

Year group: 4

Term: Summer 1

Topic: Maya Civilisation



Literacy

Book talk

Book: Harley James and the mystery of the Mayan Kings

Author: Leah Cupps

- Apply his/her growing knowledge of root words, prefixes and suffixes (etymology and morphology) both to read aloud and to understand the meaning of new words he/she meets, to include re-, sub-, inter-, super-, anti-, auto-, -ation, -ous; (English Appendix 1).
- Read and decode further exception words accurately, noting the unusual correspondences between spelling and sound, and where these occur in the word (linked to spelling English Appendix 1).
- Maintain positive attitudes to reading and understanding of what he/she reads by listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.
- Maintain positive attitudes to reading and understanding of what he/she reads by using dictionaries to check the meaning of words that he/she has read.
- Understand what he/she reads independently by checking that the text makes sense to him/her, discussing his/her understanding and explaining the meaning of words in context.
- Understand what he/she reads independently by drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence clearly taken from the text.
- Understand what he/she reads independently by predicting what might happen from details stated and implied.
- Understand what he/she reads independently by identifying main ideas drawn from more than one paragraph and summarise these.
- Retrieve and record information from non-fiction over a wide range of subjects.

Writing Genre: Mystery narrative

Immerse

- To solve mysteries using clues from the different mystery narratives.
- To select vocabulary that fits the purpose and has an effect on the reader.

Analysis

- To identify language and layout features of a mystery narrative.

Skills

- To use a variety of expanded noun phrases to describe and specify by modifying nouns and adjectives.
- To use dialogue to convey a character and advance the action
- To use fronted adverbials to emphasise the adverbial to the reader.
- To spell words ending with -ture

Plan

- To draft a mystery narrative, creating settings, characters and plots with consideration for the audience and purpose.

Write

To write a mystery narrative, creating settings, characters and plots with consideration for the audience and purpose.

Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Writing Genre: Instructions

Immerse

- To precisely follow instructions.
- To re-order instructions.

Analysis

- To identify layout and language features of an instructional text.
- To make additions and correct a given set of instructions.

Skills

- To use fronted adverbials to emphasise the adverbial to the reader.
- To correctly and consistently write in the past tense.
- To select and use the correct homophones.

Plan

- To draft an instructional text, creating settings, characters and plots with consideration for the audience and purpose.

Write

- To write an instructional text, creating settings, characters and plots with consideration for the audience and purpose

Edit and Review

- To assess the effectiveness of our own and others' writing and suggest improvements.

Assessed writing opportunity – Mystery narrative (The mystery of the Mayan Calendar)

Creative writing opportunity – Instructions for how to create an efficient circuit (linked to Science)

Creative writing opportunity – A day in the life of a Mayan child. (Diary entry)

Maths

Decimals

Pupils will learn:

- To multiply and divide by 10, including decimals.
- To multiply and divide by 100, including decimals.
- To find the effect of dividing or multiplying by 100, including decimals with one decimal place.

Area and perimeter

- To measure and calculate perimeters of rectangles in cm and mm.
- To draw 2-D shapes with differing perimeters in cm.
- To calculate perimeters of rectangles in m and cm.
- To measure and calculate perimeters of composite rectilinear shapes in cm and mm.
- To measure and calculate perimeters of composite rectilinear shapes in m and cm.
- To understand that area is a measure of surface, measured in square units.
- To find the areas of rectangles using multiplication or counting.
- To calculate and compare the areas of rectangles including squares, using square centimetres (cm²).
- To calculate and compare the areas of rectangles including squares, using square metres (m²).
- To investigate the relationship between area and perimeter.

Solving measures and money

- To choose and use appropriate units of measure for capacity, length and mass.
- To convert between millimetres and centimetres.
- To convert between centimetres and metres.
- To convert between units of measurement.
- To develop strategies to plan and solve problems (time).
- To develop strategies to plan and solve problems (money).
- To develop strategies to plan and solve problems (length).

	<ul style="list-style-type: none"> • To develop strategies to plan and solve problems (money). • To develop strategies to plan and solve problems (weight). • To develop strategies to plan and solve problems (money). • To develop strategies to plan and solve problems (money). • To develop strategies to plan and solve problems (length).
Science	<p><u>Electricity</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • electricity is a form of energy which powers many things we use everyday • an electric current is a flowing charge of electricity • there are renewable and non-renewable methods of producing electricity • some appliances use electricity and others do not • it is important to be safe and sensible around electricity • what a circuit is and which components are needed to construct a circuit • the difference between a complete and incomplete circuit • how the brightness of a bulb can change within a circuit? • the function of a simple switch within a circuit • which materials are conductors and insulators of electricity and how to investigate <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To know and explain what electricity is and how do we use it. • To explain how to make an electrical current. • To understand and explain how to make bulbs light up and turn off. • To investigate what changes the brightness of a bulb in a circuit. • To investigate what materials are conductors and insulators of electricity. • Design challenge
History	<p><u>Ancient Maya</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • The Mesoamerica region, the climate and conditions at the time • How people lived • The structure of Maya society • Ancient Maya beliefs • How they wrote, counted and told the time

