

Year 4 Autumn 2 Plan 2025

FOCUS: Anglo – Saxons

Literacy	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Class Novel: Beowulf	Reciprocal Reading Beowulf Writing- Setting description Heorot <u>Skills</u> -Noun phrases -Paragraphs - Expanding sentences using conjunctions and prepositions -Suggest improvements in own/others writing		Reciprocal Reading Beowulf Newspaper Report on the attack at Heorot <u>Skills</u> Third person Direct speech Reported speech Past tense Paragraphs Genre specific features-Fronted Adverbials, Commas Choice of pronouns/nouns to avoid repetition Suggest improvements in own/others writing Proof reading skills embedded in own writing Formal writing		Reciprocal Reading Beowulf Letter from Beowulf to Hrothgar <u>Skills</u> -Paragraphs -Choice of pronouns/nouns to avoid repetition -Proof reading skills embedded in own writing -Fronted Adverbials, commas -Formal writing -Suggest improvements in own/others writing.		Christmas Poetry <u>Skills</u> Inference Pattern Rhythm Similes Metaphors Verses Rhyme and non- rhyme Imagery Performance
SPAG	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Grammar Expanding sentences using prepositions Spelling Words with a /shuhn/ sound, spelt with 'sion' (If root word ends in 'se', 'de', or 'd')	Grammar Direct speech Spelling Words with a /shuhn/ sound, spelt with 'ssion' (If root word ends in 'ss' or 'mit')	Grammar Direct speech Spelling Words with a /shuhn/ sound, spelt with 'tion' (If root words end in 'te' or 't'/or has no definite root)	Grammar Paragraphs Spelling Words with a /shuhn/ sound, spelt with 'cian' (If root word ends in 'c' or 'cs')	Grammar Present tense Spelling Words with 'ough' to make a long /O/,/OO/Or/sound	Grammar Present perfect or simple past? Spelling Y3/4 Statutory spellings Challenge Words Spelling Review Week + Introduce Spring 1 spellings	Grammar Recognising nouns Spelling Y3/4 Statutory spellings Challenge Words Spelling Review Week + Introduce Spring 1 spellings
Maths	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Multiplication/Division <u>Skills</u> Multiply two-digit and three-digit numbers by a one-digit number using formal written layout Reasoning solving word problems		Negative numbers/ temperature <u>Skills</u> count backwards through 0 to include	Capacity Skills convert between different units of measure		Statistics <u>Skills</u> 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
	C – 0.1s / 0.2s / 0.5s / 0.25s L – The 6 Fact Challenge I – I can complete a full Coin Card C – I can solve 1d x 2d (2, 3, 4, 5x tables)	C – I can count in 9s L – The 6 Fact Challenge I – I can find Mully using 10 lots and a Tables Fact C – I can combine 2 or more Tables Facts to solve division (2, 3, 4, 5x tables)	C – I can count in 9s L – The 6 Fact Challenge I – I can find the missing piece to 1000 C – I can combine 2 or more Tables Facts to solve division (with remainders) (2, 3, 4, 5x tables)	C – I can count 6s L – The 6 Fact Challenge I – I can divide multiples of 10 by 10 C – I can subtract with 3 digit numbers	C – I can count 6s L – The 6 Fact Challenge I – I can multiply whole numbers by 100 C – I can solve any 4d - 2d or 3d	C – I can count in 7s L – The 6 Fact Challenge I – I can write Smile Multiplication Fact Families C – I can solve any 3d + 3d	C – I can understand 4d numbers L – The 6 Fact Challenge I – I know half of 300, 500, 700, 900 C – I can solve any 3d + 3d

Science	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Identify common appliances that run on electricity. <u>Skills</u> Asking relevant questions and using different types of scientific enquiries to answer them	Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. <u>Skills</u> Setting up simple practical enquiries, comparative and fair tests	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. <u>Skills</u> Setting up simple practical enquiries, comparative and fair tests		Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. <u>Skills</u> Using straightforward scientific evidence to answer questions or to support their findings.		Recognise some common conductors and insulators, and associate metals with being good conductors. <u>Skills</u> Making systematic and careful observations. Gathering, recording, classifying and presenting data in a variety of ways to help in answering questions. Identifying differences, similarities or changes related to simple scientific ideas and processes.

History	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Anglo Saxons Revise Primary / Secondary Sources Sutton Hoo Mystery of the grave – Who is buried in Sutton Hoo? <u>Skills</u> -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. -Use sources to address historically valid questions. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Recognise that different versions of past events may exist. -Describe some of the ways the past can be represented. -Discuss some historical events, issues, connections and changes. -Explore trends and changes over time.	Anglo Saxons Sutton Hoo 5 Kingdoms and Kings Which one is believed to be buried at Sutton Hoo and how did you know? <u>Skills</u> -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. -Use sources to address historically valid questions. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Recognise that different versions of past events may exist. -Describe some of the ways the past can be represented. -Discuss some historical events, issues, connections and changes. -Explore trends and changes over time.	Anglo Saxons Viking Raid on Lindisfarne				

