



Medium Term Plans  
 Term 6 2019-2020  
 Year 4  
 Mystical Mayans

<b>Blooms</b>	<b>Hook</b>
Analysis: Are there more risks now, compared with the Mayan civilisation, due to the Internet?	Bletchley code breaking challenge
Writing  Genre: Explanation	<ul style="list-style-type: none"> <li>• Short bursts: Short-bursts: develop arguments using picture stimuli/presented scenarios/videos, focus on embedding dialogue effectively to build upon a heightened tension and then decrease to a resolution</li> <li>• Paragraphing to organise themes and logical orders</li> <li>• Use causal and time conjunctions to link paragraphs</li> <li>• Take control over formality of texts and recognise the different language used in formal and informal pieces</li> </ul>
Reading	<ul style="list-style-type: none"> <li>• Class Text: Kensuke's Kingdom</li> <li>• Inferring character's thoughts and emotions</li> <li>• Prediction</li> <li>• Author's intent – focusing in on use of language</li> <li>• Developing an understanding of authorial intent and viewpoint</li> <li>• Comprehension of texts</li> </ul>
SPAG	<ul style="list-style-type: none"> <li>• Place possessive apostrophes accurately including plural possessions</li> <li>• Consolidate all areas of the Year 4 SPAG</li> <li>• Recognise spelling patterns within words and identify their own errors</li> </ul>
Maths	<ul style="list-style-type: none"> <li>• Measurement: Time</li> <li>• Statistics</li> <li>• Geometry: Properties of Shape</li> <li>• Geometry: Position &amp; Movement</li> <li>• Consolidation</li> </ul>
Science	<ul style="list-style-type: none"> <li>• <b>Scientists &amp; Inventors</b></li> <li>• Describe Gerald Durrell and his conservation work in Madagascar.</li> <li>• Alexander Graham Bell's life and work.</li> <li>• The scientists who discovered oxygen.</li> <li>• Lord Kelvin's life and work.</li> </ul>
Geography	<ul style="list-style-type: none"> <li>• <b>Mayans</b></li> <li>• Explain different rituals of the ancient Maya religion and describe some of the main gods in detail</li> <li>• Understand that different civilisations communicate in different ways through syllabograms and glyph blocks</li> <li>• Understand the significance of corn and chocolate for the Mayans</li> <li>• Describe different features of Maya cities and appreciate what life may have been like.</li> <li>• Use sources and research to answer their own questions</li> </ul>
Art	<ul style="list-style-type: none"> <li>• Understand the different sizes of paint brushes and the different effects they may create</li> <li>• Select a range of media to suit a purpose and explain their choice</li> <li>• Replicate artistic styles of the Mayans</li> </ul>
PE	<ul style="list-style-type: none"> <li>• Outdoor: Striking and fielding.</li> <li>• Outdoor: Athletics</li> </ul>
Music	<ul style="list-style-type: none"> <li>• Continue to develop an understanding of rhythm and standard notation for percussion music</li> <li>• Explain drum notation</li> <li>• Create and record compositions</li> </ul>
RE	<ul style="list-style-type: none"> <li>• Why do some people think that life is like a journey and what significant experiences mark this?</li> </ul>
Spanish	<ul style="list-style-type: none"> <li>• Solving and proposing time related problems – asking 'what is the time?' 'what will be the time in ___ hours?'</li> <li>• Revision of previous units</li> <li>• Focussing on learning numbers and units via music e.g. songs and rhymes to boost Spanish vocab memory.</li> </ul>
SRE	<ul style="list-style-type: none"> <li>• <b>Growing up.</b></li> <li>• Growing and changing</li> <li>• What is puberty?</li> <li>• Puberty, changes and reproduction.</li> </ul>