

Medium Term Plan – Autumn 1– Year 4

Core Text: Beowulf

Topic: Traders and Raiders

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Maths Teaching and Learning	Find 1000 more or less than a given number. Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).	Identify, represent and estimate numbers using different representations. Order and compare numbers beyond 1000.	Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. Count backwards through zero to include negative numbers.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. Estimate and use inverse operations to check answers to a calculation.	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimeters and meters.
Text Type	Newspaper report			Setting description		
Reading Learning Objectives	To understand how to predict what might happen using details from the text. (2e) To know how to use dictionaries to clarify the meanings of words. (2a) To understand how to summarise the key events from more than paragraph. (2c)	To know how to retrieve information from non-fiction. (2b) To develop the skill of making inferences about character’s feelings, thoughts and motives. (2d) To develop the skill of explaining the meanings of words in context. (2a)	To develop the skill of retrieving key information from a text. (2b) To understand how to ask questions to improve my understanding of the text. (2d) To understand the effect of words and phrases that capture the reader’s interest. (2g)	To develop the skill of locating key information. (2b) To understand how to justify inferences with evidence. (2d) To develop the skill of summarising key events so far. (2c)	To develop the skill of retrieving key information from a text. (2b) To develop the skill of justifying inferences with evidence. (2d) To understand how to compare the plot and setting of different texts. (2h)	To develop the skill of retrieving key information from fiction. (2b) To know how to infer a character’s thoughts and feelings using evidence from the text. (2d) To understand how language and presentation contribute to meaning. (2h)

T4W Stage	Imitation	Innovation	Independent	Imitation	Innovation	Independent
Grammar and Punctuation (Active English)	Direct speech and inverted commas	Commas	Verb inflections	Similes and onomatopoeia	Fronted adverbials Using commas after fronted adverbials	Subordinating conjunctions
Spelling	RWI Spelling units					
Terminology (technical vocabulary)	Headline Orientation Paragraphs Reorientation Image Caption Witness recount Formal tone			Prepositional phrases Onomatopoeia Alliteration Similes Expanded noun phrases Setting		
Greater Depth SC	I can use appropriate tone and language to reflect the genre of writing. I can use direct and reported speech. I can write using a sustained clear voice			I can extend expanded noun phrases using prepositions I can use subordinate clauses to extend sentences I can make well-considered word choices to build description.		
SEND SC	I can organise my sentences into short paragraphs. I can write in the past tense. I can write in the third person.			I can construct sentences containing expanded noun phrases. My sentences contain a subject, predicate and stop.		
Handwriting	Linked to weekly spelling unit.					
Rainbow Grammar (where appropriate)	Direct speech			Fronted adverbials		
Cross-curricular Writing Opportunities	English/History: Newspaper reports on the invasion of Lindisfarne and the Staffordshire Hoard. Science: Explanation text (How do we hear?)					
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Science objectives Electricity F1, F2, F3, F4, F5 Working scientifically A1, A5, A6, A7						To know common appliances that run on electricity. F1 To understand whether or not a lamp will light in a



						<p>simple series circuit. F3, A5</p> <p>To know how to construct a simple series electrical circuit, which includes a switch. F2, F4.</p> <p>To develop the skill of recognising some common conductors and insulators. F5, A1, A5, A6, A7</p>
<p>History objectives Chronological Awareness A1, A2, A3 Knowledge and Understanding B1, B2 Organise, Evaluate and Communicate Information C2 Historical Enquiry E1</p>	<p>To understand how to use sources to form a picture of the past. E1</p> <p>To know how to describe the main changes in a period of history. A3, A1</p> <p>To understand the cause and effect of key historical events. B2, C2 Hadrian – the Abbot of St Peter’s and St Pauls in Canterbury</p> <p>Viking influence on Black slavery in the UK.</p>	<p>To understand how people’s lives have shaped this nation. A2</p>				



<p>Geography objectives Geographical Skills and Fieldwork A3 Locational Knowledge C1, C4, Place Knowledge D2</p>			<p>To know how to use digital technology to accurately measure the distance between two locations. A3</p> <p>To know the names of counties in the UK. C1, C4</p> <p>To understand how the physical features of a locality have changed over time. D2</p>			
<p>Religious Education objectives Personal Resonance A1 Knowledge and Understanding B1 Evaluation and Critical Thinking C1</p>		<p>To understand what makes different people happy and unhappy. A1</p> <p>To know what the Buddha did to try to be happy. B1</p> <p>To understand what being happy means to Buddhists. C1</p>				
<p>Art objectives 2D Art (Drawing and Painting) A5 2D Art (Printing) B1</p>				<p>To know some of the key features of art from historical periods. E2</p> <p>To develop the skill of adapting and</p>		

Responding to Art, Artists & Designers E2				improving artistic ideas. A5 To develop the skill of resist printing. B1		
Design and Technology objectives Design B1, B2 Evaluate D1, D3 Make C1					To develop the skill of designing and constructing a product. B1, B2, C1 To develop the skill of evaluating a product. D1, D3	
PSHE objectives	<u>Recovery PSHE Curriculum</u>	<u>Recovery PSHE Curriculum</u>	<u>Teamwork</u> To understand how to respond to a wide range of feelings.	<u>Safeguarding (Getting help)</u> To understand that feelings might change.	<u>Safeguarding</u> To know stages of identifying and managing risk.	<u>Emotional Health (Friendships)</u> To know we have different types of relationships.
Computing objectives E-Safety A1, A2, A3, A4, A5, A6 Multimedia and Processing) B2, B3	To know how to use technology safely and recognise acceptable and unacceptable behaviour. A1	To understand personal information and passwords should be kept private. A5, A6.	To know a range of ways to report concerns about content and contact. A3	To understand that the Internet contains fact, fictions and opinions and begin to distinguish between them. A4	To develop the skill of typing accurately. B2, B3	
Music objectives	Violins (delivered by music specialist)					
Communication A1, B1, B2, D1 Musical focus: Composition Cross-curricular link: English.	To know how to copy rhythms and a short melody. A1	To understand how music can communicate meaning. B1	To know how to compose a rap. D1	To understand how to lay an ostinati. B2	To know how these can be layered into a performance. B2	To know how these can be layered into a performance. B2