

Autumn 2 Medium Term Plan 2023 Year Group 4

Subject	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Key dates	Lantern making 2 nd Nov		Xmas play rehearsal 14 th Nov 2-3pm		Xmas play rehearsal 2-3pm 1 st Dec	Young voices 7 th Dec		Xmas play Tues 19 th Wed 20 th Dec Xmas party Thurs 21st
English Writing	<p>Non-Chronological Report (Mayan Architecture)</p> <p><u>L.O. to research and accurately record facts (x2)</u></p> <p><u>Outcome:</u> Teacher to explain focus on writing a tourist guide to Mayan temples in Mexico (link HT1 Geog)</p> <p>Children to read and fill in sheet recording facts about Chichen Itza. (Temple of the Warriors, El Castillo,</p>	<p>Non-Chronological Report (Mayan Architecture)</p> <p><u>L.O. organise information under subheadings</u></p> <p><u>Outcome:</u> Ch take facts already recorded and group under specific headings (Temple of the Warriors, El Castillo, Sacred Cenote) (LA have pre-written facts to stick in correct box)</p> <p><u>L.O. to write a section of a</u></p>	<p>Non-Chronological Report (Mayan Architecture)</p> <p><u>L.O. to write a section of a non-chronological report including prepositions and noun phrases</u></p> <p><u>Outcome:</u> Sacred Cenote section written including noun phrases and prepositions</p> <p><u>L.O. to write a section of a non-chronological report including questions</u></p> <p><u>Outcome:</u></p>	<p>Traditional Stories (Mayan Folk Tales)</p> <p><u>L.O. identify main characters and features from traditional stories</u></p> <p><u>Outcome:</u> Discussion around fables and other known traditional tales</p> <p>Discuss and record Similarities and differences</p> <p><u>L.O. to listen to and discuss a traditional story</u> Chapter 1</p>	<p>Traditional Stories (Mayan Folk Tales)</p> <p><u>L.O. to verbally re-tell a traditional Mayan Tale</u></p> <p><u>Outcome:</u> Children work in groups to verbally re-tell and act out sections of the story to create whole story as a class.</p> <p><u>L.O. to use suitable intonation to re-tell a story</u></p> <p><u>Outcome:</u> Ch present rehearsed section of story</p>	<p>Traditional Stories (Mayan Folk Tales)</p> <p><u>L.O. to use inverted commas and other punctuation to show direct speech</u></p> <p><u>LO: to use apostrophes to show contractions (2 lessons)</u></p> <p><u>Outcome:</u> Write discussion between two characters</p> <p>Include contractions within speech</p>	<p>Non-Fiction - discussion (Mayan Folk Tales)</p> <p>BIG WRITE</p> <p><u>L.O. To retell a traditional tale</u></p> <p><u>Outcome:</u> Chn will write their own version of the Chocolate Tree.</p> <p><u>LO. To discuss ideas for and against an argument</u></p> <p><u>Outcome:</u> Chn to gather ideas for a class debate</p> <p><u>LO. To write an argument from</u></p>	<p>Christmas</p> <p>Poetry Christmas + activities</p>

