

## Maths

Place Value

Four Operations

## English

*How can we share the tales of the signs and scars on our landscape?*

Vocabulary development

Poetry

Information Writing

Narrative

## Guided Reading

*How has a sense of time and place been captured in writing?*

The Listeners by Walter de la Mare

The Way Through the Woods by Rudyard Kipling

Trees: A Rooted History by Piotr Socha and Wojciech Grajkowski

Stig of the Dump by Clive King

## PSHE

*Can we relate our experiences with the learning toolkit to those of the characters in the book?*

The Boy, The Fox, The Mole and The Horse by Charlie Mackesy

Discussions and Journaling

## Art

*How can line be used to represent and express movement in our landscape?*

Botanical letters

Sketching and sculpting windblown trees

Studying, designing and creating talismans

How are we stronger together?

Signs and Scars on our Landscape

Trust and Collaboration

Class 4 Autumn Term 1

## Science

*What impact have invading flora and fauna had on our landscape?*

Classification – A study of native and non-native living things

## RE

*Can we say that people are simply bad or good, or are there shades in between?*

Moral concepts and values

Codes for living

## Computing

*How can we use technology to shape our learning?*

Online safety

Re-introduction to Seesaw

Nature photography

Internet research

## PE

*How can movement depict an ancient ritual?*

What skills does a leader need?

Dance, Netball and Leadership

## Music

*How can we capture the sounds of our landscape?*

Creating a soundscape using rhythm and percussion

## History

*How do the scars on our landscape tell us about pre-historic settlers?*

A study of the Stone Age, Bronze Age and Iron Age

Stone Age – case studies of Skara Brae and Stripple Stones

Bronze Age – case studies of Trevisker and Trethallan

Iron Age – case study of Bodrifty