greece change the way people think and make decisions?	4. The Ancient Olympic Games – Let the Games Begin! Discover the origins of the ancient Olympic Games and their importance in Ancient Greek society. Find out where and why the ancient Olympic Games were held, including their connection to the god Zeus. Explore the events, rules and experiences of athletes competing in the games. Compare the ancient Olympic Games with the modern Olympics, identifying similarities and differences. Outcome: An Ancient vs Modern Olympics comparison chart or an illustrated guide to the ancient games.	5. Ancient Greek Pottery – What Can Pots Tell Us? Investigate Ancient Greek pottery as a historical source to discover what it reveals about Greek life and beliefs. Explore images of Greek pots and identify their shapes, colours, patterns and painted scenes. Investigate what the scenes reveal about everyday life, sporting events, myths, gods and Greek soldiers. Examine how historians use artefacts as evidence to learn about the past. Design a Greek-style pot using patterns and a scene inspired by Ancient Greek life. Outcome: An illustrated Greek pottery design with a short explanation of what the chosen scene reveals about Ancient Greek society.	6. The Legacy of Ancient Greece – Why Does It Still Matter? Explore how Ancient Greek achievements continue to influence the modern world. Revisit learning about democracy, philosophy, the Olympic Games and Greek art. Investigate examples of Greek influence today, such as elections, modern Olympic traditions and Greek-inspired buildings. Use pictures and information cards to match Ancient Greek achievements to their modern-day influences. Decide which achievement has had the greatest impact and explain why, using historical evidence. Outcome: (Assessment opportunity) Then and Now legacy poster or presentation answering the question: Why was Ancient Greece significant, and how does it influence our lives today?
	1. Exploring Greek Masks and Mythical Creatures Explore Ancient Greek theatre masks, mythical creatures and their features. Investigate images of Greek theatre masks and creatures from Greek mythology, such as Medusa, Cerberus and the Minotaur. Explore how colour, shape, texture and facial features can communicate a creature's personality and powers.	2. Designing Our Mythical Creature Masks Design a mask that represents the mythical creature guarding the centre of the labyrinth. Sketch a mask design based on the creature's appearance, personality and special powers. Consider how to represent key features such as horns, scales, fangs, eyes or feathers. Choose suitable colours, textures and materials.	3. Building the Mask Structure Develop practical skills by creating a stable base for the papier-mâché mask. Explore how materials can be shaped and joined to create a mask structure. Use a suitable base, such as a paper plate or cardboard template, to create the main face shape. Add cardboard or crumpled-paper features, such as horns,	4. Papier-Mâché – Constructing Our Masks Learn and apply papier-mâché techniques to create a strong outer layer. Explore how paper strips and paste can be layered to cover a structure. Apply papier-mâché carefully, smoothing the paper and overlapping strips to improve strength.	5. Decorating and Finishing Our Masks Use finishing techniques to bring each mythical creature to life. Apply paint, patterns and textures inspired by Ancient Greek art and the child's creature design. Use additional materials to create details such as scales, fur, feathers, horns or teeth.	6. Evaluating Our Mythical Creature Masks Evaluate the finished product and consider how effectively it represents the creature guarding the labyrinth. Present the mask alongside the child's mythical creature description from English. Explain how the design communicates the creature's appearance, personality and powers.

	Link to English learning by revisiting the children's own invented mythical creatures. Identify the materials and techniques needed to create a papier-mâché mask. Outcome: Annotated mask inspiration sheet linked to the child's own mythical creature.	Label the design with materials and explain how the features will help communicate the creature's identity. Outcome: An annotated design showing the intended appearance, materials and key features of the mask.	ears and noses, using tape and other suitable joining methods. Check that the structure is secure and suitable for covering with papier-mâché. Outcome: A completed mask framework ready for papier-mâché	Build up selected features where needed, considering the original design. Leave masks to dry thoroughly before decorating. Outcome: A papier-mâché mask with a secure covering and recognisable mythical creature features.	Evaluate the mask against the original design and make improvements where possible. Ensure the mask is secure, visually effective and suitable for its intended purpose. Outcome: A completed, decorated Greek mythical creature mask.	Evaluate the strength, stability, appearance and suitability of the finished mask. Identify one successful feature and one improvement for future work. Outcome: A completed mask Assessment Opportunity: Evaluate the finished papier-mâché mask, explaining how well it represents their mythical creature and how effectively they used materials and techniques to meet their design brief.