<p>Sacred Cenote)</p> <p><u>L.O.to recognise features of non-chronological reports</u></p> <p><u>Outcome:</u> Ch label example text with features</p> <p>Curriculum Links RC15 retrieve and record information from non-fiction T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content,</p>	<p><u>non-chronological report including key facts</u></p> <p><u>Outcome:</u> Introduction section written focusing on main facts about Chichen Itza</p> <p><u>L.O. to write a section of a non-chronological report including modal verbs</u></p> <p><u>Outcome:</u> El Castillo section written including model verbs</p> <p><u>L.O. to write a section of a non-chronological report including pronouns</u></p> <p><u>Outcome:</u> Temple of warriors section written including pronouns to avoid repetition</p>	<p>FAQs section written ch think of own when, where, how question which they can answer</p> <p><u>L.O. to edit and improve my writing</u></p> <p><u>Outcome:</u> Ch check own work, blue pen errors and suggest changes</p> <p><u>L.O. To use joined handwriting to present my work</u></p> <p><u>Outcome:</u> Ch write their paragraphs in neat, joined handwriting for display</p> <p>Curriculum Links RC15 retrieve and record information from non-fiction T6 Non-Narrative</p>	<p><u>Outcome:</u> Children listen to, read and discuss The Chocolate Tree (Mayan Story)</p> <p><u>L.O. to listen to and discuss a traditional story</u> Chapter 2</p> <p><u>Outcome:</u> Children listen to, read and discuss The Chocolate Tree (Mayan Story)</p> <p><u>L.O. to listen to and discuss a traditional story</u> Chapter 3/4</p> <p><u>Outcome:</u> Children listen to, read and discuss The Chocolate Tree (Mayan Story)</p> <p>Curriculum Links RC1 listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference</p>	<p>to class/ as a class – record video</p> <p><u>L.O: to use apostrophes to show contractions</u></p> <p><u>Outcome:</u> Write discussion between two characters</p> <p>Include contractions within speech</p> <p><u>L.O. to use inverted commas and other punctuation to show direct speech</u></p> <p><u>Outcome:</u> Speech bubbles from text. Ch to change to direct speech.</p> <p>Curriculum Links C5 use intonation when reading work aloud</p>	<p><u>L.O.to use similes and metaphors to describe a character</u></p> <p><u>Outcome:</u> Description of Mayan god using variety of similes and metaphors</p> <p>Curriculum Links P1 Use inverted commas and other punctuation to show direct speech W3 make good choices of vocabulary to make writing interesting</p> <p>P4 use apostrophes for contractions SH9 Joined writing with parallel ascenders and descenders SH10 Write ¾ of an A4 side in 30 minutes</p>	<p>both view points</p> <p><u>Outcome:</u> Chn to formulate arguments for a class debate</p> <p>LO. To have a debate, arguing reasons for and against an argument</p> <p><u>Outcome:</u> Chn to articulate ideas ideas for a class debate</p>		
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		<p><u>Curriculum Links</u> RC15 retrieve and record information from non-fiction T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content,</p> <p><u>Curriculum Links</u> RC15 retrieve and record information from non-fiction T6 Non-Narrative Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, S4 Use modal verbs C1 use pronouns to avoid repetition S1 Expanded noun phrases P5 Question marks</p>	<p>Reports: Headings, Subheadings, text boxes, bullet points, captions, more content, S4 Use modal verbs C1 use pronouns to avoid repetition S1 Expanded noun phrases P5 Question marks T10 propose grammar and vocab changes</p>	<p>books or textbooks RC4 increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally En4/3.3a Plan their writing by: discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</p>	<p>C3 Use similes and metaphors to add description P1 Use inverted commas and other punctuation to show direct speech P4 use apostrophes for contractions</p>			
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		T10 propose grammar and vocab changes						
Spelling	Ordinary Perhaps Pressure Words with endings sounding like "chuh" Picture creature nature	Particular Calendar Popular -ch make the k sound Scheme Character Echo	Position Possess Possession Suffix -ous (simple add to root word) Poisonous Mountainous Dangerous	Purpose Potatoes Different Suffix -ous (root word not obvious!) Serious Curious Hideous	Exercise Regular Complete Words with French rooted sh sound ch Chef Machine Brochure	Remember Sentence Separate S sound spelt sc Science Scene Fascinate	Special Thought Weight G sound -gue League Tongue Colleague	No spellings - Christmas
SPAG	Modal verbs	Pronoun or noun	Apostrophes - possession	Apostrophes – contraction	Inverted commas	Metaphors	Similes	Revision
Reading	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory	Charlie and the Chocolate Factory
<p>Across all weeks: RC3 use dictionaries to check the meaning of words that they have read RC9 check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context RC11 draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justify inferences with evidence RC12 predict what might happen from details stated and implied RC15 Retrieve and record information from non-fiction RC16 Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.</p>								
JH reading	Jo H cover: Peter Pockets: Poetry analysis, comprehension , and fluency Chapter 5	Jo H cover: Peter Pockets: Poetry analysis, comprehension , and fluency Chapter 6	Jo H cover: Peter Pockets: Poetry analysis, comprehension , and fluency Chapter 7	Jo H cover: Peter Pockets: Poetry analysis, comprehension , and fluency Chapter 8	Jo H cover: Peter Pockets: Poetry analysis, comprehension , and fluency Chapter 9	Jo H cover: Peter Pockets: Poetry analysis, comprehension , and fluency Chapter 10	Jo H cover: Christmas themed texts Poetry VIPERS	Jo H cover: Christmas themed texts Poetry VIPERS

