

## Year Four - Summer A 2021- India

(This plan may alter during the half term)

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6 India Day
	Place value	Formal methods Addition and subtraction	Division /short division	Multiplication/short multiplication		
<b>Literacy</b>	Stories from other cultures. Monkey's heart and the Trapped Tiger - using speech and better openers.	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
<b>Science</b>	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).
<b>Geography</b>	Share children's ideas 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,	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.	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.	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	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

	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 seas border India?	Write a letter to a person in India to explain how life in India differs from life in Britain.	Video Mumbai - linked to food.	Holi and how it is celebrated. Learn a song about celebrating the festival.		
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. Children design their own symbols for peace and what their dreams for the world would be.	
French PPA	Seasons.  The Children are learning how to say and write the seasons in french.	weather.  The children are learning how to say the weather in french and place the weather on a map.	weather around the world.  The children will learn whether a country noun is masculine or feminine.	Holidays.  The children will learn how to speak a sentence about going on holiday.	sports.  The children will learn how to ask or answer a question about a sport.	Hobbies.  The children will learn how to write a sentence about their favourite hobby.
ART	The children will learn about the history of	The children will experiment with the	The children will create two backgrounds	The children will cut out	The children will arrange their	

	Paisley patterns. They will sort them using diamond ranking.	patterns they can make using straws, sponges, brushes, fingers etc	for their paisley patterns.	their paisley teardrops.	patterns on the paper and add decorations to complete their art work.	
PE	Fri Indian dance Tag rugby	Indian dance Tag rugby	Indian dance Tag rugby	Indian dance Tag rugby	Indian dance Tag rugby	Indian dance Tag rugby
PSHE	Friendships - how do we build and maintain effective friendships.	Friendships - how do we deal with conflict within our friendship group. Has Covid 19 affected our friendships?	Relationships - how do relationships within our family change as we grow older? How has Covid 19 changed relationships at home?			
MUSIC	Recorder - the children will learn how to hold and blow into the recorder. Focus note B	Recorder - The children will learn how to position their fingers to play the note A.  They will play a simple tune using B and A.	Recorder - the children will learn to play a simple tune using the notes B, A and G changing their fingering.	Recorder - the children will continue to play short tunes using B,A and G with different note values.	Recorder- the children will look at more note values (crotchet, quaver, rest etc.) and will use this information to produce a piece of music with a partner using B, A and G.	