

## Year Four - Summer A 2021- India

(This plan may alter during the half term)

	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
<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.	Continue to learn about information texts.  Big Writing - Diary entry visit to India	Information text - choose own topic to research about India and create own text.
<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, mountains etc. Where is Asia and India? Identify using maps. How would you get there? Which 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. 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?	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

	would you travel across to get to India? Which seas border India?						
ICT PPA	Look at repeating patterns on wrapping paper and use J2E and the stamps to create own style of wrapping paper.	Children to create their own folder in J2E by selecting images from the internet and using these to create a repeating pattern.	Children to create their own stamp using J2E tools and use this to create a repeating pattern.				
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 'Food Glorious Food'	"The very hungry dog' Join in and understand a story with a repeated phrase. ( <b>Recap each week</b> ) Introduce some food vocab.	Children learn phrase 'Please may I have' and use various food items to make a full question. Include quantities of food.	Learn words to express preferences in context of food.	Expanding colour vocab using food context to be more exact about colours. Grammar focus and position of adjectives within sentences.	'What does he eat' size vocabulary.	'I'm hungry' Learning food preparation phrases.	Revise and assess
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	Indian dance Gymnastics	Indian dance Gymnastics	Indian dance Gymnastics	Indian dance Gymnastics	Indian dance Gymnastics	Indian dance Gymnastics	Indian dance Gymnastics
PSHE	New responsibilities	Risks./hazards	Under pressure	Safety when out and about	Changing bodies	Physical illness	

PPA							
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.		