<p>Maths</p>	<p>Unit 3 – Number - Addition and Subtraction</p> <p>LO. To Subtract two 4 digit numbers – one exchange</p> <p>LO. To subtract two 4 digit numbers – more than one exchange</p> <p>LO. To subtract two 4 digit numbers – across two columns x 2</p>	<p>Unit 3 – Number - Addition and Subtraction</p> <p>L.O. To choose an efficient method for adding and subtracting Lesson 9</p> <p>L.O. To use equivalent difference to add and subtract Lesson 10</p> <p>L.O. To use rounding to estimate answers Lesson 11</p> <p>L.O. To use the inverse operation to check my answers Lesson 12</p>	<p>Unit 4 – Measure - Area</p> <p>LO. To understand what area is Lesson 1</p> <p>LO. To measure area of rectilinear shapes using squares Lesson 2 & 3</p> <p>LO. To draw and find the area of rectilinear shape Lesson 4</p>	<p>Unit 4 – Measure - Area</p> <p>LO. To compare area of shapes Lesson 5</p> <p>Unit 5– multiplication and division (1)</p> <p>LO. To multiply by 1 and 0 Lesson 10</p> <p>LO. To divide a number by 1 and itself Lesson 11</p> <p>LO. To multiply three 1 digit numbers Lesson 12</p>	<p>Number – multiplication and division (revise Y3 x2,5,10,3&4)</p> <p><u>L.O. To recall multiplication and division facts for x2,5&10</u></p> <p>Outcome: Practical activities to consolidate prior learning</p> <p><u>L.O. To recall multiplication and division facts for x3</u></p> <p>Outcome: Practical activities to consolidate prior learning</p> <p><u>L.O. To recall multiplication and division facts for x4</u></p> <p>Outcome: Practical activities to consolidate prior learning</p>	<p>Unit 6 – multiplication and division (2)</p> <p>LO. To multiple and divide by 10 and 100 Lesson 2&3</p> <p>LO. To find related multiplication and division facts Lesson 4&5</p> <p>LO. To partition multiplication facts Lesson 6</p> <p>LO. To multiply 2 digits by 1 digit Lesson 8</p>	<p>Unit 6 – multiplication and division (2)</p> <p>LO. To multiply 3 digits by 1 digit Lesson 9</p> <p>LO. To solve multiplication problems Lesson 10</p> <p>LO. To solve simple division by grouping Lesson 11</p> <p>LO. To divide using remainders Lesson 12</p>	<p>End of units Assessments/ assessment</p>
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					<u>L.O. To recall multiplication and division facts for x2,5,10,3&4</u> Outcome: Practical activities to consolidate prior learning			
JH Catch up Maths	Unit 3: Addition and Subtraction Problem Solving Lessons 13	Unit 3: Addition and Subtraction Problem Solving Lessons 14	Unit 3: Addition and Subtraction Problem Solving Lessons 15	Unit 3: Addition and Subtraction Problem Solving Lessons 16	Speedy: Number Lines Completing missing number grids with missing or misplaced numbers. Time Revision	Speedy: Number Lines Positioning numbers on a rope number line. Time Revision	Speedy: Number Lines Reinforcement of number size and position relative to other numbers. Time Revision	Time Revision
Calculation	Factor pairs (see POM unit 6 lesson 1)	3, 4, 6, 8 Fact of the day Times table of the week 3x Mini speed books 3x Extending 3AS– 2 Pupils should also	3, 4, 6, 8 Fact of the day Times table of the week 4x Mini speed books 4x Extending 3AS– 2 Pupils should also	3, 4, 6, 8 Fact of the day Times table of the week 6x Mini speed books 6x Extending 3AS– 2 Pupils should also	3, 4, 6, 8 Fact of the day Times table of the week 6x Mini speed books 6x Extending 3AS– 2 Pupils should also	3, 4, 6, 8 Fact of the day Times table of the week 8x Mini speed books 8x Extending 3AS– 2 Pupils should also	3, 4, 6, 8 Fact of the day Times table of the week 8x Mini speed books 8x Extending 3AS– 2 Pupils should also	Times tables test