Science	1. Grouping Materials – Solids, Liquids and Gases Explore the properties of solids, liquids and gases through practical sorting activities. Introduce a range of everyday materials and ask children to identify similarities and differences. Investigate how solids keep their shape, liquids flow and take the shape of their container, and gases spread out to fill the space available. Use practical demonstrations, such as inflating a balloon, to explore the properties of gases. Outcome: A completed sorting activity grouping materials as solids, liquids or gases, with explanations of their choices.	2. Exploring Particles in Solids, Liquids and Gases Develop an understanding of how particles behave differently in solids, liquids and gases. Use videos, diagrams and practical activities to explore how particles are arranged and move in each state. Act out particle behaviour through movement activities, showing how particles in solids vibrate in fixed positions, liquids move past one another and gases move freely. Investigate how rice and water behave when poured into differently shaped containers. Outcome: An annotated diagram showing particle arrangements in solids, liquids and gases, with descriptions of their behaviour.	3. Changing State – Heating and Cooling Investigate how materials change state when heated or cooled. Observe ice, chocolate and butter as they melt or soften, discussing the changes that take place. Explore the processes of melting and freezing, introducing the idea that some changes of state are reversible. Use diagrams to show how materials can change between solid and liquid states. Outcome: A labelled diagram showing melting and freezing, with an explanation of how heating and cooling cause changes of state.	4. Scientific Enquiry – What Affects How Quickly Chocolate Melts? Carry out a fair test to investigate how temperature affects the rate at which chocolate melts. Predict which chocolate sample will melt fastest in different locations or conditions. Identify the variables, keeping the size of the chocolate pieces the same while changing the temperature conditions. Record the time taken for each sample to melt and present the class results in a graph. Discuss patterns in the results and consider whether the evidence supports the original predictions. Outcome: A completed investigation recording predictions, results and a conclusion explaining how temperature affects melting.	5. Evaporation and Condensation – Where Does the Water Go? Explore how evaporation and condensation cause water to change state. Observe condensation on a cold bottle and investigate how water droplets form on a cold surface. Place wet cloths in different locations and observe how environmental conditions affect drying. Use practical demonstrations and diagrams to explain how liquid water evaporates into water vapour and how water vapour condenses into liquid water. Outcome: An annotated diagram explaining evaporation and condensation, including observations from the investigation.	6. The Water Cycle – States of Matter in Action Understand how evaporation and condensation form part of the water cycle. Explore the stages of the water cycle, including evaporation, condensation, precipitation and collection. Create a water cycle in a bag to observe evaporation and condensation over time. Sequence the stages of the water cycle and identify where water changes state. Revisit previous learning to explain how heating and cooling drive changes in the water cycle. Outcome: A labelled water cycle diagram explaining the processes involved and identifying the changes of state that occur. End-of-Unit Assessment – States of Matter Complete an end-of-unit assessment demonstrating understanding of solids, liquids and gases, particle behaviour, changes of state, evaporation, condensation and the water cycle. Assessment opportunity: Explain how materials behave as solids, liquids and gases, describe how heating and
English - Writing	Narrative: Greek Myths	Narrative: Greek Myths	Narrative: Greek Myths	Non-chronological report: Mythical creature	Non-chronological report: Mythical creature	Non-chronological report: Mythical creature

English - Reading	The twits next door	The great bear	Eddie Albert Animal Gang	The Robin	How Winston delivered Christmas	Charlie and the Christmas Factory
Maths	Measurement: Area	Multiplication & division A	Multiplication & division A	Multiplication & division A	Consolidation	
Computing	Recording sounds	Editing audio	Planning a podcast	Creating a podcast	Combining audio	Evaluating podcasts
PSHE	Judging by appearances	Understanding influences	Understanding bullying	Problem solving	Special me	Celebrating differences
RWV	What does the word 'inspiring' mean? Who is inspiring?	What do we know about Jesus' life story? Is his story inspiring for some people?	Was Jesus inspiring because of his actions?	What did Jesus teach? Was he a good teacher? Was he an inspiring teacher?	Did Jesus' teachings inspire people? How and why?	Who did Jesus say he was? Why is he so important to Christians?
PE	Symmetry	Asymmetry	Symmetry and asymmetry on apparatus	Sequence formation in pairs	Unison in sequences	Canon in sequences
Music	Singing in rounds	Singing in rounds	Singing in rounds	Recorders	Recorders	Recorders
French	Je me presente: Lesson objective: In this lesson pupils will revise basic greetings and will learn how to ask and answer the question 'how are you?' in the foreign language.	Lesson objective: In this lesson pupils will consolidate all vocabulary taught in the previous lesson and progress to learning how to ask and answer the question 'what is your name?' in the foreign language.	Lesson objective: In this lesson pupils will consolidate numbers 1-10 and will progress to learning numbers 11-20 in the foreign language.	Lesson objective: In this lesson pupils will consolidate their knowledge of numbers 1-20 in the foreign language and apply this knowledge to be able to say how old they are.	Lesson objective: In this lesson pupils will learn how to ask and answer the question 'where do you live?' in the foreign language and will also be introduced to simple adjectival agreement, completing the unit with a short presentation.	Lesson objective: In this lesson pupils will revise and consolidate all language covered in the unit and complete the end of unit assessment.