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
				Using an atlas, identify Europe. Research some facts about Europe. <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	Using an atlas, identify Europe. Research some facts about Europe. <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	To understand the purpose of grid references. To use four-figure grid references to locate features on a map. <u>Skills</u> Use the 8 points of a 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.	To apply the use of four-figure grid references to an OS map in locating historical sites, including Sutton Hoo. <u>Skills</u> Use the 8 points of a 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.
Art/DT	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Dragon Eyes <u>Creating the eye (the eyeball)</u> Create an eyeball that can be lit up. Using techniques practiced and the designs they created in a previous session. <u>Skills</u> -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		Dragon Eyes <u>Creating the eye (the outside) using clay</u> Model slip casting to children. Show how scoring and slip will allow clay to bond without the need for smoothing and altering the shape of the piece added. <u>Skills</u> -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			Dragon Eyes Children to leave the clay to dry and then paint work. Inset the bulb to light the eye up. <u>Skills</u> -Plan, design and make models from observation or	Dragon Eyes Evaluate using design criteria. Photograph for sketchbooks. <u>Skills</u> Evaluate using design criteria.

	malleable material.		imagination.	
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Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Use word to create a word document on the Anglo Saxon's. Inserting pictures using copy and paste, text boxes, shapes and formatting text. <u>Skills</u> To use a variety of table tools To format wrapping/layout of text boxes and images in word To use skills I have learnt across multiple application programs, including: To select appropriate tools to add emphasis and effect to my work To explain why I have chosen my layout and formatting To review and edit my work and talk about the changes I made iPads- 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. Use a mobile device to film a short clip. Add titles, transitions, credits and special effects. <u>Skills</u> Create storyboard a short film clip / animation - what would happen and when To effectively plan for an animation or film and use purposefully To take a series of pictures to form an a short film clip / animation /eBook To use a mobile device to film a short clip To move items within a short film clip / animation to create movement on playback. To save images at stages to compare my work and talk about the changes. To discuss and compare film for effect on audience To edit video, animation or music footage by cropping clips To choose appropriate scene transitions.						
PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	My Happy Mind Places Exploring emotions	My Happy Mind Places My Stamps	My Happy Mind Places My trusted adults	My Happy Mind Celebrations lesson 1	My Happy Mind Celebrations lesson 2	My Happy Mind Celebrations lesson 3	My Happy Mind Celebrations lesson 4
RE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Concept: Kingdom of God	What do you already know about Pentecost? Read Acts 2:1-15, Acts 2: 22 and Acts 2: 37-41 and discuss the emotions	What does the Bible say about Pentecost? Read the text in more detail,	How have artists depicted the events of Pentecost? Show pupils a range of religious artwork	For Christians what is the impact of the gift of the Holy Spirit? Watch a film* or speak to a Christian	For Christians, what was the impact of the Holy Spirit? Explain what the Holy Spirit is and show pupils	What can you tell me about the Trinity? Share 1 Corinthians 12:12-26 and explain that Christians believe that this is part of a letter that the apostle	

	that the disciples might have been feeling throughout the events of Pentecost. Plot the emotions of the disciples for each key event within the story.	researching the key events Show pupils two different pieces of religious artwork that have been created to show the Pentecost story and reflect on these.	(both modern and traditional) that depicts the events from the story of Pentecost. Create their Pentecost images.	visitor about the impact of the gift of the Holy Spirit on Christians today and on the first Christians.	a copy of the Lord's Prayer, discussing unfamiliar vocabulary. Encourage pupils to spend time reading the prayer and answering the research question.	Paul wrote to the people of Corinth. Explain that many Christians today refer to themselves as the body of Christ and feel that they are called to love and support one another in life's journey. Complete assessment task.	
Music	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<u>Unit - Rock and Roll</u> - Recognising and discussing the stylistic features of different genres, styles and traditions of music using musical vocabulary. - Identifying common features between different genres, styles and traditions of music. - Recognising, naming and explaining the effect of the interrelated dimensions of music. - Using musical vocabulary to discuss the purpose of a piece of music. - Using musical vocabulary when discussing improvements to their own and others' work. - Singing longer songs in a variety of musical styles from memory, with accuracy, control, fluency and a developing sense of expression including control of subtle dynamic changes. - Singing and playing in time with peers with accuracy and awareness of their part in the group performance. - Playing melody parts on tuned instruments with accuracy and control and developing instrumental technique. - Explaining their preferences for a piece of music using musical vocabulary.						
PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	<u>Monday PM 4F/H</u> <u>—Yoga</u> Perform the Yoga poses Challenge themselves to try all the challenge poses Perform the Yoga poses with flexibility and control Breathe in through their nose and out through the mouth Show good balance in all poses Perform the Yoga poses with confidence Remember each Yoga pose and perform them Remember Yoga poses when listening to the instructions Show respect during poses and relaxation Confidently perform Yoga poses with strength and control						

-Net and wall games – Volleyball and dodgeball

- **Stand in the ready position and move towards the ball**
- **Use soft hands when passing the ball but will not hold the ball**
- **Understand that the power for the dig comes from the legs and not the arms**
- **Understand that the 'volley' is played above the head**
- **Understand when the 'dig'/'forearm' pass is needed to be played**
- **Throw the ball with good technique**
- **Aim at and sometimes hit a moving target**
- **Use the ready position and be able to move around the court**
- **Catch a ball in ready position and attempt it in a game situation**