		extend columnar addition and subtraction methods to four-digit numbers.	extend columnar addition and subtraction methods to four-digit numbers.	extend columnar addition and subtraction methods to four-digit numbers.	extend columnar addition and subtraction methods to four-digit numbers.	extend columnar addition and subtraction methods to four-digit numbers.	extend columnar addition and subtraction methods to four-digit numbers.	
<p>Science: Animals Including Humans</p> <p>Sc4/2.2a Digestive system</p> <p>Sc4/2.2b Teeth</p> <p>Sc4/2.2c Food chains</p> <p>INCLUDE RHSE sugar swaps and healthy teeth session.</p> <p>Skills</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data</p>	<p>Sc4/2.2a Cover sheet and mind maps</p> <p>L.O. To know the parts and function of the digestive system.</p> <p>Initial knowledge from http://www.tenaplscommunicate.com/clients/siemens/humanbodyOnline/#pages/digt/info-digestion-full</p> <p>Outcome:</p> <p>Using a given diagram, orally present an explanation of the food's journey through the digestive system</p> <p>Sc4/1.6</p>	<p>Sc4/2.2a</p> <p>L.O. To be able to recall food groups and nutrients and their effect on the human body. (Y3)</p> <p>L.O. To be able to describe the functions of each part of the digestive system.</p> <p>Drama in groups to accumulate and cascade knowledge</p> <p>Outcomes:</p> <p>Labelled diagram of the digestive system, including the functions of each part.</p> <p>Sc4/1.6</p>	<p>Sc4/2.2b</p> <p>L.O. To know the names and functions of human teeth.</p> <p>https://www.bbc.co.uk/bitesize/topics/z27kng8/articles/zsp76vc</p> <p>Attribute actions for each tooth type. Orally rehearse names and functions.</p> <p>Know that the teeth of animals are linked to their diet.</p> <p>Outcome:</p> <p>Labelled diagram</p> <p>Sc4/1.5</p>	<p>Sc4/2.2b</p> <p>RSHE P2&P3</p> <p>L.O. To know how to keep teeth healthy (Hygiene and diet)</p> <p>Watch the tooth brushing video and discuss their habits and what they may need to change to perfect the cleaning of their own teeth.</p> <p>https://www.youtube.com/watch?v=Bi3R0cTie7c</p> <p>Power point for toothcare and experiment description and set up.</p> <p>https://drive.google.com/file/d/1ymw4xIYD7RwtkHnzHmDhbXm6X_KkOntC/view</p> <p>Outcome:</p>	<p>Sc4/2.2b</p> <p>RSHE P2&P3</p> <p>L.O. To be able to use the results of an experiment to teach others about oral hygiene</p> <p>Complete a class results table.</p> <p>Analyse the results from the experiment and produce a class conclusion.</p> <p>Use learning from this to...</p> <p>Outcome:</p> <p>Complete the sugar swap cartoon sheet</p> <p>file:///Users/joanholands/Downloads/LowerKS2_English_comic_strip_template.pdf</p> <p>Sc4/1.9</p> <p>Sc4/1.5</p>	<p>Sc4/2.2c</p> <p>L.O. To understand how food chains are linked to habitats.</p> <p>Learn key terms linked to food chains</p> <p>Practically explore simple food chains through drama.</p> <p>Outcome:</p> <p>Create simple food chain diagrams with pictures, symbols and words.</p> <p>Sc4/1.4</p>	<p>Sc4/2.2c</p> <p>L.O. To know how to use dietary information to create a food web.</p> <p>Analyse and record 'feeding' information on animals in the arctic.</p> <p>Use this knowledge to plan a food web</p> <p>Establish that different habitats will have different animals with different dietary needs, therefore the food chains/webs will be different.</p> <p>Outcome:</p> <p>Draw a food web for an arctic environment</p>	<p>Science: Animals Including Humans</p> <p>Sc4/2.2a Digestive system</p> <p>Sc4/2.2b Teeth</p> <p>Sc4/2.2c Food chains</p> <p>INCLUDE RHSE sugar swaps and healthy teeth session.</p> <p>Skills</p> <p>Sc4/1.1 asking relevant questions and using different types of scientific enquiries to answer them</p> <p>Sc4/1.2 setting up simple practical enquiries, comparative and fair tests</p> <p>Sc4/1.3 making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p> <p>Sc4/1.4 gathering, recording, classifying and presenting data</p>

<p>in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.</p>				<p>Set up an experiment and write an explanation of its purpose and the VARIABLES they are using for this. Sc4/1.2 Sc4/1.3</p>	<p>Sc4/1.6 Sc4/1.7</p>		<p>Mind maps Cover sheet self-assessment Sc4/1.4 Sc4/1.6</p>	<p>and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers Sc4/1.4 gathering, recording, classifying and presenting data in a variety of ways to help in answering questions Sc4/1.5 recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables Sc4/1.6 reporting on findings from enquiries, including oral and written explanations, displays or presentations</p>
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								of results and conclusions Sc4/1.7 using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions Sc4/1.8 identifying differences, similarities or changes related to simple scientific ideas and processes Sc4/1.9 using straightforward scientific evidence to answer questions or to support their findings.
Art & design	Frida Kahlo: Self Portraits <u>L.O. to discuss the portraits of a famous artist</u> <u>Outcome:</u> Look at Frida Kahlo paintings	Frida Kahlo: Self Portraits <u>L.O. to use drawing techniques to draw face in proportion</u> <u>Outcome:</u>	Frida Kahlo: Self Portraits <u>L.O. use proportion knowledge and observation skills to draw own face</u>	<u>No Art – DT</u>	Frida Kahlo: Self Portraits <u>L.O. to add detail and texture</u> <u>Outcome:</u> Add personal design to edge	<u>No – Art Young voices</u>	Frida Kahlo: Self Portraits <u>L.O. to add appropriate colour using paint</u> <u>Outcome:</u>	Christmas Arts and craft