	<ul style="list-style-type: none"> • Daily life – including food and drink consumed • The decline of the Maya – many factors including the arrival of European invaders • Descendants of Maya people <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To know when and where did the Ancient Maya lived. • To investigate what we know about Ancient Maya cities. • To know and understand what the Ancient Maya believed and how did they worshiped. • To know and understand how the Ancient Maya fed their people. • To investigate how we know that the Ancient Maya could read, write, and do complex maths. • To investigate what happened to the Ancient Maya.
Geography	
Art	<p><u>Sculpture and 3D: mega materials</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • Simple 3D forms can be made by creating layers, by folding and rolling materials. • How different tools can be used to create different sculptural effects and add details and are suited for different purposes, eg. spoon, paper clips for soap, pliers for wire. • How to use their arm to draw 3D objects on a large scale. • How to sculpt soap from a drawn design. • How to smooth the surface of soap using water when carving. • How to join wire to make shapes by twisting and looping pieces together. • How to create a neat line in the wire by cutting and twisting the end onto the main piece. • How to use a range of materials to make 3D artwork, e.g. manipulate light to make shadow sculpture, use recycled materials to make 3D artwork. • How to try out different ways to display a 3D piece and choose the most effective. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To develop ideas for 3D work through drawing and visualisation in 2D. • To use more complex techniques to shape materials. • To explore how shapes can be formed and joined in wire. • To consider the effect of how sculpture is displayed. • To choose and join a variety of materials to make sculpture.
Design Technology	

Computing

PE

Tennis

Pupils will know and understand:

- To understand the rules of the game and I can use them often and honestly.
- To communicate with my teammates to apply simple tactics.
- To explain what happens to my body when I exercise and how this helps to make me healthy.
- To provide feedback using key terminology and understand what I need to do to improve.
- To return to the ready position to defend my own court. I can sometimes play a continuous game.
- To use a range of basic racket skills.
- To share ideas and work with others to manage our game.

Pupils will learn:

- To develop racket and ball control.
- To develop returning the ball using a forehand and understand when to use it.
- To develop the backhand and understand when to use it.
- To keep a continuous rally going showing increased technique.
To use and apply rules and simple tactics.
- To understand and use rules to manage a game.

Swimming

Pupils will know and understand:

- To swim competently, confidently and proficiently over a distance of at least 25 metres.
- To use a range of strokes effectively.
- To perform safe self-rescue in different water based situations.

Pupils will learn:

- To develop an understanding of buoyancy and balance in the water.
- To develop independent movement and submersion.
- To develop gliding and crawl legs.
- To develop front crawl breathing.

	<ul style="list-style-type: none"> • To develop gliding and backstroke. To develop rotation, sculling and treading water. To develop surface dives, submersion and handstands. • To develop head above water breaststroke technique. • To develop head above water breaststroke technique. To develop basic skills in water safety and floating. • To learn techniques for personal survival. <p>To develop water safety skills and an understanding of personal survival.</p>
French	<p><u>French food – miam, miam!</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • To identify sounds created by linking some of the key phonemes: in, ou, on, en, eau, et, eau, eu, ez. • To know that 'h' at the start of a word in French is not pronounced. • To know the equivalents for the word 'the' in French : le/la/l'/les and 'a/an/some': un, une, des. • To know that the verb aimer is used to express an opinion, including with the negative form ne ... pas. • To know that basic sentence structures in English and French have the same pattern: subject + verb + object. • To know that in a bilingual dictionary abbreviations give us grammatical information about nouns and other words in French. • Ordering typical French food and drink. • To know that in French there is a formal and informal version of the word for 'you', and when to use which one. • To know that the currency used in France is euros and to recognise some of the notes and coins. • To know that orders are typically taken at the table in France. <p><u>Pupils will learn:</u></p> <ul style="list-style-type: none"> • To begin to understand a conversation in French. • To read and say amounts of money in French. • To identify and pronounce the names of French shops correctly. • To work out the meaning of unfamiliar words. • To create a French menu based on authentic texts.
Music	<p><u>Samba and Carnival sounds and instruments</u></p> <p><u>Pupils will know and understand:</u></p> <ul style="list-style-type: none"> • To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms.

- To understand that the 'on beat' is the pulse of music, and the 'off beat' its beats that fall in between these.
- To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.

Pupils will learn:

- To recognise and identify the main features of samba music.
- To understand and play syncopated rhythms.
- To play syncopated rhythms as part of a group.
- To compose a basic rhythmic break.
- To perform rhythmic breaks within the samba piece.

RSE

Keeping safe

Session 1- Sharing online

- To recognise that their increasing independence brings increased responsibility to keep themselves and others safe;
- How to use technology safely;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.

Session 2- Chatting online

- How to use technology safely;
- That bad language and bad behaviour are inappropriate;
- That just as what we eat can make us healthy or make us ill, so what we watch, hear, say or do can be good or bad for us and others;
- How to report and get help if they encounter inappropriate materials or messages.

Session 3- Physical contact

- To judge well what kind of physical contact is acceptable or unacceptable and how to respond;
- That there are different people we can trust for help, especially those closest to us who care for us, including our teachers and parish priest.

Session 4- Drugs alcohol and tobacco

- Medicines are drugs, but not all drugs are good for us.
- Alcohol and tobacco are harmful substances.
- Our bodies are created by God, so we should take care of them and be careful about what we consume.

	Session 5- First aid heroes <ul style="list-style-type: none">• In an emergency, it is important to remain calm.• Quick reactions in an emergency can save a life.• Children can help in an emergency using their First Aid knowledge
Immersive Events/Visits/Vistors etc	Library visit Immersive classroom May procession