


Science		History – The Mayan Civilisation		Geography	
Working scientifically		Key Theme: Daily Life		(History Theme)	
Knowledge	Concept	Knowledge	Concepts	Place	Knowledge
Taps: Digestion diagrams Do: Draw and label the digestive system. Record: The functions of each part. Taps: Teeth Plan: To find out what damages teeth Do: Experiment with different liquids on eggs Record: Using a table Evaluate: Present findings as a news report	Animals including humans What are the simple functions of the basic parts of the digestive system in humans? Can I record these and label them on a diagram? What are the different types of teeth in a human and what are their simple functions? Food chains What are predators and prey? Can you construct and interpret a variety of food chains? Can I use secondary sources to identify predators and their prey?	Significant events and people What jobs and roles did members of Mayan Civilisation fulfil?			
		Context and chronology Where were the Mayans from? When was the Mayan civilisation?	Location Locate where Mayan settlements would have been on maps.		
		Similarity and difference How was Daily Life similar or different for different groups of Mayans? How were Mayans similar or different to Romans / Stone Age / Iron Age?	Geographical skills and field work Use books, pictures, internet, atlases, satellite images and aerial photographs as sources of information		
		Continuity and Change			
Vocabulary System Teeth Humans Molars Food chain	Digestion Digestive Canines Incisors	Cause and Effect Why did Mayan civilisation last so long? How and why did it end?	Environment		
		Historical enquiry Asking questions and effectively framing answers	Physical and human processes What human features are still there that tell us about the civilisation?		
		Vocabulary Ancient Maya, ancient, hunter-gatherers, dwelling, civilisation, tribe, Rebellion, revolt, invasion, Ancient Maya, ancient, equality society, hierarchy, Gods, goddesses, priest, temple, deity, sacrifice, ruler, slave	Vocabulary South America, Mayan, settlement, satellite images, ariel photographs, maps, human features		
Art and Design		Year 4		Music (Charanga)	
Artist/s	Mayan Art Paula Nicho Cumez – (born 1955)	 Theme 2 What Happened to the Mayans?		Charanga	Theme 2
Area of Study/activities	Visual: Study the stonework, mosaics and murals from the Mayan culture. Discuss how they show important history of the culture of the time. Compare with Roman art already studied and that of Nicho Cumez. Technical: In sketch books plan a Mayan style mural depicting an aspect of today's culture. Using colours associated with Mayan art paint a specific aspect of their mural for a joint whole class wall mural. Personal and conceptual: Share and discuss ideas at sketch book phase. What are they going to include? Who is painting what? How to ensure consistency in size, colour etc. Compare finished mural with Mayan art. Consider how this would be of interest to future generations			Title	Flute Step 3/4
Vocabulary	Mural, stonework, Paula Nicho Cumez, expression, emotive			Style	Instrument tuition from Services for Education
Art form	Painting			Performance	flute concert/Spring concert