	<p>Discussion activity around variety of Frida paintings</p> <p>Look at facial features</p> <p>Curriculum Links Develop ideas: express likes and dislikes Responding to art: art from other cultures/ periods of time Explore work of other artists and designers</p>	<p>Look at your face</p> <p>Proportions of face</p> <p>Follow how to draw face video</p> <p>Curriculum Links Drawing: include 3D and perspective Draw for a sustained period at appropriate level Show texture using marks and lines</p>	<p>Outcome: Sketch own face using mirror and proportions</p> <p>Curriculum Links Drawing: include 3D and perspective Draw for a sustained period at appropriate level Show texture using marks and lines</p>		<p>of portrait (Frida Kahlo Mexican stuff)</p> <p>Curriculum Links Drawing: include 3D and perspective Draw for a sustained period at appropriate level Show texture using marks and lines</p>		<p>Add detail and colour to face</p> <p>Curriculum Links Painting: use light and dark to show understanding of complimentary colours Painting: mix colours shades and tones Responding to art: discuss own and others work</p>	
Computing	<p>Computing What is a Computer? Key Skills – linked to electricity</p>	<p>*Type with 10 digits - practice Use Google docs on Chrome books</p>	<p>*Type with 10 digits - practice Use Google docs on Chrome books</p>	<p>*Type with 10 digits - practice 4.4 Programming A</p>	<p>*Type with 10 digits - practice 4.4 Programming A</p>	<p>*Type with 10 digits - practice 4.4 Programming A</p>	<p>*Type with 10 digits - practice 4.4 Programming A</p>	<p>*Type with 10 digits - practice 4.4 Programming A</p>

	<p>work in Science</p> <p>Keyboard Game https://www.freetypinggame.net/play11.asp Y4 objectives:</p> <ul style="list-style-type: none"> - Recognise a forever loop in a program or algorithm. - Use a forever loop in a program to keep something happening. - Pupils recognise that we can decompose projects to make them easier to plan and debug. - Explain when to use forever loops and count-controlled loops, and use them effectively in programs. 	<p>Add further chosen content linked to their science work.</p> <p>Text boxes, images.</p>	<p>Rename files. Move files to a new location. Share/ hand in</p>	<p>Decomposition and Infinite Loops in Scratch (Chromebook version) Recap Y3 work -Recognise that different inputs (events) can be used to control a program. -Create a program using a range of events/inputs to control what happens Chosen from the mini project selection – subject to AFL-</p>	<p>Decomposition and Infinite Loops in Scratch Recap Y3 work - Identify repeated steps in a program or algorithm. - Create examples of algorithms containing count-controlled loops. - Use a count-controlled loop (e.g. repeat 3 times) to make a program more efficient. Chosen from the mini project selection – subject to AFL</p>	<p>Decomposition and Infinite Loops in Scratch Explore the Etchasketch project and create own coding https://scratch.mit.edu/projects/206312467/</p>	<p>Decomposition and Infinite Loops in Scratch Repetition: Traffic lights</p>	<p>Decomposition and Infinite Loops in Scratch Aquarium screensaver project</p>
Design & technology				Cooking and Nutrition				

**AK FRIDAY –
(BORROW
DEBS Y2/Y3
swap)
LSU MON
WK5**

Food tasting
LO. To
research,
discuss and
develop ideas

L.O. to write
instructions

Outcome:
Link to food
tasting at Day
of the Dead
party. (score
cards)

Write recipe for
nachos using
prior
knowledge of
Mexican
ingredients

**Curriculum
Links**

D2/2.1b
Cooking
techniques
Prepare and cook
a variety of
predominantly
savory dishes
using a range of
cooking techniques

L.O. to
understand

principles of healthy eating – 5 portions of fruit and veg

LO: to understand that recipes may be adapted

Carousel

1/2/3: one group in kitchen with DH/TAs

Rest of class:
2: make fruit and veg healthy poster

3: cost out ingredients

Outcome:
Children will make nachos in groups
Ch will learn healthy eating principles

