



Courageous Castles

Children will be learning about castles, and using this theme as a vehicle for all creative, literacy and knowledge and understanding



KUW

Science

To know and understand a range of specific scientific terminology
To know what a fair test is and why it is important
To make predictions giving reasons for their ideas
To use a wide range of methods to record data through first hand experiences
To know types of weathering and how they are formed
To know types of rocks and what their features are

Geography

To ask geographical questions, collect and record evidence and draw conclusions
To use maps to locate places they study
To recognise how places fit within a wider geographical context
To compare land features or two contrasting locations in the UK.

History

To place events, people and changes into correct periods of time
To describe reasons for historical events, situations and changes in the period studied making appropriate links
To interpret a range of sources of evidence and record relevant information in a variety of ways

To use dates and historic vocabulary to communicate their knowledge and understanding

RE - Unit 3: Harvest and Big Frieze studies

See separate planning

Communication Language and Literacy

Recounts and instructions (6 weeks)

Reading and analysing a range of different recount texts (fact and opinion) identifying the key features

Using a range of media to create their own recounts and instructions

Literacy shed—treasure (2 weeks)
Reading, studying and writing their own narratives using key features
Use specific descriptive and expressive language to create images in the readers mind

Big writing — To use the correct and appropriate punctuation within different forms of writing independently

SPAG— Introduction to speech marks to punctuate direct speech

ICT (PowerPoint and Puppet Pals)

To understand and be able to use the features of PowerPoint to support their learning (transitions, effects, images, formats)

To use the ipad to present facts in a different way, to compare the audience, finished effect and preferences of the two methods

MFL (La Passe et le present)

To understand the names of key places in a town;

To describe a present-day town and compare it with the past; begin to understand how to say the year in French.

ONGOING MUSIC Y4 ukuleles through music ensemble with county.

English Recounts and instructions (5 weeks)

Week 1

ICT- Why is e safety important?

Geography- Where are the Castles located in Britain?

Science— What are the different types of rocks?

Week 2 -

ICT- What is a probot?

Geography- What are the key landscape features , similarities and differences of Castles and why are these important?

Science— How are different rocks found in landscapes?

Week 3 and 4

ICT— How can we make a probot move?

History- What are the main parts of a castle and why are they there?

Science - What are the main different types of weathering called?

Monday 26th September—European Day of Languages (Greece)

ICT— How can we make the probot move using the numbers?>

History /Geography - What are the key features and structures used when building a castle?

Science—What effects has weather had on the Castle walls?

Week 5 and 6

ALNWICK CASTLE TRIP?

ICT— How can we get the probot to draw simple shapes?

History- What are the key events in the history of Alnwick Castle (Percy family)?

DT- How do levers and pulleys work and what can they be used for?

English Literacy shed- Treasure (2 weeks)

ICT— How can we use repetition to get the probot to draw shapes?

Art—How could we use portrait techniques to replicate the Percy family?

DT- How could you use your knowledge and understanding to create an flag pulley?

Week 7

ICT— What else can we get the probot to draw?

Geography— What are the different rocks and land features special to Cornwall, how do they compare to Northumberland?

DT- How successful was your flag pulley? Could you improve your pulley design and make it more effective?

Creative Development

Art

To record from first hand experiences and observations

To apply their different experiences of materials and processes

To compare ideas, methods and approaches and give their opinions

To appropriately use colour, pattern, texture, line and tone giving reasons for their choices

To investigate art, craft and design in the locality in a variety of styles and traditions

DT

To generate and develop ideas, select appropriate materials and plan how they will make their design

To measure, mark out and combine components and materials accurately

To reflect on the progress of their work and identify ways they could improve their design and product

Music

To follow a steady beat

To understand the different of pitch

To understand how music is written down

To learn and perform a given tune on the ukelele

Numeracy

Year 3:

Will be learning about place value and focusing on:

Representing and comparing numbers to 1,000

100s, 10s and 1s

Number line to 1,000

Find 1, 10, 100 more or less than a given number

Compare objects to 1,000

Order numbers

Count in 50s

Year 4:

Will be learning about place value and focusing on:

Roman numerals to 100

Round to the nearest 10, 100 and 1000

Partitioning

Number line to 10,000

1,000 more or less

Comparing and ordering numbers

Count in 25s

Negative numbers

MFL—French—Greeting and introductions.

Simple greetings

Answering the register

Introducing oneself

Asking simple questions

(about names, age, etc)

Spelling words and names

Counting 0-10

European Day of Languages —Focus on Greece

Arts specific learning (Y3):

Art: To improve their mastery of techniques including **drawing**, painting and sculpture with a range of materials eg: **pencil**, charcoal, paint and clay.
KS1 techniques to master: colour, pattern, texture, **line**, **shape**, form

PSED—Health and Wellbeing

Y3: Being me in my world.

'Who am I and how do I fit?'

- Getting to know each other

- out nightmare school

- our dream school

- rewards and consequences

- our learning charter

- owning our learning charter

Y4: Being me in my world.

'Who am I and how do I fit?'

- becoming a class 'team'

- being a school citizen

- rights, responsibilities and democracy

- rewards and consequences

- our learning charter

- owning our learning charter

Physical Development

TUESDAY am

Newcastle Foundation:

Games: Net and wall skills

WEDNESDAY pm -

Swimming

Key

Outside environment

Multiculturalism

Arts



