

Roskear Primary & Nursery School
Foundation Subjects – MEDIUM term plan

Year Group:	Four	Term:	Autumn 1 2020	Topic:	Remarkable Rainforests	Class Reader:	The Explorer
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Entry and exit points / Key themes	Stunning Start: ART Create stuffed rainforest animals out of fabric, decorating with stitch pattern effect WALT: use stitches to create an effect and join fabric together Key theme: Where are rainforests?	Key theme: What are rainforests?	Key theme: Creatures in the rainforest	Key theme: Creatures in the rainforest (cont'd)	Key theme: Human life in the rainforest <small>Global Citizenship</small> <small>Sense of responsibility for the environment and the use of resources.</small> <small>Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.</small>	Key theme: The rainforest under threat <small>Global Citizenship</small> <small>Sense of responsibility for the environment and the use of resources.</small> <small>Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.</small>	Fabulous Finish: DT/MUSIC MUSIC: design, create and perform a rainforest soundtrack using musical instruments (rain sticks, panpipes, xylophones, drums) WALT: Produce creative work, exploring ideas and recording experiences Key theme: Musical rainforests / End of unit assessment
	Writing	Fiction The GKT Immersion	Fiction The GKT Exploration	Fiction The GKT Innovation	Fiction The GKT Invention	Non-fiction Persuasive writing	Non-fiction Persuasive writing

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					<p>Global Citizenship Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.</p>	<p>Global Citizenship Sense of responsibility for the environment and the use of resources. Commitment to taking action to protect and improve the environment and the quality of life for people locally and globally.</p>	
Maths	Number and Place Value	Number and Place Value	Number and Place Value	Number and Place Value	Number addition and Subtraction	Number Addition and Subtraction	Number addition and Subtraction

History	n/a	n/a	n/a	n/a	n/a	n/a	n/a
Science <i>(Following Crofty Small Steps / NC)</i>			<p>WALT: identify and sort plants (flowering/non-flowering)</p> <p>WALT: identify and sort vertebrates and invertebrates / recognise that living things can be grouped in a variety of ways.</p>	<p>WALT: identify and group living things in our local environment</p> <p>WALT: identify and group living things in a wider environment (rainforest)</p> <p>WALT: explore and use classification keys to help group, identify and name living</p>	<p>WALT: identify how animals and plants are adapted to suit their environment in different ways.</p> <p>WALT: recognise that environments can change and affect living things</p>	<p>WALT: understand how the actions of humans negatively impact environments (pose dangers to living things)</p>	

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				things in an environment			
<p>Geography (Following Crofty Small Steps / NC)</p>	<p>WALT: locate the Equator, Northern Hemisphere, Southern Hemisphere, Arctic and Antarctic Circle, and lines of latitude.</p> <p>WALT: locate the world's countries concentrating on their environmental regions.</p> <p>(Rainforests)</p>	<p>WALT: describe and understand tropical climate zones and vegetation belts.</p> <p>(Tropical climate zone focus)</p> <p>WALT: locate and describe the features of the Amazon rainforest</p>			<p>WALT: understand geographical similarities and differences between Camborne and the Amazon rainforest.</p> <p>(South America focus)</p>	<p>WALT: understand types of settlement and land use, economic activity, and the distribution of natural resources in the Amazon rainforest</p> <p>(South America focus)</p> <p>WALT: explore the effect humans can have on their environment.</p>	

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DT <i>(Following Crofty Small Steps / NC)</i>						WALT: use research and develop design criteria for functional products that are fit for purpose	WALT: Make design decisions accounting for the availability, function, relevance and aesthetic of materials.
Art <i>(Following Crofty Small Steps / NC)</i>	WALT: use stitches to create an effect and join fabric together	(Henri Rousseau) lesson 1 WALT: create a collage of different materials to illustrate a scene	(Henri Rousseau) lesson 2 WALT: create a collage of different materials to illustrate a scene				
Music	Music express Yr4 (environment Vivaldi) Lesson 1 WALT: appreciate from great composers and musicians	Music express Yr4 (environment Vivaldi) Lesson 2 WALT: appreciate from great composers and musicians	Music express Yr4 (environment Vivaldi) Lesson 3 WALT: appreciate from great composers and musicians	Music express Yr4 (around the world) Lesson 1 WALT: appreciate music from different traditions	Music express Yr4 (around the world) Lesson 2 WALT: appreciate music from different traditions	Music express Yr4 (around the world) Lesson 3 WALT: appreciate music from different traditions	WALT: produce creative work, exploring ideas and recording experiences. (LINK TO DT)
MFL	WALT: understand the difference between singular and plural Lesson 21	WAL: the months of the year (up to July) Lesson 23	WAL: months of the year from July to December Lesson 25	WALT: understand the letters of the alphabet Lesson 15	WALT: read and understand simple sentences Lesson 26	WALT: say the date, month and day of the week Lesson 29	WALT: revise numbers and animals Lesson 28

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RE	WALT understand how and why water is used as a symbol in Christianity	WALT explore what a 'Gospel' is	WALT understand what the Trinity means	WALT explore Christian baptism	WALT make links between Bible stories and the idea of God in Christianity	WALT explore differences in Baptism for babies and adults	WALT explain what the Trinity is and why it is important
ICT	Gooseberry Planet (GP) Introduction Rapid Fire Quiz L1	GP L2 People online WALT: understand the schools online safety rules	GP L3 Personal Information WALT: understand the schools online safety rules	GP L4 Perfect Passwords WALT: understand the schools online safety rules	GP L5 Fake Profiles WALT: understand the schools online safety rules	GP L6 Safe Selfies WALT: understand the schools online safety rules	GP L7 Sharing online WALT: understand the schools online safety rules
PSHE	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT explain why being listened to and listening to others is important in my school community.</p> <p>WALT explain why being democratic is important and can help me and others feel valued.</p>	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT tell you a time when my first impression of someone changed as I got to know them.</p> <p>I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>WALT explain why it is good to accept myself and others for who we are.</p>	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT plan and set new goals even after a disappointment.</p> <p>WALT explain what it means to be resilient and to have a positive attitude.</p>	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>WALT identify feelings of anxiety and fear associated with peer pressure.</p>	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT recognise how people are feeling when they miss a special person or animal.</p> <p>WALT give ways that might help me manage my feelings when missing a special person or animal.</p>	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p>	<p style="text-align: center;">JIGSAW Being me in my world</p> <p>WALT explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>

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PE	Real PE Unit 1 (Personal)	Real PE Unit 1 (Personal)	Real PE Unit 1 (Personal)	Real PE Unit 1 (Personal)	Real PE Unit 1 (Personal)	Real PE Unit 1 (Personal)	Real PE Unit 1 (Personal)
	<p>WALT: try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>	<p>WALT: try several times if at first I don't succeed and I ask for help when appropriate</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>	<p>WALT: know where I am with my learning and I have begun to challenge myself</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>	<p>WALT: know where I am with my learning and I have begun to challenge myself</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>	<p>WALT: cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>	<p>WALT: cope well and react positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>	<p>Assessment / Re-visit</p> <p>Skill: Coordination (footwork) / static balance (1 leg)</p>
<ul style="list-style-type: none"> Please remember to highlight first-hand learning experiences. 							