

Wroxall PRIMARY SCHOOL – 2020/21 MEDIUM TERM PLAN – YEAR 4/5 – TERM Autumn 1

KEY OBJECTIVES	Week 1 – 7.9.20	Week 2 – 14.9.20	Week 3 – 21.9.20	Week 4 – 28.9.20	Week 5 – 5.10.20	Week 6 – 12.10.20
ENGLISH	Roman Diary: stimulate and generate. Drop in: Character description.	Roman Diary: Capture, sift and sort. Apprentice write: pronouns and conjunctions.	Roman Diary: Create, refine, evaluate. Outcome: Informal letter.	Survivor Escape form Pompeii: Stimulate and generate. Drop in: setting a scene	Survivor: Escape from Pompeii: Capture, sift and sort. Apprentice writes: fronted adverbials and expanded noun phrases.	Survivor: Escape from Pompeii: Create, refine, evaluate.
MATHS	Number and Place value	Number and place value	Number and place value/ Addition and Subtraction	Addition and Subtraction/ measurement (money)	Addition and subtraction / measurement (length)	Multiplication and Division
SCIENCE	To be able to identify and classify carnivores, herbivores and omnivores.	To be able to construct and interpret a variety of food chains.	To identify the different types of teeth in humans and identify their functions.	To explore different ways of keeping teeth healthy.	To investigate how the digestive system works.	To be able to describe the functions of the basic parts of the digestive system.
COMPUTING Be Internet Legends	Think before you share	Check it's for real	Protect your stuff	Respect each other	When in doubt discuss	Complete Interland and reward certificates.
HISTORY Romans	Roman Empire and its impact–The Hook!	Children collect information in interesting and varied ways.	Children make sense of ideas and process the information.	Children draw their own conclusions, making their own meaning.	Understanding is checked, developed and refined by the additional of new information.	Pupils create their final, Imaginative product.
GEOGRAPHY	N/A	N/A	N/A	N/A	N/A	N/A
P.E. Football & Rugby	Football (Outside agency) Touch Rugby – Intro to holding the ball and passing	Football (Outside agency) Touch Rugby – Intro to belts and more passing	Football (Outside agency) Touch Rugby – Passing while running – 3 vs 3	Football (Outside agency) Touch Rugby - Defending	Football (Outside agency) Touch Rugby - Attacking	Football (Outside agency) Touch Rugby – Mini Tournament
MUSIC	Delivered by an outside agency	Delivered by an outside agency	Delivered by an outside agency	Delivered by an outside agency	Delivered by an outside agency	Delivered by an outside agency
ART AND DESIGN Roman Mosaics	To investigate Roman Mosaics – including pattern design and colours.	To use coloured squares to create a paper mosaic (collage)	To design a mosaic using a geometric pattern (maths link)	To finger paint the design – a dot is a tesserae (paint)	To create a mosaic based on design (tiles)	Create a whole class mosaic to display in the new class.

DESIGN AND TECHNOLOGY						
<p>PSHE / RHE</p> <p>Me and My Relationships</p>	<p>A letter from Harold! Describe 'good' and 'not so good' feelings and how feelings can affect our physical state.</p> <p>Explain how different words can express the intensity of feelings</p>	<p>OK or not OK? Explain what we mean by a 'positive, healthy relationship'. Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend.</p>	<p>Human Machines Demonstrate strategies for working on a collaborative task;</p> <p>Define successful qualities of teamwork and collaboration.</p>	<p>Different Feelings Identify a wide range of feelings Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state.</p>	<p>When Feelings Change Demonstrate a range of feelings through their facial expressions and body language. Recognise that their feelings might change towards someone or something once they have further information.</p>	<p>Under Pressure Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.</p>
<p>R.E.</p> <p>To be covered in an RE day</p> <p>Judaism Ritual: Sukkot</p>	<p>ENQUIRE: What does ritual mean?</p>	<p>CONTEXTUALISE: What rituals do Jews have during Sukkot?</p>	<p>Step 3 – EVALUATE: What is the value of the Sukkot rituals?</p>	<p>COMMUNICATE: What is my response to rituals in my experience?</p>	<p>APPLY: How do responses to rituals affect my life and others' lives?</p>	