

YEAR 4 Autumn 1 Plan 2023

FOCUS: Anglo-Saxons

Literacy	Week 1 (3 days)	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Class Novel: The Legends of King Arthur	Reciprocal Reading The Legends of King Arthur Character descriptions Settings		Reciprocal reading The legends of King Arthur Retelling of a legend	Reciprocal reading – King Arthur and the Knights of the Round Table Plan and write own legend		Reciprocal reading – The Ice Bear Non chronological report writing (link to science)	
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Grammar Determiners Spelling Words with /aw/spelt with augh and au	Grammar Noun phrases Spelling	Grammar Adverbial openers Spelling Adding the prefix in- (meaning not or into)	Grammar Clauses – main and subordinate Spelling Adding the prefix im- (before a root word starting with 'm' or 'p')	Grammar Expanding sentences with conjunctions Spelling Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Grammar Past tense Spelling Homophones and near homophones	Grammar Expanding sentences with adverbs Spelling Words with /shun/endings spelt with 'sion' (If root word ends in 'se', 'de' or 'd')
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Place value- revision of 3 digit numbers. More than / less than Reasoning / problem solving	Place value including partitioning 4 digit numbers.	Place value including partitioning 4 digit numbers. Find 1000 more or less than a given number	Rounding to nearest 10, 100, 1,000	Addition and subtraction reasoning	Multiplication and division reasoning	Assessment
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	C – Counting in tenths, fifths, halves and quarters L – revision of x2,3,4,8,10 tables and related division facts I – Doubles and halves C - mental methods for addition and subtraction	C- Counting in tenths, fifths, halves and quarter L- Revision of tables to find fractions of amounts I – multiplying and dividing by 10,100 C- mental methods for addition and subtraction.	C – partition 1dp numbers L – x6 tables I – multiplying and dividing by 10,100 C - mental methods for addition and subtraction – missing numbers up to 1000.	C – Counting in tenths, fifths, halves and quarters. L – 6x's tables I – multiplying and dividing by 10,100,1000 including converting measures C – addition and subtraction reasoning	C – Counting along 0.1's and 0.2's L – x's tables I – Smile multiplication fact families. C –.multiplication and division	C – Counting along 0.5's and 0.25's L – x's tables I – Smile multiplication fact families C –.Multiplication and division	Assessment

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Living things and their habitats	<p>Identify the processes of living things.</p> <p><i>How do we know if something is living?</i></p> <p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore the term 'classification' and identify mammals, birds, amphibians, fish, reptiles and invertebrates.</p> <p>Explore the life and work of Carl Linnaeus.</p> <p><u>Skills:</u> identifying and classifying.</p> <p>Asking relevant questions and using different types of science enquires to answer them</p> <p>Making systematic observations</p>	<p>Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment.</p> <p>Similarities and differences between different living things.</p> <p><u>Skills:</u> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p>	<p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p> <p>Investigation into the greenhouse effect.</p> <p>Research into environmental changes.</p> <p>Hibernation and migration.</p> <p>Learn about the work of Liz Bonnin, Holly East and Rachel Carson.</p> <p><u>Skills:</u> setting up a simple practical enquiry, following a plan to carry out observations over time. Asking relevant questions, using scientific evidence to support findings.</p>	Assessment			
History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<p>What was Britain like after the Romans had left</p> <p>-Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>Gildas, Bede and the Anglo- Saxon Chronicle</p>	<p>Who were the Anglo Saxons and where did they come from?</p> <p>Hengist and Horsa</p> <p><u>Skills</u></p> <p>-Demonstrate awareness that the past can be divided into different periods of time.</p> <p>-Explore trends and changes over time.</p> <p>-Describe some aspects of Britain's settlement by Anglo-Saxons and Scots</p>	<p>Why did the Saxons invade Britain?</p> <p><u>Skills</u></p> <p>-Demonstrate awareness that the past can be divided into different periods of time.</p> <p>-Explore trends and changes over time.</p> <p>-Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p>-Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>-Discuss some historical events, issues, connections and changes.</p> <p>-Select and organise historical information to present in a range of ways.</p>		<p>What form did the Anglo-Saxon settlement of Britain take?</p> <p>Where did they settle?</p> <p><u>Skills</u></p> <p>-Demonstrate awareness that the past can be divided into different periods of time.</p> <p>-Explore trends and changes over time.</p> <p>-Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p>-Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>-Discuss some historical events, issues, connections and changes.</p> <p>-Select and organise historical information to present in a range of ways.</p>	<p>What were the settlements like? (daily life, houses, farming – comparison with modern day)</p> <p><u>Skills</u></p> <p>-Demonstrate awareness that the past can be divided into different periods of time.</p> <p>-Explore trends and changes over time.</p> <p>-Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</p> <p>-Recognise that our knowledge of the past is constructed from different sources of evidence.</p> <p>-Discuss some historical events, issues, connections and changes.</p>	

