



Roskear Primary & Nursery School
Foundation Subjects – MEDIUM term plan

Year Group:	Four	Term:	Spring 1 2020	Topic:	Get to know Greece	Class Reader:	Charlotte's Web
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
Entry and exit points / Key themes	Stunning Start: Sampling session- Greek salad Key theme: Where in the world	Key theme: map skills	Key theme: digital map work	Key theme: physical features of Greece	Key theme: human features	Key theme: comparison to our country	Green screen holiday show reporter
Writing	Fiction Dangle	Fiction Dangle	Fiction Dangle	Non-fiction Non- Chron Report Holiday Brochure	Non-fiction Non-Chron Report Holiday Brochure	Poetry	
Spellings	/ee/ sound spelled with an I (list 16)	Suffix -ous (list 17)	Challenge words (list 18)	Diagraph au (list 19)	Diagraph au - part 2 (list 19)	Suffix -tion list 20)	
Maths	Multiplication and division WALT: divide by 1 and itself WALT: understand the 11 and 12 times tables	Multiplication and division WALT: use efficient multiplication methods WALT: use written methods	Multiplication and division WALT: multiply 3 digits by 1 digit WALT: divide 2 digits by 1 digit WALT: divide 2	Measurement and area WALT: divide 3 digits by 1 digit WALT: understand correspondence problems	Measurement and area / Fractions WALT: find the area by counting squares	Fractions WALT: identify and draw fractions WALT: recognise tenths	



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	<p>WALT: multiply three numbers</p> <p>WALT: understand factor pairs</p>	<p>to multiply</p> <p>WALT: multiply 2 digits by 1 digit</p> <p>WALT: multiply 2 digits by 1 digit (cont'd)</p>	<p>digits by 1 digit with remainders</p> <p>WALT: divide 2 digits by 1 digit with remainders (cont'd)</p>	<p>WALT: assess our knowledge (end of block assessment)</p> <p>WALT: understand area</p>	<p>WALT: make shapes with a given area</p> <p>WALT: compare area</p> <p>WALT: recognise unit and non-unit fractions</p>	<p>WALT: count in tenths</p> <p>WALT: recognise equivalent fractions</p>	
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History							
Science <i>(Following Crofty Small Steps / NC)</i>	<p>WALT identify common appliances that run on electricity</p>	<p>WALT construct a simple circuit</p>	<p>WALT predict whether a circuit will work</p>	<p>WALT investigate switches in a circuit</p>	<p>WALT recognise conductors and insulators</p>	<p>WALT investigate conductors and insulators</p>	
Geography <i>(Following Crofty Small Steps / NC)</i>	<p>Reactivation</p> <p>I know that I live in the UK and it has four countries. (KS1 recap)</p> <p>I know I live in the continent of Europe and can find the UK and other European</p>	<p>WAL: How to read 4 figure grid references</p>	<p>WALT: Use google earth to find out about Greece</p>	<p>WALT: Identify the main physical features of Greece</p>	<p>WALT: identify the main human features of Greece</p>	<p>WALT: Compare the physical features of this area to my local area.</p>	



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	<p>countries on a map. (y3 recap)</p> <p>I know and can use the 8 points of a compass (recap y3)</p> <p>I know maps have keys and symbols which help me find things</p> <p>I know Athens is the capital city of Greece.</p> <p>I know that Greece is a country in Europe.</p>						
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DT <i>(Following Crofty Small Steps / NC)</i>					<p style="text-align: center;">WALT: design and create a 3D image using fixed pivot, loose pivot and pop up mechanisms</p> <p>Pupils will explore fixed pivot, loose pivot and pop up mechanisms (variety of card types and pins). They will then apply this to the learning they have carried out around changing landscapes as part of their European study and design and create a 3D image that represents this. Their image should include at least two appropriate mechanisms from above for movement.</p>		
Art <i>(Following Crofty Small Steps / NC)</i>							
Music	Music express - Around the world	Music express - Around the world	Music express - Around the world	Music express - Singing Spanish	Music express - Singing Spanish	Music express - Singing Spanish	



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	<p>Lesson 1 Pitch Songs</p> <p>WALT: Understand the pentatonic scale</p>	<p>Lesson 2 Pentatonic melodies</p> <p>WALT: Compose and notate pentatonic melodies</p>	<p>Lesson 3 Kwaheri</p> <p>WALT: Play an off the beat pentatonic song</p>	<p>Lesson 4 Buenos dias</p> <p>WALT: perform in groups</p>	<p>Lesson 5 De uno a diez</p> <p>WALT: Understand what an accompaniment is</p>	<p>Lesson 6 Chocolate molinillo</p> <p>WALT: accompany a song</p>	
MFL	<p>WALT: Describe what is wrong</p>	<p>WALT: Read and write numbers 21-26</p>	<p>WALT: Read and write numbers 27-31</p>	<p>WALT: Say and write the date.</p>	<p>WALT: Tell the time</p>	<p>WALT: Tell the time</p>	
RE	<p>WALT: understand the word dharma</p>	<p>WALT: explore how Hindus show their faith within their families</p>	<p>WALT: describe the kinds of things Hindu families would do during the week</p>	<p>WALT: know and understand what Hindus do to show their tradition within their faith communities</p>	<p>WALT: find out how Hindus celebrate Diwali in Britain today</p>	<p>WALT: research other Hindu celebrations</p>	<p>WALT: explore what good things come from sharing in worship and rituals in family and community</p>



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ICT		<p>WALT: stay safe online Relaunch GP reminding children that it can be used at home. Scenario 4 (Street) Perfect passwords</p> <ul style="list-style-type: none"> • Understand what a password is and, why passwords are used and how to create them • Understand that certain information about them is private • Know how to refuse a request for private 	<p>WAL: about variables in coding Unit 4A - introduction to variables. Children to independently explore lessons 1, 2 and 3 with teacher modelling as needed.</p>	<p>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.</p>	<p>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 - children to collaborate if others are struggling.</p>	<p>WALT: stay safe online GP Scenario 5 Staying Private Online . Know what personal information is</p> <ul style="list-style-type: none"> • Understand what app permissions are and how to control them • Understand ways to avoid sharing personal information online 	



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		information such as a password					
PSHE	<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>	<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>
PE	<p>Real PE (Personal)</p> <p>WALT: try several times if</p>	<p>Real PE (Personal)</p> <p>WALT: try several times if</p>	<p>Real PE (Personal)</p> <p>WALT: know where I am with</p>	<p>Real PE (Personal)</p> <p>WALT: know where I am with</p>	<p>Real PE (Personal)</p> <p>WALT: cope well and react</p>	<p>Real PE (Personal)</p> <p>WALT: cope well and react</p>	<p>Real PE (Personal)</p> <p>Assessment / Re-visit</p>



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	at first I don't succeed and I ask for help when Appropriate Skill: Coordination (footwork) / static balance (1 leg)	at first I don't succeed and I ask for help when appropriate Skill: Coordination (footwork) / static balance (1 leg)	my learning and I have begun to challenge myself Skill: Coordination (footwork) / static balance (1 leg)	my learning and I have begun to challenge myself Skill: Coordination (footwork) / static balance (1 leg)	positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice Skill: Coordination (footwork) / static balance (1 leg)	positively when things become difficult. I can persevere with a task and I can improve my performance through regular practice Skill: Coordination (footwork) / static balance (1 leg)	Skill: Coordination (footwork) / static balance (1 leg)
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- Please remember to highlight first-hand learning experiences.