Curriculum Links

DT2/2.1a
Food theory
Understand and apply the principles of a healthy and varied diet
D2/2.1b
Cooking techniques

				<p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques DT2/2.1c Cooking techniques Become competent in a range of cooking techniques [for example, selecting and preparing ingredients; using utensils and electrical equipment; applying heat in different ways; using awareness of taste, texture and smell to decide how to season dishes and combine ingredients; adapting and using their own recipes] DT2/2.1d Origins of food Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed</p>				
Geography								
History	<p>The Mayans</p> <p><u>L.O. to discuss and infer what life may have been like in Mayan culture</u></p> <p><u>(based on remaining archaeological features)</u></p> <p><u>Outcome:</u></p>	<p>The Mayans</p> <p><u>L.O. to place the Mayans on a timeline</u></p> <p><u>LO: to place the Mayans on a Map</u></p> <p><u>Outcome:</u> Where and when did the Mayans live?</p>	<p>The Mayans</p> <p><u>L.O. to explain key Mayan religious beliefs</u></p> <p><u>Outcome:</u> What were Mayan beliefs?</p> <p>Children record facts and draw picture of chosen Mayan god</p>	<p>The Mayans</p> <p><u>L.O. to understand how the Mayan number system worked</u></p> <p><u>Outcome:</u> What numbers did the Maya use in Maths?</p> <p>Ch use knowledge of</p>	<p>The Mayans</p> <p><u>L.O. to understand the Mayan writing system</u></p> <p><u>Outcome:</u> What was Maya writing like?</p> <p>Identify symbols that mean words</p>	<p>The Mayans</p> <p><u>L.O. to experience Mayan food traditions</u></p> <p><u>LO: to understand the importance of chocolate in Mayan culture</u></p> <p><u>Outcome:</u></p>	<p>The Mayans</p> <p><u>L.O. to discuss and infer what life may have been like in Mayan culture</u></p> <p><u>(based on remaining archaeological features)</u></p> <p><u>Outcome:</u></p>	Christmas activities

	<p>Share images of Mayan locations (focus Chichen Itza)</p> <p>What were these for? How would they have been used? How old do you think they are? Which country do you think they are in?</p> <p>Discuss images then explain link to Mayans</p> <p>What do we know about Mayans from these structures?</p> <p>Curriculum Links To further develop the 5 W's of historical questioning and enquiry and ask how questions. E.g. How were the Vikings similar to...?'</p>	<p>Share ppt</p> <p>Ch label Mayan civilization on a map</p> <p>Ch label Mayans on historical civilizations timeline</p> <p>Curriculum Links Put events on a scaled-timeline that includes dates of a specific series of events. Place the Maya on the known timeline section learned in Y3</p>	<p>Children create own style Mayan god</p> <p>Curriculum Links Investigate primary & secondary sources and explain the differences between these two types of sources. Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p>	<p>base 20 system to identify numbers and answer simple calculations</p> <p>Curriculum Links Investigate primary & secondary sources and explain the differences between these two types of sources. Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p>	<p>Create own symbol design</p> <p>Curriculum Links Investigate primary & secondary sources and explain the differences between these two types of sources. Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p>	<p>What is the link between food and society?</p> <p>Discuss facts about chocolate</p> <p>Discuss uses in Mayan culture</p> <p>Taste Mayan style hot chocolate / dark/cocoa nibs</p> <p>Curriculum Links Investigate primary & secondary sources and explain the differences between these two types of sources. Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p>	<p>Share images of Mayan locations (focus Chichen Itza)</p> <p>What were these for? How would they have been used? How old do you think they are? Which country do you think they are in?</p> <p>Discuss images then explain link to Mayans</p> <p>What do we know about Mayans from these structures?</p> <p>Curriculum Links To further develop the 5 W's of historical questioning and enquiry and ask how questions. E.g. How were the Vikings similar to...?'</p>	
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	<p>What can we infer from evidence? Interrogating & Evaluating Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p>					<p>greater significance than secondary sources</p>	<p>What can we infer from evidence? Interrogating & Evaluating Drawing parallels and bringing together sources to be able to infer what life may have been like whilst understand that primary sources hold a greater significance than secondary sources</p>	
MFL	<p>Year 3 27: Days of the week Revise <i>j'adore/et toi?</i> Recap numbers to 15 and days of the week. Learn how to pronounce the r phoneme correctly.</p>	<p>Year 4 1: Animals and classroom instructions Revise animals learnt in Y3. Learn words for four new animals in French.</p>	<p>2: Animals and a poem Start to learn how to use a bilingual French-English dictionary.</p>	<p>3: Monsieur Gentil's day out Revise words for animals. Listen to and respond to a French story. Present an authentic French poem.</p>	<p>4: Talk4Writing: Learning a story Listen to and respond to a French story. Learn part of a story using actions to support memorisation. Present an authentic French poem.</p>	<p>5: Parts of the body Learn parts of the body, being able to say and understand them orally. Be able to read and write parts of of the body. Be able to identify the 'ou' sound and say a tongue twister with the sound in.</p>	<p>6: Colours Be able to say and understand parts of the body. Be able to read, say and understand words for colours. Start to use a bilingual dictionary to find out plurals and genders.</p>	Revision

