

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

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

				simple series circuit. F3, A5
				Γ3, A3
				To know how to
				construct a simple
				series electrical
				circuit, which
				includes a switch. F2,
				F4.
				To develop the skill
				of recognising some
				common conductors
				and insulators. F5,
				A1, A5, A6, A7
History	To understand how	To understand how		
objectives	to use sources to	people's lives have		
Chronological	form a picture of the	shaped this nation.		
Awareness	past. E1	A2		
A1, A2, A3	T. I I			
Knowledge and	To know how to			
Understanding B1, B2	describe the main changes in a period			
Organise,	of history. A3, A1			
Evaluate and	of flistory. A3, A1			
Communicate	To understand the			
Information	cause and effect of			
C2	key historical events.			
Historical	B2, C2			
Enquiry	Hadrian – the Abbot			
E1	of St Peter's and St			
	Pauls in Canterbury			
	Viking influence on			
	Black slavery in the			
	UK.			

digital technology to accurately measure the distance between two locations. A3 Locational Knowledge C1, C4, Place Knowledge D2 Religious Feducation Makes different objectives people happy and unhappy. A1 Resonance A1 A1 To know what the Buddhad did to try to Understanding B1 Evaluation and Critical Thinking C1 to Buddhists. C1 Art objectives 2D Art (Praining) B1 For At Praining Makes A S S A A S A A A A A A A A A A A A A					
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A5 2D Art (Printing) B1 periods. E2 To develop the skill	_				
B1 To develop the skill					
B1 To develop the skill	2D Art (Printing)				
				To develop the skill	
				of adapting and	

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