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
		<p>Using an atlas, identify Europe.</p> <p><u>Skills</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their physical and human characteristics, countries and cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		<p>Locate cities and counties on a map of the United Kingdom. Compare to a map of England during the Anglo-Saxon times. How do we know that some towns have Anglo Saxon names?</p> <p><u>Skills</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their physical and human characteristics, countries and cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>		<p>Identify human and physical characteristics of the UK (link to Anglo Saxon settlement. Why did the Anglo Saxons choose to settle in Kent?)</p> <p><u>Skills</u> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and Asia concentrating on their physical and human characteristics, countries and cities Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time</p>	
Art/DT	Week 1	Week 2/Week 3		Week 4	Week 5	Week 6	Week 7
	<p>Dragon Eyes The children will observe other children's eyes. Then sketch famous artist ones into sketchbook and label with artists name.</p>	<p>Children observe a selection of dragon eyes and discuss.</p> <p>Children design their own dragon eyes into their sketchbook using different mediums.</p> <p>Children then draw their chosen design using</p>		<p>How can we represent a dragon eye in clay?</p> <p>Discuss design criteria.</p> <p>Children to record own design criteria showing 3d parts and colours in sketch books.</p> <p><u>Skills</u></p>		<p>How can we create an eye that will light up? Discuss the different possible ways that an eye could be created. Use different materials to make eyes out of and some clay to see how they will be able to attach the eye to the clay.</p>	

	<p>Include an explanation of why they like it and the technique they have used to sketch and colour with.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> -Select and record from first hand observation, experience and imagination, and explore ideas for different purposes. -Question and make thoughtful observations about starting points and select ideas to use in their work. Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures. Annotate work in journal. 	<p>sketching pencils onto paper. Draw around pencil work in black and use watercolour or ink.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> - Experiment with different grades of pencil and other implements to achieve variations in tone. -Apply tone in a drawing in a simple way. -Create textures with a wide range of drawing implements. Apply a simple use of pattern and texture in a drawing. -Make marks and lines with a wide range of drawing implements e.g. charcoal, pencil, crayon, chalk pastels, pens etc. Experiment with different grades of pencil and other implements to create lines and marks. 	<ul style="list-style-type: none"> -Plan, design and make models from observation or imagination. -Join clay adequately and construct a simple base for extending and modelling other shapes. -Create surface patterns and textures in a malleable material. 	<p><u>Skills</u></p> <ul style="list-style-type: none"> -Plan, design and make models from observation or imagination. -Join clay adequately and construct a simple base for extending and modelling other shapes. -Create surface patterns and textures in a malleable material.
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Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<p>Computer suite week</p> <p>Use word to create a word document on the Anglo Saxon’s. Inserting pictures using copy and paste, text boxes, shapes and formatting text.</p> <p><u>Skills</u></p> <p>To use skills I have learnt across multiple application programs, including:</p> <p>To select appropriate tools to add emphasis and effect to my work</p> <p>To explain why I have chosen my layout and formatting</p> <p>To review and edit my work and talk about the changes I made</p> <p>To think about whether my work is suitable for the audience.</p> <p>To extend the use of multimedia packages to include importing images, hyperlinks and the use of sounds recorded independently.</p> <p>To edit the colour, text and merge digital photographs using arrange of devices e.g. Skitch, Microsoft image tools, collage apps...</p>					<p>iPads</p> <p>Use a mobile device to film a short clip. Add titles, transitions, credits and special effects.</p> <p><u>Skills</u></p> <p>Create storyboard a short film clip / animation</p> <p>- what would happen and when</p> <p>To effectively plan for an animation or film and use purposefully</p> <p>To take a series of pictures to form an a short film clip / animation /eBook</p> <p>To use a mobile device to film a short clip</p> <p>To move items within a short film clip / animation to create movement on playback.</p> <p>To save images at stages to compare my work and talk about the changes.</p> <p>To discuss and compare film for effect on audience</p> <p>To edit video, animation or music footage by cropping clips</p> <p>To choose appropriate scene transitions.</p>	

PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<p>Find Your Happy by Emily Coxhead</p> <p><u>Skills</u> To know how to deal with different feelings and who they can talk to.</p> <p>To understand the worry monster and how to use it.</p>	<p>PSHE – Being Me In My World Introduction of Jigsaw Becoming a Class ‘Team’ <u>Skills</u> I know my attitudes and actions make a difference to the class team.</p> <p>I know how good it feels to be included in a group and understand how it feels to be excluded.</p>	<p>PSHE – Being Me In My World Being a School Citizen <u>Skills</u> I understand who is in my school community, the roles they play and how I fit in.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>PSHE – Being Me In My World Rights, Responsibilities and Democracy <u>Skills</u> I understand how democracy works through the School Council.</p> <p>I can recognise my contribution to making a Learning Charter for the whole school.</p>	<p>PSHE – Being Me In My World Rewards and Consequences <u>Skills</u> I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them.</p> <p>I understand how rewards and consequences motivate people’s behaviour.</p>	<p>PSHE – Being Me In My World Our Learning Charter <u>Skills</u> I understand how groups come together to make decisions.</p> <p>I can take on a role in a group and contribute to the overall outcome.</p>	<p>PSHE – Being Me In My World Owning Our Learning Charter <u>Skills</u> I understand how democracy and having a voice benefits the school community.</p> <p>I understand why our school community benefits from a Learning Charter and can help others to follow it.</p>
RE	Week 1 and 2		Week 3	Week 4 and 5		Week 6	Week 7
	<p>RE – Christianity The conversion of the Anglo Saxons to Christianity – create a poster <u>Skills</u> Regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance by learning about the Anglo-Saxons religion of paganism</p>		<p>RE – Christianity How the Anglo-Saxons converted from Paganism to Christianity. The children will then create a time line of the 3 saints that helped convert the Anglo-Saxons from paganism to Christianity.</p> <p><u>Skills</u> Explain the work of some of the people who were influential in converting the Anglo-Saxons to Christianity and I know about some of the important Christian buildings that they founded.</p>	<p>RE – Christianity The conversion of the Anglo Saxons to Christianity. The children will create their own version of an illuminated manuscript. <u>Skills</u> Understand the importance of the illuminated manuscript, that the Anglo-Saxon monks produced.</p>		<p>RE – Christianity What kind of world did Jesus want? (Gospel) Look at what the word ‘gospel’ means. Look at the idea of giving something up, relating to Peter and Andrew would be giving up a lot to follow Jesus. <u>Skills</u> Make clear links between the calling of the first disciples and how Christians today try to follow Jesus and be ‘fishers of people’.</p> <p>Make simple links between Bible texts and the concept of ‘Gospel’ (good news).</p>	

Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Music with Mr Martin						
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Basketball with Rees Sport						
	Hockey						
	<u>Skills</u> Master fundamental skills and start to develop sport specific skills and perform them with consistency and accuracy. - Overarm/ bounce, chest pass throws - Perform a straight pass - Catch a ball - Catch a ball and pass it quickly.						