

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

Year Group:	Four	Term:	Autumn 2 2020	Topic:	Marvelous Mayans	Class Reader:	Skeleton Island
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7 (3 days)
Entry and exit points  /  Key themes	<b>Stunning Start:</b> <b>Hot chocolate</b> <b>Key theme:</b> Who are the Mayans?	<b>Key theme:</b> What was Mayan life like?	<b>Key theme:</b> What were the Mayan's greatest achievements?	<b>Key theme:</b> The Mayan number system and calendar	<b>Key theme:</b> The Mayan writing system	<b>Key theme:</b> Compare Mayan life to Britain	<b>Fabulous Finish:</b> <b>Mayan day</b> <b>Key theme:</b> End of unit assessment
Writing	<b>Fiction</b> Hansel & Gretel Immersion	<b>Fiction</b> Hansel & Gretel Exploration	<b>Fiction</b> Hansel & Gretel Innovation	<b>Fiction</b> Hansel & Gretel Invention WALT: plan an invented conquering a monster tale WALT: compose and opening and buildup of a conquering a monster tale WALT: compose a problem, resolution and ending a conquering a monster tale WALT: edit and improve	<b>Non-fiction</b> Diary Monday 30 <sup>th</sup> November 2020 WALT: understand the structure of a recount Tuesday 1 <sup>st</sup> December 2020 WALT: identify the key features and language of a diary Wednesday 2nd December 2020 WALT: use fronted adverbial phrases Thursday 3rd December 2020 WALT: identify	<b>Non-fiction</b> Diary	<b>Poetry</b> Distance write

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

					and write feelings		
Spellings				SPELLING: words with sh sound spelled ch	Challenge words	Suffix -sion	
Maths	Measurement / equivalent lengths	Perimeter	Multiplication / Division	Multiplication / Division  WALT: divide by 100 WALT: multiply by 1 and 0 WALT: multiply and divide by 3 WALT: multiply and divide by 6	Multiplication / Division  WALT: 6 times table and division facts WALT: multiply and divide by 9 WALT: 9 times table and division facts WALT: multiply and divide by 7	Multiplication / Division  WALT: understand the 7 times table and division facts End of block assessment WALT: revise multiplication and division WALT: divide by 1 and itself	Consolidation

History	WALT: assess & reactivate learning  WAL: when in history the Mayan	WAL: what everyday Mayan life was like	WALT: explore evidence of the achievements of the Mayan civilization	WALT: understand how the Mayan number system compares to our own	WALT: understand how the Mayans wrote  <i>Links to Egyptian - hieroglyphs</i>	WALT: compare Mayan life to Britain at the same point in history	WALT: assess our learning
---------	--------------------------------------------------------------------------------------	----------------------------------------------	----------------------------------------------------------------------------------	---------------------------------------------------------------------------------	--------------------------------------------------------------------------------------------------	------------------------------------------------------------------------------	------------------------------

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

	<p>civilization occurred</p> <p>WAL: about John Lloyd Steohens</p> <p>Context of the civiilastion what was the physical geography: climate;natural resources</p> <p>Place previoulsy taught period/significant people on a timeline.</p>					<p>Compare the following to life in Britain at this time:</p> <p>Houses Food Farming Beliefs</p>	
<p><b>Science</b></p> <p><i>(Following Crofty Small Steps / NC)</i></p>	<p>WALT identify the basic parts of the digestive system</p>	<p>WALT describe the functions of the parts of the digestive system</p>	<p>WALT identify and describe different types of teeth</p>	<p>WALT compare (the teeth of carnivores and herbivores)</p>	<p>WALT identify a variety of food chains</p>	<p>WALT construct a range of food chains</p>	
<p><b>Geography</b></p> <p><i>(Following Crofty Small Steps / NC)</i></p>							

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

<b>DT</b>  <i>(Following Crofty Small Steps / NC)</i>							
<b>Art</b>  <i>(Following Crofty Small Steps / NC)</i>					<p>WALT: explore collage techniques using textured mixed media such as cardboard, to create a layered collagraph plate.</p> <p>Whilst investigating the progression on Mayan civilisations made in Art, pupils will look at Mayan carving and bas relief and collect ideas for their own work in sketchbooks. Pupils will explore collage techniques using textured mixed media such as cardboard, to create a layered collagraph plate. This will be based on pattern and shape from Mayan Glyphs and they will finally print their image.</p>		
<b>Music</b>	<p>Music express Sounds lesson 1 WALT: Classify instrument by the way sounds are produced</p>	<p>Music express Sounds lesson 2 WALT: Understand aero phones</p>	<p>Music express Sounds lesson 3 WALT: Explore the combined effects of different instrument groups</p>	<p>Music express Building lesson 1 WALT: Understand verse and chorus song structure</p>	<p>Music express Building lesson 2 WALT: create a rhythmic ostinati</p>	<p>Music express Building lesson 3 WALT: Describe the structure of a piece of orchestral music</p>	<p>Music express Sounds lesson 1 WALT: Classify instrument by the way sounds are produced</p>

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

<b>MFL</b>	WALT: Greet others <b>Lesson 2</b>	WALT: Name colours	WALT: Name sporting activities <b>Lesson 4</b>	WALT: Classify animals <b>Lesson 7</b>	WALT: Speak in full sentences <b>Lesson 5</b>	WALT: Add verbs to sentences <b>Lesson 6</b>	Assesment
<b>RE</b>	WALT identify some Hindu deities and say how they help Hindus describe God	WALT make links between stories and what Hindus believe about God	WALT understand what Hindu murtis express about God	WALT make links between beliefs about God and how Hindus live	WALT identify some different ways in which Hindus worship	WALT explore the Hindu idea of everyone having a 'spark' of God in them	
<b>ICT</b>		WALT: stay safe online Relaunch GP reminding children that it can be used at home. Scenario 2 (Street) Perfect passwords •Understand what a password is and why passwords are used and how to create them	WAL: about variables in coding Unit 4A - introduction to variables. Children to independently explore lessons 1, 2 and 3 with teacher modelling as needed.	WAL: about variables in coding Unit 4A - introduction to variables. Children to independently explore lessons 4 and 5 with teacher modelling as needed. If time, children to create their own on step 6.	WALT: debug a programme Unit 4A - introduction to variables. Lesson 7 - debugging. Talk about what debugging means – making mistakes and correcting them. The children need to work out what the mistakes are in each of the steps	WALT: stay safe online GP Scenario 3 Staying Private Online . Know what personal information is •Understand what app permissions are and how to control them •Understand ways to avoid sharing personal	

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

		<ul style="list-style-type: none"> <li>•Understand that certain information about them is private</li> <li>•Know how to refuse a request for private information such as a password</li> </ul>			- children to collaborate if others are struggling.	information online	
<b>PSHE</b>	<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>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>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>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>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>WALT summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</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>	

**Roskear Primary & Nursery School**  
**Foundation Subjects – MEDIUM term plan**

	<b>Real PE (Personal)</b>	<b>Real PE (Personal)</b>	<b>Real PE (Personal)</b>	<b>Real PE (Personal)</b>	<b>Real PE (Personal)</b>	<b>Real PE (Personal)</b>	<b>Real PE (Personal)</b>
<b>PE</b>	<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>

- Please remember to highlight first-hand learning experiences.