



Term	Theme	Habits of Learning	Maths	Science	Foundation inc Literacy
<p>Autumn 1</p> <p>3 weeks</p>	<p>Local History</p> <p>What's around me and how has life/ our environment changed since the late 1800's?</p> <p>Visit from 'The Professionals' Victorian School experience - tbc</p> <p>Visit to Clip & Climb</p>	<p>Curiosity Resilience Imagination Discipline Collaboration</p>	<p>Place Value</p>	<p>Light and Electricity</p>	<p>History:</p> <ul style="list-style-type: none"> • What was life like for children in the past? • Did local children attend Scotholme School? • When was this? • Do we know about the lives of children from Scotholme School in the past? • How do we know? • Where does the name Scotholme come from? • What did families living around school used to do? • How did they live? <p>Look at the 1891 census and the school log book. (As primary sources)</p> <p>Speaking and listening:</p> <ul style="list-style-type: none"> • Interview ex teachers and current teachers about their experience at Scotholme and their local knowledge. <p>Literacy outcomes:</p> <ul style="list-style-type: none"> • Read the sources, organise information, write questions for interview. • Write diary entries / recounts of school days in the past. • Write a Newspaper Report (based on the report about the boy killed by a tram in the early 1900's) Assessed writing <p>Drama: Act out scenes from Local History Geography: Map reading skills MFL: Spanish P.E: Notts county Music: Planned and taught by DG</p>



<p>3 weeks</p>	<p>Light and Electricity at fairgrounds</p> <p>Where does Electricity come from? How is it used? How do circuits work? How are lights used at Goose Fair?</p> <p>Local visit to the Forest Recreation ground</p> <p>Visit to Goose Fair</p>	<p>Curiosity Imagination</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Computing Coding through Espresso</p>	<p>Light and Electricity at fairgrounds</p>	<p>Literacy outcomes:</p> <ul style="list-style-type: none"> Diary extract from the children describing their visit to Goose fair. What did they hear, see, smell, taste and feel? <p>DT: Design and make fairground signs.</p> <p>Science:</p> <ul style="list-style-type: none"> Make electrical circuits to use alongside Fairground signs. Technical drawing of circuits <p>Computing:</p> <ul style="list-style-type: none"> Design fairground signs using 'Serif page plus' or word art. <p>MFL: Spanish P.E: Notts county Music: Planned and taught by DG</p>
<p>2 weeks 1 week before and 1 week after half term</p>	<p>Diwali Festival</p> <p>What are the origins of the celebration? How is it celebrated?</p>	<p>Collaboration Imagination Discipline</p>	<p>Multiplication and Division</p> <p>Measures</p> <p>Computing Diwali research</p>	<p>Solids, Liquids and Gases</p> <p>Carry out an irreversible experiment changing states of a material.</p>	<p>Literacy outcomes:</p> <ul style="list-style-type: none"> Ganesh and the Banquet story writing. Poetry describing the Diwali festival to include a developing an understanding of Haiku, Kennings and Calligrams poetry. <p>Speaking and listening:</p> <ul style="list-style-type: none"> Present findings verbally during the class celebration and in a KS2 assembly. <p>RE: Hinduism/Sikhism & Divali</p>



	<p>Visit to a Hindu Temple (still to be arranged)</p> <p>KS2 assembly on Diwali 13th Nov 2018</p>				<ul style="list-style-type: none"> • Research the festival of Diwali and plan a class celebration. Some children may want to focus on religious significance, others cultural eg mendi, others- food. <p>DT: Making Diwas and Hindu Gods puppets.</p> <p>MFL: Spanish</p> <p>P.E: Notts county</p> <p>Music: Planned and taught by DG</p>
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<p>Autumn 2</p> <p>2 weeks</p> <p>1 week before and 1 week after half term</p>	<p>Diwali Festival</p> <p>What are the origins of the celebration? How is it celebrated?</p> <p>Visit to a Hindu Temple / Sikh Gurdwara (still to be arranged)</p> <p>KS2 assembly on Diwali 13th Nov 2018</p>	<p>Collaboration Imagination Discipline</p>	<p>Multiplication and Division</p> <p>Measures</p> <p>Computing Diwali research</p>	<p>Solids, Liquids and Gases</p> <p>Carry out an irreversible experiment changing states of a material.</p>	<p>Literacy outcomes:</p> <ul style="list-style-type: none"> Ganesh and the Banquet story writing. Poetry describing the Diwali festival to include a developing an understanding of Haiku, Kennings and Calligrams poetry. <p>Speaking and listening:</p> <ul style="list-style-type: none"> Present findings verbally during the class celebration and in a KS2 assembly. <p>RE: Hinduism/Sikhism & Divali</p> <ul style="list-style-type: none"> Research the festival of Diwali and plan a class celebration. Some children may want to focus on religious significance, others cultural eg mendi, others- food. <p>DT: Making Diwas and Hindu Gods puppets.</p> <p>MFL: Spanish</p> <p>P.E: Notts county</p> <p>Music: Planned and taught by DG</p>
<p>3 weeks</p>	<p>Vikings</p> <p>Who were the Vikings? Where did they come from? Where did they settle?</p>	<p>Curiosity Imagination Discipline</p>	<p>Multiplication and Division</p> <p>Computing Viking animated Super story</p>	<p>Solids, Liquids and Gases</p> <p>Changing states</p>	<p>Literacy outcomes:</p> <ul style="list-style-type: none"> Stories with historical settings using an illustrated story frame to plan each stage. Instructions on how to make a Viking stew. <p>Drama: To act out key the stories</p> <p>DT: Design and create a Viking boat, shield or sword.</p> <p>Food technology:</p>



	How did life change for the Anglo Saxons living in Britain at the time?		Viking research		<ul style="list-style-type: none"> • Make a Viking stew. • Visit to the allotment to make the stew. <p>MFL: Spanish P.E: Notts county Music: Planned and taught by DG</p>
3 weeks	<p>Science Solids, liquids and gases</p> <p>What is a solid, liquid or gas?</p> <p>How do materials change state? Are these changes reversible or irreversible?</p>	Curiosity Discipline	<p>Measures</p> <p>Computing Vikings animated Super story</p>	<p>Solids liquids and gases. Changing states</p>	<p>Literacy outcomes:</p> <ul style="list-style-type: none"> • Record an investigation using the language of explanation- cause and effect, with photos. <p>Science:</p> <ul style="list-style-type: none"> • Investigate how we can change the state of things using temperature both high and low. • Practical hands on investigations <p>http://www.thinktank.ac/featurespage.asp?section=907</p> <ul style="list-style-type: none"> • Melting chocolate and making rice crispy cakes. • Breaking eggs as well as others <p>MFL: Spanish P.E: Notts county Music: Planned and taught by DG</p>

Year 4 Long Term Planning 2018/19



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<u>Spring 1</u>					MFL: Spanish P.E: Notts county Music: Planned and taught by DG
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<u>Spring 2</u>					MFL: Spanish P.E: Notts county Music: Planned and taught by DG
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<u>Summer 1</u>					MFL: Spanish P.E: Notts county Music: Planned and taught by DG
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<u>Summer 2</u>					MFL: Spanish P.E: Notts county Music: Planned and taught by DG
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