

## Year 4 Autumn 2 Plan 2023

### FOCUS: Anglo – Saxons / Vikings

| Literacy             | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   |
|----------------------|---|--|---|---|---|--|--|
| Class Novel: Beowulf | Reciprocal Reading<br>Beowulf<br>Writing- Setting description Heorot<br><br><u>Skills</u><br>-Noun phrases<br>-Paragraphs<br>- Expanding sentences using conjunctions and prepositions<br>-Suggest improvements in own/others writing |  | Reciprocal Reading<br>Beowulf<br><br>Newspaper Report<br>on the attack at Heorot<br><br><u>Skills</u><br>Third person<br>Direct speech<br>Reported speech<br>Past tense<br>Paragraphs<br>Genre specific features-Fronted Adverbials, Commas<br>Choice of pronouns/nouns to avoid repetition<br>Suggest improvements in own/others writing<br>Proof reading skills embedded in own writing<br>Formal writing |   | Reciprocal Reading<br>Beowulf<br><br>Letter from Beowulf to Hrothgar<br><br><u>Skills</u><br>-Paragraphs<br>-Choice of pronouns/nouns to avoid repetition<br>-Proof reading sills embedded in own writing<br>-Fronted Adverbials, commas<br>-Formal writing<br>-Suggest improvements in own/others writing. |  | Christmas Poetry<br><br><u>Skills</u><br>Inference<br>Pattern<br>Rhythm<br>Similes<br>Metaphors<br>Verses<br>Rhyme and non- rhyme<br>Imagery<br>Performance                    |
| SPAG                 | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   |
|                      | <b>Grammar</b><br>Expanding sentences using prepositions<br><br><b>Spelling</b><br>Words with a /shuhn/ sound, spelt with 'sion' (If root word ends in 'se', 'de', or 'd')  | <b>Grammar</b><br>Direct speech<br><br><b>Spelling</b><br>Words with a /shuhn/ sound, spelt with 'ssion' (If root word ends in 'ss' or'mit') | <b>Grammar</b><br>Direct speech<br><br><b>Spelling</b><br>Words with a /shuhn/ sound, spelt with 'tion' (If root words end in 'te' or 't'/or has no definite root)  | <b>Grammar</b><br>Paragraphs<br><br><b>Spelling</b><br>Words with a /shuhn/ sound, spelt with 'cian' (If root word ends in 'c' or 'cs') | <b>Grammar</b><br>Present tense<br><br><b>Spelling</b><br>Words with 'ough' to make a lomg /O/,/00/Or/sound   | <b>Grammar</b><br>Present perfect or simple past?<br><br><b>Spelling</b><br>Y3/4 Statutory spellings Challenge Words<br><br><b>Spelling</b><br>Review Week<br>+ Introduce Spring 1 spellings | <b>Grammar</b><br>Recognising nouns<br><br><b>Spelling</b><br>Y3/4 Statutory spellings Challenge Words<br><br><b>Spelling</b><br>Review Week<br>+ Introduce Spring 1 spellings |
| Maths                | Week 1  | Week 2   | Week 3  | Week 4  | Week 5  | Week 6   | Week 7   |
|                      | Multiplication/Division<br><u>Skills</u><br>Multiply two-digit and three-digit numbers by a one-digit number using formal written layout<br>Reasoning solving word problems   |  | Negative numbers/ temperature<br><u>Skills</u><br>count backwards through 0 to include  | Capacity<br>Skills<br>convert between different units of measure  |   | Statistics<br><u>Skills</u><br>interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs                                  |  |