Design and Technology		Religious Education		MFL - French		PSHEC & Relationships		Computing			
Area	Textiles	Disposition	Content	<p align="center">Gramacri French</p> <p align="center">Units 7/8</p> <p align="center">French Phonics</p> <p align="center">My Body</p> <p align="center">(See Gramacri planning for further information)</p>		Concepts	Knowledge	Skills	Knowledge		
Brief	To design a Christmas Decoration	Being curious and valuing knowledge	Prophecies concerning the birth of Jesus Holy scriptures			Rights and Responsibilities	Diversity and equality	Identity	To know what rule of law and freedom of expression mean. (BV)	Describe how internal and external parts of computing devices function to form a system. Create programs that use variables to store and modify data. Create programs that include sequences, events, loops, and conditionals. Decompose (break down) problems into smaller, manageable sub problems to facilitate the program development process. Modify, remix or incorporate portions of an existing program into one's own work, to develop something new or add more advanced features. Take on varying roles when collaborating with peers during the design, implementation and review stages of program development.	Model how computer hardware and software work together as a system to accomplish tasks. Discuss real-world cybersecurity problems and how personal information can be protected. Determine potential solutions to solve simple hardware and software problems using common troubleshooting strategies. Observe intellectual property rights and give appropriate attribution when creating or remixing programs. Test and debug (identify and fix errors) a program or algorithm to ensure it runs as intended.
Research	Investigate and analyse a range of existing products, discussing their features, construction, purpose and intended users.										
Design	<ul style="list-style-type: none"> Use their research to develop some of their own design criteria. Draw a fully labelled sketch of their product, including some measurements. Choose the materials/tools they will use, based on their suitability for the task. Indicate where/how materials will be joined 	Creating inclusion, identity and belonging	Clothes Pilgrimage (See Birmingham Agreed Syllabus for lesson planning)			Vocabulary	They can express their views confidently and listen to other points of view.	Create programs that include sequences, events, loops, and conditionals.	Key Concepts Logic Algorithms Decomposition Patterns Abstraction Debugging Persevering Abstraction Creating E-safety		
Create	Create the decoration using the stitching learnt.									Creating inclusion, identity and belonging	Clothes Pilgrimage (See Birmingham Agreed Syllabus for lesson planning)
Evaluate	Identify and discuss the strengths of their product. Identify any areas for development/improvements that could be made.	Creating inclusion, identity and belonging	Clothes Pilgrimage (See Birmingham Agreed Syllabus for lesson planning)			Vocabulary	Freedom of expression Tolerance Respect Point of view	They can express their views confidently and listen to other points of view.	Create programs that include sequences, events, loops, and conditionals.		
Vocabulary	Textiles, stitching, decoration, needle, product									Creating inclusion, identity and belonging	Clothes Pilgrimage (See Birmingham Agreed Syllabus for lesson planning)

English						Maths	
Theme 2						Number – Multiplication and Division	
Key Text	Linked Texts	Outcomes	Speaking and listening	Genre	Purpose /Audience	Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts	
Oh Maya Gods! Maz Evans	Bob Cox – Once Upon a time there was a piece of wood Pinocchio Carlo Collodi	Write a Maya civilisation defeating the baddie tale to include comedy	Interviewing a baddie to understand motives and to develop character	Fiction	Writing to entertain/Usborne books		

<p>Avoid being a Mayan Soothsayer! Rupert Matthews</p>	<p>The Day of Ahmed's Secret Florence Heide Mirror Jeannie Baker</p>	<p>Write two contrasting day in the life recounts based on someone in England, or Ancient Rome vs someone in Maya civilisation</p>	<p>Discuss daily events and use tableaux to snapshot character thoughts or feelings</p>	<p>Non Fiction</p>	<p>Writing to inform/Mrs Beesley</p>	<p>12 times-table and division facts Multiply by 1 and 0 Divide a number by 1 and itself Multiply three numbers Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts – multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number (1) Divide a 2-digit number by a 1-digit number (2) Divide a 3-digit number by a 1-digit number Correspondence problems Efficient multiplication</p> <p>Measurement – Length and Perimeter Measure in kilometres and metres Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons</p>
<p>Disgusting Digestion Nick Arnold</p>	<p>Science texts</p>	<p>Write an explanation of the digestive system from the point of view of a pea</p>	<p>Interview the pea so that they can explain what is happening at different parts of the journey</p>	<p>Non Fiction</p>	<p>Writing to inform/Natural History Museum</p>	
<p>Grammar</p>	<p>Vary sentence openers through adverbs Using present perfect Use adverbs Recapping complex sentences fronted adverbials Introducing commas to mark clauses + fronted adverbials Pronouns Connectives</p>					
<p>Punctuation</p>	<p>Inverted commas, commas after clauses e.g. fronted adverbials, Apostrophes to mark singular and plural possession</p>					
<p>Spelling</p>	<p>Spring 1 Purple Mash spelling scheme</p>					