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| **Class** | **Deer – Autumn 1** | | | | | | |
| **Topic** | **The Stone Age** | | | | | | |
| **Visit / Visitors** |  | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7 and 8!** |
| **Kim English** | **Year 4: Writing expectations** | **Buddy Story** Context - Based on Literacy Shed – Rock, Paper, Scissors.  Compare and contrast the character traits.  Write persuasive dialogue . | Write character profiles.  Consider feelings and actions.  Show points of view through writing. | **Portal Story** Context – Stone Age Boy Book  Features of a diary.  Planning a diary entry. | Write a diary entry.  Edit and improve | **Persuasive Writing** –  Skara Brae – letter to an estate agent persuading them to buy | **Tanka, cinquain, Free verse**  Different forms of poetry |
| **Paula Maths** | **Place Value** | **Place Value** | **Place Value** | **Place Value** | **Addition & Subtraction** | **Addition & Subtraction** | **Area** |
| **Kim Science Changes of State**  **Scientist** | ***Is this material a liquid or a solid?*** | ***How is temperature measured?*** | ***What difference does temperature make to how quickly the ice blocks melt?*** |  | ***Are spaces really empty?*** | ***What is evaporation and how does it help to get things dry?*** | ***7. Where did the water come from?***  ***8. Where does the rain come from?*** |
| **Paula History** | **Timelines** | **Stone Age Eras** | **Archaeologists** | **Skare Brae**  **Stone Age Houses** |  |  | **Making Early Stone Age Tools** |
| **Geography** | **Aut Term 2** | | | | | | |
| **Paula DT** | **Aut Term 2** | | | | | | |
| **Paula Art**  **Artist** | **Stone Age Art** | **Cave Paintings** | **Sketching animals** | **Research Stone age pottery** | **Make pottery using clay** | **Research animals (link to artist)** | **Make animals using clay** |
| **Paula Music**  **Composer** | **Charanga** |  |  |  |  |  |  |
| **Paula Computing** | **Purple Mash**  **Internet safety** | **Internet safety** | **Internet safety** | **Internet safety** | **Internet safety** | **Coding** | **Coding** |
| **Paula PE Indoor** | **Get Set 4 PE**  **Dance** | **Dance** | **Dance** | Fitness | Fitness | **Dance** | **Dance** |
| **Kim PE Outdoor** | Little Sportsters | Little Sportsters | Little Sportsters | Little Sportsters | Little Sportsters | Little Sportsters | Little Sportsters |
| **Paula MFL** | **Autumn Term 2** | | | | | | |
| **Kim PSCHE**  **See Jigsaw** | **Being part of a class team – (Class Charter)** |  | **Being a school citizen – rights, responsibilities and democracy (school council)** |  | **Rewards and consequences, group decision making** |  | **Wk 7**  **Having a voice,**  **What motivates behaviour** |
| **Kim RE See SATRE 4.1**  **Christianity – Where do religious beliefs come from?** |  | **Combine session 1 & 2**  **Identify different sources of**  **authority.**  **Examine and explain the importance of biblical stories and parables in Christian beliefs.** |  | **Session 3**  **Compare the Old and New Testament and identify similarities and differences.** |  | **Session 4**  **Investigate the relevance and importance of the Crucifixion to Christian beliefs.** | **Wk 8**  **Session 5**  **Compose and ask questions which inform understanding.** |

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| **Class** | **Deer Autumn 2** | | | | | | |
| **Topic** | **The Stone Age** | | | | | | |
| **Visit / Visitors** |  | | | | | | |
|  | **Week 1** | **Week 2** | **Week 3** | **Week 4** | **Week 5** | **Week 6** | **Week 7** |
| **English**  **Kim** | Newspaper Report  Pigeon Impossible  Lascaux caves | Newspaper Report  Pigeon Impossible  Lascaux caves | Newspaper Report  Pigeon Impossible  Lascaux caves | **Assessment Wk** | Non-chronological reports  (link to scientists - electricity) | Non-chronological reports  (link to science) | Non-chronological reports  (link to science) |
| **Maths**  **Paula** | **Multiplication**  **3, 6 & 9** | **Multiplication 4 & 8** | **Multiplication 7 & 4** | **Assessment week** | **Multiplication 11 and 12** | **Multiplication and division** | **Rounding/ Area (consolidate)** |
| **Science**  **Scientist**  **Kim** | Lesson 1: What makes an appliance work? | Lesson 2: How can you light the bulb? | Lesson 3: What does a switch do? | Lesson 4: Why doesn't the circuit work? | Lesson 5: Which materials conduct electricity? | Scientists who harnessed electricity – Link to English | Scientists who harnessed electricity |
| **History**  **Kim** | **Inset** | **Stone Age Farming** | **Rivers** | **Explore the role of archaeologists** | **Burials** | **Examine Stone-Henge** | **Double Page Spread** |
| **Geography** |  |  |  |  |  |  |  |
| **DT**  **(Paula)** | **Shell Structures** | **Investigate shell structures** | **Investigate nets and how to make boxes** | **Design a Christmas box for a present** | **Make a box for a Christmas present** | **Make a box for a Christmas present** | **Evaluate** |
| **Art**  **Artist** |  |  |  |  |  |  |  |
| **Music**  **Composer** |  |  |  |  |  |  |  |
| **Computing**  **Paula (Laura)** | **Coding** | **Coding** | **Coding** | **Coding** | **Effective Searching** | **Effective Searching** | **Effective Searching** |
| **PE Indoor**  **Paula (Laura)** | Dance | Dance | Ball skills | Ball skills | Ball skills | Ball skills | Ball skills |
| **PE Outdoor**  **Paula** | Sportastic | Sportastic | Sportastic | Sportastic | Sportastic | Sportastic | Sportastic |
| **MFL**  **Paula** | **Rising Stars programme** | **Rising Stars programme** | **Rising Stars programme** | **Rising Stars programme** | **Rising Stars programme** | **Rising Stars programme** | **Rising Stars programme** |
| **PSCHE**  **Kim** | **Inset** |  | **Jigsaw**  **Celebrating difference** |  | **Jigsaw**  **Celebrating difference** |  | **Jigsaw**  **Celebrating difference** |
| **RE SACRE**  **Unit 4.2**  What do we mean by truth? Is  seeing believing?  **Kim** |  | **Session 1 – Examine the principles of truth and belief** |  | **Session 2 – Identify and discuss similarities between beliefs of different religions** |  | **Session 3 & 4 - Compare and contrast differences between religious beliefs, practices and rituals** |  |