|      |  |   |   |  |   |   |  |
|------|--|---|---|--|---|---|--|
|      |  |   | negative numbers  |  |   | solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs  |  |
| CLIC | Week 1   | Week 2  | Week 3  | Week 4   | Week 5  | Week 6  | Week 7   |
|      | <p><b>C</b> – 0.1s / 0.2s / 0.5s / 0.25s</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I can complete a full Coin Card</p> <p><b>C</b> – I can solve 1d x 2d (2, 3, 4, 5x tables)</p> | <p><b>C</b> – I can count in 9s</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I can find Mully using 10 lots and a Tables Fact</p> <p><b>C</b> – I can combine 2 or more Tables Facts to solve division (2, 3, 4, 5x tables)</p> | <p><b>C</b> – I can count in 9s</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I can find the missing piece to 1000</p> <p><b>C</b> – I can combine 2 or more Tables Facts to solve division (with remainders) (2, 3, 4, 5x tables)</p> | <p><b>C</b> – I can count 6s</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I can divide multiples of 10 by 10</p> <p><b>C</b> – I can subtract with 3 digit numbers</p> | <p><b>C</b> – I can count 6s</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I can multiply whole numbers by 100</p> <p><b>C</b> – I can solve any 4d - 2d or 3d</p> | <p><b>C</b> – I can count in 7s</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I can write Smile Multiplication Fact Families</p> <p><b>C</b> – I can solve any 3d + 3d</p> | <p><b>C</b> – I can understand 4d numbers</p> <p><b>L</b> – The 6 Fact Challenge</p> <p><b>I</b> – I know half of 300, 500, 700, 900</p> <p><b>C</b> – I can solve any 3d + 3d</p> |

|         |  |  |   |        |   |        |   |
|---------|--|--|---|--------|---|--------|---|
| Science | Week 1   | Week 2   | Week 3  | Week 4 | Week 5  | Week 6 | Week 7  |
|         | <p>Identify common appliances that run on electricity.</p> <p><u>Skills</u><br/>Asking relevant questions and using different types of scientific enquiries to answer them</p> | <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</p> <p><u>Skills</u><br/>Setting up simple practical enquiries, comparative and fair tests</p> | <p>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p><u>Skills</u><br/>Setting up simple practical enquiries, comparative and fair tests</p> |        | <p>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p><u>Skills</u><br/>Using straightforward scientific evidence to answer questions or to support their findings.</p> |        | <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p><u>Skills</u><br/>Making systematic and careful observations.<br/>Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions.<br/>Identifying differences, similarities or changes related to simple scientific ideas and processes.</p> |
| History | Week 1   | Week 2   | Week 3  | Week 4 | Week 5  | Week 6 | Week 7  |
|         | <p>Anglo Saxons</p> <p>Revise Primary / Secondary Sources</p> <p>Sutton Hoo</p> <p>Mystery of the</p>  | <p>Anglo Saxons</p> <p>Sutton Hoo</p> <p>5 Kingdoms and Kings</p> <p>Which one is believed to be buried</p>  | <p>Anglo Saxons</p> <p>Viking Raid on Lindisfarne</p>   |        |   |        |   |

|                  |   |  |        |   |  |   |   |
|------------------|---|--|--------|---|--|---|---|
|                  | <p>grave – Who is buried in Sutton Hoo?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>-Use sources to address historically valid questions.</li> <li>-Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>-Recognise that different versions of past events may exist.</li> <li>-Describe some of the ways the past can be represented.</li> <li>-Discuss some historical events, issues, connections and changes.</li> <li>-Explore trends and changes over time.</li> </ul> | <p>at Sutton Hoo and how did you know?</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Describe some aspects of Britain's settlement by Anglo-Saxons and Scots.</li> <li>-Use sources to address historically valid questions.</li> <li>-Recognise that our knowledge of the past is constructed from different sources of evidence.</li> <li>-Recognise that different versions of past events may exist.</li> <li>-Describe some of the ways the past can be represented.</li> <li>-Discuss some historical events, issues, connections and changes.</li> <li>-Explore trends and changes over time.</li> </ul> |        |   |  |   |   |
| <b>Geography</b> | Week 1  | Week 2   | Week 3 | Week 4  | Week 5   | Week 6  | Week 7  |
|                  |   |  |        | <p>Using an atlas, identify Europe. Research some facts about Europe.</p> <p><u>Skills</u></p> <p>Locate the world's countries, using maps to focus on Europe</p> | <p>Using an atlas, identify Europe. Research some facts about Europe.</p> <p><u>Skills</u></p> <p>Locate the world's countries, using maps to focus on Europe (including the location of</p> | <p>To understand the purpose of grid references.</p> <p>To use four-figure grid references to locate features on a map.</p> <p><u>Skills</u></p> <p>Use the 8 points of a</p> | <p>To apply the use of four-figure grid references to an OS map in locating historical sites, including Sutton Hoo.</p> <p><u>Skills</u></p> <p>Use the 8 points of a compass and 4-figure grid</p> |

|        |  |        |   |  |   |   |   |
|--------|--|--------|---|--|---|---|---|
|        |  |        |   | (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 | 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 | compass and 4-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.   | references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.       |
| Art/DT | Week 1   | Week 2 | Week 3  | Week 4   | Week 5  | Week 6  | Week 7  |
|        | <p>Dragon Eyes</p> <p><b><u>Creating the eye (the eyeball)</u></b></p> <p>Create an eyeball that can be lit up.</p> <p>Using techniques practiced and the designs they created in a previous session.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Plan, design and make models from observation or imagination.</li> <li>-Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>-Create surface patterns and textures in a malleable material.</li> </ul> |        | <p>Dragon Eyes</p> <p><b><u>Creating the eye (the outside) using clay</u></b></p> <p>Model slip casting to children.</p> <p>Show how scoring and slip will allow clay to bond without the need for smoothing and altering the shape of the piece added.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Plan, design and make models from observation or imagination.</li> <li>-Join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>-Create surface patterns and textures in a malleable material</li> </ul> |  |   | <p>Dragon Eyes</p> <p>Children to leave the clay to dry and then paint work.</p> <p>Inset the bulb to light the eye up.</p> <p><u>Skills</u></p> <ul style="list-style-type: none"> <li>-Plan, design and make models from observation or imagination.</li> </ul> | <p>Dragon Eyes</p> <p>Evaluate using design criteria. Photograph for sketchbooks.</p> <p><u>Skills</u></p> <p>Evaluate using design criteria.</p> |

| Computing | Week 1  | Week 2   | Week 3   | Week 4  | Week 5   | Week 6  | Week 7  |
|-----------|---|--|--|---|--|---|---|
|           | <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 a variety of table tools</p> <p>To format wrapping/layout of text boxes and images in word</p> <p><b>To use skills I have learnt across multiple application programs, including:</b></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><b>iPads-</b> Use I pads to create an I movie – This will be ongoing as this links to Art/DT and science and we will create an I movie about the process that the children have gone through to create a dragon's eye that lights up.</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 - 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>PSHE – Being Me In My World</p> <p>Our Learning Charter and Owning Our Learning Charter</p> <p>I understand how groups come together to make decisions.</p> <p>I understand how democracy and having a voice benefits the school community</p>   | <p>PSHE – Celebrating difference</p> <p>Judging by appearances</p> <p>I understand that, sometimes, we make assumptions based on what people look like</p> | <p>PSHE – Celebrating difference</p> <p>Understanding influences</p> <p>I understand what influences me to make assumptions based on how people look</p> | <p>PSHE – Celebrating difference</p> <p>Understanding bullying</p> <p>I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure</p> | <p>PSHE – Celebrating difference</p> <p>Problem solving</p> <p>I can tell you why witnesses sometimes join in with bullying and sometimes don't tell</p> | <p>PSHE – Celebrating difference</p> <p>Special Me</p> <p>I can identify what is special about me and value the ways in which I am unique</p> | <p>PSHE – Celebrating difference</p> <p>Celebrating difference</p> <p>I can tell you a time when my first impression of someone changed when I got to know them</p> |



- I know how to score and how an innings closes
- I understand how to work alongside and against others when attacking and defending
  - Track the run of an opponent
- I know that I need to be aware of fielders' initial positions and to be aware of the fielders as I run up and down the court
- Demonstrates understanding and interpretation of rules and accepts decisions given/ demonstrating values of teamwork and sportsmanship
  - Pass / Throw quickly and accurately under pressure
- That at times I need to turn my body sideways when attacking and defending so that I can see the ball and my opponents (Year 3 and 4) Understand how to work alongside and against others when attacking and defending

#### Gymnastics (indoor) 4F

##### Skills

- Balance on different points and patches
  - Match a partner's moves in synchrony
  - Compose a sequence with a partner
- Perform elements of my sequence in contrast to a partner
- Know how to contrast in terms of working at different levels; in different directions; in different pathways and at different speeds
  - Able to comment constructively on the work of others
  - Match my partner's asymmetrical balances
  - Work with contrasting dynamics to my partner
- How to move from the same position to a contrasting one to my partner, and then back to the same
  - Work in a group
- How to communicate and negotiate with others when composing
  - Able to comment constructively on the work of others
  - Perform in unison and canon

#### Ed Start Indoor/Outdoor 4F