

**Medium Term Plan – Spring 1 – Year 4**

**Core Text: Anglo-Saxon Boy**

**Topic: 1066**

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>Maths Teaching and Learning</b>	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Find the area of rectilinear shapes by counting squares.	Convert between different units of measure.	Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Estimate and use inverse operations to check answers to a calculation.	Consolidation of previously taught objectives.
<b>Text Type</b>	Letter of complaint (Magnus complaining about being treated differently)			Narrative (alternative ending)		
<b>Reading Learning objectives</b>	<p>To develop the skill of retrieving relevant information from a text. (2b)</p> <p>To develop the skill of making informed predictions. (2e)</p> <p>To develop the skill of asking questions to improve understanding of a text. (2d)</p>	<p>To know how to use dictionaries to check meanings of words. (2a)</p> <p>To develop the skill of finding information in a text. (2b)</p> <p>To know how to make inferences based on evidence from a text. (2d)</p>	<p>To know how to use evidence to form a prediction. (2e)</p> <p>To develop the skill of justifying inferences with evidence. (2d)</p> <p>To understand how the author enhances meaning through word choices. (2g)</p>	<p>To develop the skill of retrieving and recording information from texts. (2b)</p> <p>To know how to identify the main ideas and key events from a range of paragraphs. (2c)</p> <p>To develop the skill of making inferences about a character's</p>	<p>To develop the skill of clarifying meanings of words in the context of sentences. (2a)</p> <p>To develop the skill of retrieving information from a text. (2b)</p> <p>To understand how to ask questions to improve my</p>	<p>To develop the skill of retrieving information from the text. (2b)</p> <p>To understand how language and presentation contribute to meaning. (2h)</p> <p>To develop the skill of discussing words and phrases that capture the reader's</p>

				feelings, thoughts and motives. (2d)	understanding of the text. (2d)	interest and imagination. (2f)
T4W Stage	Imitation	Innovation	Independent	Imitation	Innovation	Independent
Grammar and Punctuation (Active English)	Formal language Paragraphs	Verb inflections (Standard English) Tense	Adverbs of possibility	Expanded noun phrases	Fronted adverbials with use of comma	Use of pronouns and nouns
Spelling	RWI Spelling units					
Terminology (technical vocabulary)	Formal, informal, tone, complaint	Formal, tense, tone, complaint.	Tense, personal, complaint, 1 <sup>st</sup> person.	Plot, ending, character, setting, paragraph, dialogue	Plot, ending, character, setting, paragraph, dialogue	Plot, ending, character, setting, paragraph, dialogue
Greater Depth SC	I can extend sentences using subordinating conjunctions.	I can use the correct verb inflection to reflect the character.	I can use adverbs of possibility to improve persuasion.	I can use expanded noun phrases by adding prepositions.	I can use adverbials to express time.	I can reflect the author's writing style.
SEND SC	I can construct a sentence accurately with the correct punctuation.	I can write consistently in the 1 <sup>st</sup> person.	I can organise my letter correctly.	I can use expanded noun phrases.	I can write in a consistent tense.	I can link my sentences according to the ideas.
Handwriting	Linked to weekly spelling unit.					
Rainbow Grammar (where appropriate)	Subordinating conjunctions (GD)					Fronted adverbials
Cross-curricular Writing Opportunities	<b>Science: Explanation text (How do we hear?)</b> <b>PSHE/SMSC: Write a reply to a letter to an agony aunt page (Getting help)</b> <b>Computing: Write an advisory letter to Y3 children on how to stay safe on the Internet.</b>					
	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
Science objectives <b>Sound</b> E1, E2, E5 <b>Working scientifically</b> A1, A2, A4, A5						To understand how sounds are made. E1  To know that vibrations from sounds travel to the ear. E2, A4



						To understand how distance affects the volume of sound. E5, A2, A1, A5
<p>History objectives</p> <p><b>Chronological Awareness</b> A1, A2, A3</p> <p><b>Knowledge and Understanding</b> B1, B2</p> <p><b>Historical Understanding</b> D1</p> <p><b>Historical Enquiry</b> E1</p>	<p>To understand the main events of the Norman conquest. A1, A3, B1</p> <p>To understand the cause and effect of some key events. B2</p> <p>To know how to ask relevant questions to create a picture of the past. D1, E1</p> <p>To understand the impact of the Norman conquest on people's lives. A2</p>					
<p>Geography objectives</p> <p><b>Geographical skills and fieldwork</b> A4</p> <p><b>Locational Knowledge</b> C2, C3</p>		<p>To know how to use symbols and keys to develop an understanding of the UK. A4</p> <p>To understand the difference between the British Isles, Great Britain and UK. C1</p> <p>To know the names and locations of</p>				



		some cities and islands around the UK. C2, C3				
<p>Religious Education objectives</p> <p><b>Personal Resonance</b> A3</p> <p><b>Knowledge and Understanding</b> B3</p> <p><b>Evaluation and Critical Thinking</b> C3</p>					<p>To understand there are problems in the world and think of ways to solve them. A3</p> <p>To know one of the Buddha's stories and its teachings. B3</p> <p>To understand how Buddhists could learn from the Buddha's stories. C3</p>	
<p>Art objectives</p> <p><b>2D Art (Drawing and Painting)</b> A5, A6</p> <p><b>Responding to Art, Artists &amp; Designers</b> E2</p>			<p>To know some of the artistic features of the Bayeux Tapestry. E2,</p> <p>To develop the skill of adapting and improving my ideas. A5, A6</p>			
<p>Design and Technology objectives</p> <p><b>Design</b> B3</p> <p><b>Make</b> C1</p> <p><b>Evaluate</b> D1, D3</p>				<p>To understand what a soldier needs from a Norman helmet. B3</p> <p>To understand why I am using certain tools and materials to make my product. C1</p>		

				To develop the skill of evaluating my product. D1, D3		
PSHE objectives	<b><u>Aspirations</u></b> To understand my own strengths and talents.	<b><u>British Values – Mutual Respect</u></b> To understand the need to manage conflict and differences.	<b><u>Making Choices</u></b> To know examples of choice we make for ourselves and choices made for us.	<b><u>British Values – Rule of Law</u></b> To understand the reason why we have rules.	<b><u>First Aid</u></b> To know some basic first aid and how to call emergency services.	<b><u>Wellbeing</u></b> To know what a volunteer is.
Computing objectives <b>Multimedia and Processing</b> B1, B2, B3, B4 <b>E-Safety</b> A1, A3	To know the features of a PowerPoint presentation. A1, A3	To understand how to import and edit content. B1, A1, A3.		To know how to edit the appearance of a PowerPoint presentation. B1, B4	To develop the skill of exploring effects in PowerPoint. B4	To develop the skill of presenting information.
Music objectives	<b>Violins (delivered by music specialist)</b>					
B2, C1, C3, D4, D5 Sounds Musical focus: Exploring sounds Cross-curricular link: Science.	To know how to classify an instrument by the way the sound is produced. C1.	To know how to make some simple beat-boxing sounds. D4	To understand how to sing a song adding in a beatbox sound. D4	To know about aerophones. B2	To understand how to sing a song with a partner. D5	To know how to explore the combined expressive effects of different instrument groups. C3