



Wider Curriculum Medium Term Plan

Topic: Mayan Civilisation		
Year group: 3/4	Whole/Half Term: Autumn 1	Timescale: 6 weeks
Subjects areas: Geography, History, Art, Music, ICT.		
<u>Learning 4 Life</u>		
    		
<u>Learning Intentions</u>		
• I can use watercolours to create a Mayan mural painting • I can research the location and environment where the Maya lived • I can use maps, and digital/computer mapping to locate countries and describe features studied • I can explain the main periods of the Maya civilization • I can work out what historical evidence tells us about the Maya • I can write and draw words using Maya hieroglyphs and logograms • I can identify the significance of the Copan stairway and the meaning of dynasty • I can gain an insight into the three Maya codices • I can explain what the three Maya codices are • I can retell the story of The Hero Twins or Lord of the Underworld • I can make a decorated Maya musical instrument		
Outcomes for the Sequence: What will the children do? (Please list multiple outcomes if applicable)		
To create a Mayan mural painting To sketch a piece of Maya architecture To create a class hieroglyph/logogram stairway To design, paint and make class Maya codex on 'tree bark' To write a diary entry from an explorer discovering Copan city To use roleplay to act out a Maya ceremony or celebration To make a Maya musical instrument		

Science	Living things and their habitats	Any other linked subjects...
Year group: 4	Half Term: Autumn 1	Timescale: 6 weeks
Outcome for the Sequence: What will the children do? • Create Carroll and Venn diagrams to sort animals into groups • Create classification keys to sort vertebrates and invertebrates • Go on a hunt outdoors for mini-beasts (invertebrates) • Create a fact file about an endangered animal and write how it is under threat from environmental changes		
<u>Learning Intentions</u> - I can recognise that environments can change and that this can sometimes pose dangers to living things - I can group living things in a range of ways - I can identify vertebrates by observing their similarities and differences - I can use a key to identify invertebrates - I can describe environmental dangers to endangered species		
Expected: • See above (Learning Intentions) Greater Depth: - I can organise my living things in scientific ways – such as their habitats, feeding habits or needs, and justify my choices. - I know how to use a more detailed classification key in science to organise, classify and identify an animal or plant. - I know that an environment may change over time, and I can use specific examples to explain why this can be dangerous for the living things in the environment.		

Other Subjects (please indicate which half term if Medium Term plan is for whole term)

Subject: P.E. – Netball – Autumn 1	Outcome: (see Premier Sports planning)
Subject: P.E. – Gymnastics – Autumn 1	Outcome: To create a sequence of 3 balances, a travel and 3 jumps with a partner at different heights on apparatus.
Subject: R.E. – Autumn 1 – Inspirational People	Outcome: To be able to identify what makes a person inspirational.
Subject R.E. – Autumn 2 – Muslim beliefs/practices	Outcome: To identify Muslim beliefs and practices – including the five pillars and the origin of Islam.
Subject: Music – Macs	Outcome: To produce a piece of music inspired by the Mayan civilisation.

Subject: Art	Outcome: To use watercolours to create a painting of a rainforest scene.
Subject: PSHE – New Beginnings	Outcome: