

Year Four - Spring A 2020 - India

(This plan may alter during the half term)

	Week 1 (4 days)	Week 2	Week 3	Week 4	Week 5 India Day	Week 6
Literacy	Poetry - create a poem about a tiger as a class by collecting good description/verbs to describe movement etc. Chn to create their own animal poem.	Stories from other cultures Children to learn a story from India and perform the story using actions and pictures. Focus on speech punctuation. Big Writing - Magic Medicine	Stories from other cultures, Children to plan a class story and work together to create an oral and then written story.	Stories from other cultures. Children to plan and write their own stories with a moral theme.	Information texts - look at information texts about animals. Compare to stories/poems and create a class information text.	Information text - choose own topic to research about India and create own text. Big Writing - Diary entry visit to India
Science	Let's Think Activity 4.1 Where does it belong? Sort and classify different materials.	Investigate the viscosity of different liquids. Group liquids according to viscosity. Racing Liquids, make predictions which will be the winner.	Revisit work on melting and freezing as reversible changes. Teddies locked in ice, how can we free them? Investigate solids that act like liquids.	Cinderella's problem: investigate ways to separate a mixture of solids by different means.	Investigate what happens when different solids are mixed with water: particles, solution/suspension.	Let's Think Activity 4.2 I Can't Find the Sugar Investigate how original materials could be retrieved from a suspension (heating) or solution. (Filtering).
Geography	Share children's homework about themselves and their culture. What do I already know about India? What do I not know? Look at map of India, identify where it is and discuss surrounding countries, mountains etc. Where is Asia and India? Identify using maps. How would you get there? Which countries would you travel across to get to India? Which	Watch video clips of life in India 'Land of Contrasts' and look at photographs of different people and places. List the differences between life in India and life in Britain. Write a letter to a person in India to explain how life in India differs from life in Britain.	Food in India, Learn about the foods that are grown and eaten in Indian and consider why these may be different from in Britain. Consider how food is prepared and eaten. Video Mumbai - linked to food.	Find out about a market in India. How is it different? What might you see, hear, smell, taste and feel as you go around the market? Make an item to sell at our market. Find out about the festival of Holi and how it is celebrated. Learn a song about celebrating the festival.	Choose an area of interest about India to research - schools, villages, food, sport etc. Research the topic using books and the internet and then produce an information poster.	India Day, Food tasting, Indian market etc

	seas border India?					
ICT PPA	Look at repeating patterns on wrapping paper and use dazzle and the stamps to create own style of wrapping paper.	Children to create their own folder in dazzle by selecting images from the internet and using these to create a repeating pattern.	Children to create their own stamp using dazzle tools and use this to create a repeating pattern.	Research a chosen information topic about India (in groups)	Continue to research their chosen topic.	
RE	Find out about Religion in India, the different religions which are represented and how they are similar or different. Discuss how Religious beliefs can cause problems and wars in the world. Compare different religions in India using a Venn diagram.	A person of Faith - Gandhi Read the story of Gandhi and discuss the main events of his life- Who is Gandhi? Where did he come from, When was he born etc? The racism he encountered in Britain and South Africa What does having faith or being a person of faith mean? Children to record the main events of Gandhi's life on a storyboard.	Continue from last week	Continue from last week	Look at quote - all faiths are equal - what does Gandhi mean by this? Look at the World Peace Gong and Gandhi's quote about world peace. What does he mean by starting with the children? Read the quote - I would not like to live in this world. Consider how different religions view peace eg inner peace, prayer techniques, tai chi etc Children design their own symbols for peace and what their dreams for the world would be.	complete world peace symbols
French PPA	Unit 8 - hobbies learning vocabulary	Hobbies - writing sentences about their hobbies.	Learn how to tell the time to the hour in french.	Play a kim's game with the objects from the story of the gingerbread man, learning the names in french - children attempt to memorise objects and match french words.	Exploring phrases from the gingerbread man story. Match the phrases to the story and discuss how they have translated and matched the words.	reread the story of the gingerbread man and complete the fortune line activity, ordering the events and considering the gingerbread man's feelings.

				Begin to read and translate the story.	Continue to read the story.	
ART	The children will learn about the history of Paisley patterns. They will sort them using diamond ranking.	The children will experiment with the patterns they can make using straws, sponges, brushes, fingers etc	The children will create two backgrounds for their paisley patterns.	The children will cut out their paisley teardrops.	The children will arrange their patterns on the paper and add decorations to complete their art work.	
PE	Fri Indian dance Swimming	Indian dance Swimming	Indian dance Swimming	Indian dance Swimming	Indian dance Swimming	Indian dance Swimming
PSHE	Develop a positive attitude to and take responsibility for their learning and behaviour.		Develop a positive attitude to and take responsibility for their learning and behaviour.		Practice effective collaborative group work skills.	
Music	The children will listen to Indian songs and consider what the story behind the music might be. They will consider the different styles and the instruments used to create the effects.	Explore the ICT programme and find the different effects that can be created and how the different instruments sound. Start to think about how these could link to different characters in the stories we have read.	Continue to explore the programme and begin to consider would be used to tell an Indian story.	Continue to create pieces of music to fit the story.	Share and evaluate the children's work.	