PE	<p>Dance</p> <p><u>L.O.</u> To work co-operatively as a group</p> <p>To perform movements to music</p> <p>To create simple themed dance</p> <p><u>Outcome:</u> Ch create movements linked to “Mayan” theme (Aztecs/iMoves dance scheme) working in small groups</p> <p>Curriculum Links</p>	<p>Dance</p> <p><u>L.O.</u> To perform movements to music</p> <p>To create simple themed dance</p> <p><u>Outcome:</u> Add two more movements to their initial sequence to build a longer dance</p> <p>Curriculum Links Perform dances using a range of movement patterns</p>	<p>Dance</p> <p><u>L.O.</u> To refine and perform to an audience</p> <p>To perform movements to music</p> <p>To create simple themed dance</p> <p><u>Outcome:</u> Rehearse and perfect dances in groups focussing on arrangement of group members. Focus on height and direction of movement,</p>	<p>Dance</p> <p><u>L.O.</u> To move to a beat</p> <p>To learn specific dance moves (Mayan theme)</p> <p>To create simple themed dance</p> <p><u>Outcome:</u> Children learn first three movements from Mayan tribal style dance (Aztec / iMoves)</p> <p>Work in pairs/ small groups to</p>	<p>Dance</p> <p><u>L.O.</u> To move to a beat</p> <p>To learn specific dance moves (Mayan theme)</p> <p>To create simple themed dance</p> <p><u>Outcome:</u> Children learn second three movements from Mayan tribal style dance (Aztec / iMoves)</p> <p>Work in pairs/ small groups to</p>	<p>Dance</p> <p><u>L.O.</u> To perform movements to music</p> <p>To create simple themed dance</p> <p><u>Outcome:</u> Children link movements already learnt to create short dance</p> <p>Perform dance to peers</p> <p>Curriculum Links Perform dances using a range of</p>	<p>No PE – Christmas play rehearsals</p>	<p>No PE – Christmas activities</p>

	<p>Perform dances using a range of movement patterns Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative</p>	<p>Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative</p>	<p>Perform dance to peers.</p> <p>Curriculum Links Perform dances using a range of movement patterns Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative</p>	<p>put movements into short routine</p> <p>Curriculum Links Perform dances using a range of movement patterns Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative</p>	<p>put movements into short routine</p> <p>Curriculum Links Perform dances using a range of movement patterns Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative</p>	<p>movement patterns Explore and create characters and narratives in response to a range of stimuli Use simple choreographic principles to create motifs and narrative Perform complex dance phrases and dances that communicate character and narrative</p>		
PE Swimming	<p>Swimming Curriculum Links: PE2/1.2a swim competently, confidently and proficiently over a distance of at least 25 metres PE2/1.2b use a range of strokes effectively PE2/1.2c perform safe self-rescue in different water-based situations.</p>							
RSHE	How to be a school citizen	Fr2) Are all friends the same?	Fr2) Are all friends the same?	Fr2) Are all friends the same?	Os5) Digital Media	Os5) Digital Media	Os5) Digital Media	No RSHE - Christmas activities
						Label Digital		

