

Name of project

Where do place names come from?

Year Group: 4

Term: Autumn 1

Our Learning Overview

This half term we will be linking History and Geography in a local study and asking the question: 'Where do place names come from?'

Summary of current hook:

Through drama, storytelling and outdoor learning the children will learn about the story of King Rufus.

Summary of current celebration:

Parent outcome-Book Look and sharing of learning

Our Learning Journey

History – To understand the historical connections in the local area and how through this events place names have been chosen.

To be understand that historical events may have different versions and why this is.

Geography-Through our local History unit understand the naming of places and how they link to the past.

Science – What are the states of matter and how do they behave?

Music – Reading Rhythms

Design and Technology-Textiles, designing and making cushion covers

PE-Netball and Gymnastics

RSE-

Looking at different feelings including:
Identifying a wide range of feelings;
Recognise that different people can have different feelings in the same situation;
Explaining how feelings can be linked to physical state.

E-Safety

- We will continue to educate children on the safe use of the INTERNET and Social Media.

Outdoor Learning

- The King Rufus Story
- Longitudinal study
- Geography field work

What are the current curriculum links to maths and English?

We will be continuing with our Let's Think in English and Maths lessons as part journey to embed our thinking school pedagogy.

In English will be using The Story of the Blue Planet to inspire our writing to create a setting of wonder, we will also be using the text in our Guided Reading session to support our reading skills.

In Maths we will continue to use concrete and pictorial representations to support our understand and reasoning in our Maths lessons.

Key dates for your diary

4.9.23 Meet the Teacher
17.10.23-Parent outcome 2:30 -3:00

INSET DAYS

30 October 2023
2 January 2024
19 February 2024
3 June 2024

This term we will be developing the IGNITE value of Independence

The children will be provided with the relevant tools and learning environments to ensure they are ready for learning.

Children will be given the opportunity to make their own decisions when presenting their knowledge and understanding.

Children will be encouraged to set their own goals and targets by responding to feedback, peer and self-assessment.

Children will know the importance of listening to and using guidance from others

Children will start to understand that approaches to learning may differ.

Support for securing key concepts and skills

- Support pupils with a greater understanding of topic linked vocabulary and concepts.
- Support in all subjects through visual and concrete resources.



Challenge and extension to deepen understanding

- Challenge children to use increasingly complex vocabulary
- Use pupils' own knowledge to enrich the learning of others in foundation subjects