		<p>What is Ramadan h_ps://www.bbc.co.uk/bitesize/topics/zpdt/bk/ar_cles/zjc2bdm] - Does it remind you of any other festivals? - What is the same? - What is different? - Who celebrates Ramadan? - What looks fun about it? - What is the challenge of Ramadan? - Does everyone celebrate it in the same way?</p> <p>Curriculum Links R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty,</p>	<p>The Tangled Web <i>Resources: This activity requires a ball of wool.</i> Children sit in a circle. One child is given a ball of wool and told to throw it to someone they have a connection with, while holding the end of the wool and saying what the connection is.</p> <p>Curriculum Links R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support</p>	<p><i>Are You a Boy or Are You a Girl?</i> by Sarah Savage (2017) h_ps://www.amazon.co.uk/Are-You-Boy-Girl/dp/178592267X Class Discussion - Is Tiny a girl or a boy? - Does it matter? - What makes a boy, or a girl? - Is it ok for Tiny to pretend to be a pirate, or a footballer, or a fairy? - Has Tiny been a good friend? - Has Tiny done anything wrong? - Has everyone in the book been kind? - Why is it unkind to call Tiny 'it'? [They might be a better pronoun for people who don't identify exactly as a boy or a girl]</p>	<p>Talk Task: Where do you get your news? Why does The Media exist? Why do headlines exist? What are the features that make up an online news page?</p> <p>Analyse a newspaper's web page, comparing tabloid and broadsheet, the same way that you would look at a text in English.</p> <p>Curriculum Links H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or</p>	<p>Features Label the different features of web pages</p> <p>Curriculum Links H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L12. how to assess the reliability of</p>	<p>Children design their own webpage using their knowledge from previous lesson.</p> <p>Curriculum Links H42. about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact</p>	
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		<p>kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between</p>	<p>with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R21. about discrimination: what it means and how to challenge it R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g.</p>	<p>Curriculum Links R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p>	<p>images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	<p>sources of information online; and how to make safe, reliable choices from search results</p>	<p>L12. how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results</p>	
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		<p>people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L8. about diversity: what it means; the benefits of living in a diverse</p>	<p>physically, in personality or background</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p> <p>L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities</p> <p>R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour</p>	<p>R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background</p> <p>H26. that for some people gender identity does not correspond with their biological sex</p> <p>R21. about discrimination: what it means and how to challenge it</p> <p>R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with</p>				
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		community; about valuing diversity within communities R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour		L8. about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities R19. about the impact of bullying, including offline and online, and the consequences of hurtful behaviour				
RE	<p><u>L.O. To explain the role of pilgrimage in Islam</u> * 5 pillars recap – consolidate as necessary. *Present the main events of the Hajj. *Make connections between Muslim and Christian pilgrimages - motives and spiritual ideas (Hajj for Muslims and</p>	<p><u>L.O. To explain the significance of Hajj events for a Muslim</u> * test knowledge of Hajj terminology using matching cards. *Annotate flowcharts with added information *Learn more about what Muslims believe about pilgrimages.</p>	<p><u>L.O. To define Hajj events with music.</u> Listen to music styles appropriate for Islam. Music lesson 1 Leading to: Create bursts of composition to signpost a next event of Hajj. Outcome: groups discuss the instruments, emotive</p>	<p><u>No RE – DT Day</u></p>	<p><u>L.O. To know how people express their beliefs through personal symbols and artefacts.</u> Explain how artefacts and symbols express the beliefs of 2 different faith members Outcome: Pack a bag (picture/actions) containing key items for a</p>	<p><u>L.O. To reflect and share how religious celebrations have an impact on the community.</u> L.O. To explore how people might demonstrate their faith. -Discussion about our community and celebration within it. Explore concepts such as:</p>	<p><u>L.O. To explain the role of pilgrimage in Islam</u> * 5 pillars recap – consolidate as necessary. *Present the main events of the Hajj. *Make connections between Muslim and Christian pilgrimages - motives and spiritual ideas (Hajj for Muslims and</p>	No RE – Christmas activities

	<p>Lourdes for Christians) *Compare motives and link spiritual ideas with religious practice</p> <p>Outcome: Note taking. Produce a flowchart of events on Hajj</p>	<p>(video clip) and recap</p> <p>Outcome: Annotated flowcharts of the key events of Hajj. Describe the impact of Hajj on a Muslim – Verbal as a class with emphasis on how they know. Extra note: Remind the children of the Christmas Story</p>	<p>qualities, images Make notes.</p>		<p>Christian/Muslim to use for worship as they prepare for pilgrimage.</p>	<p>-How do we feel when we celebrate together? - How does it feel when someone else thinks the same as you? -consider how participating in festival may impact on the life of a faith member. List things people do as part of their faith. Look for common activities between faiths in class – refer back to last year’s work on celebrations</p> <p>Outcome: Class flipchart of the aspects of this discussion, which relate to togetherness in faith.</p>	<p>Lourdes for Christians) *Compare motives and link spiritual ideas with religious practice</p> <p>Outcome: Note taking. Produce a flowchart of events on Hajj</p>	
Music	One Voice	One Voice	One Voice	One Voice	One Voice	Christmas play song	Christmas play song	Christmas songs