

YEAR 4 Autumn 1 Plan 2026

FOCUS: Anglo-Saxons

Literacy	Week 1 / 2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Class Novel: The Legends of King Arthur	(3 days, week 1) Reciprocal Reading From the tales of King Arthur. Use Writing targets to write sentences based on the legend Uther and Igraine.		Reciprocal Reading The Sword in the Stone Character descriptions- Merlin		Reciprocal Reading The Sword in the Stone Retelling of the legend		Diary Entry From Arthur's point of view.	
SPAG	Week 1/2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Revision of word classes: Nouns Adjectives Verbs Adverbs Pronouns Conjunctions Prepositions Determiners		Grammar Singular and plural nouns Spelling Words with /aw/spelt with augh and au	Grammar pronouns Spelling Adding the prefix in- (meaning not or into)	Grammar Standard English Spelling Adding the prefix im- (before a root word starting with 'm' or 'p')	Grammar Compound nouns Spelling Adding the prefix il- (before a root word starting with 'l') and the prefix ir- (before a root word starting with 'r')	Grammar Adverbs to express time and cause Spelling Homophones and near homophones	Grammar Possessive pronouns Spelling Words with /shun/endings spelt with 'sion' (If root word ends in 'se', 'de' or 'd')
Maths	Week 1/2		Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	Place value- revision of 3 digit numbers. More than / less than Reasoning / problem solving		Place value including partitioning 4 digit numbers.	Rounding to nearest 10, 100, 1,000	Addition and subtraction reasoning		Multiplication and division reasoning	
CLIC	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	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 – 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- Counting in tenths, fifths, halves and quarter L- Revision of tables to find fractions of amounts I – multiplying and dividing by 10, C- mental methods for addition and subtraction.	C – partition 1dp numbers L – x6 tables I – multiplying and dividing by 10, 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, 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	Revision

Science	Week 1	Week 2/3		Week 4/5	Week 6/7	Week 8
Living things and their habitats	3 days no science this week	Identify the processes of living things. <i>How do we know if something is living?</i> Recognise that living things can be grouped in a variety of ways. Explore the term 'classification' and identify mammals, birds, amphibians, fish, reptiles and invertebrates. Explore the life and work of Carl Linnaeus. <u>Skills:</u> identifying and classifying. Asking relevant questions and using different types of science enquires to answer them Making systematic observations		Explore and use classification keys to help group, identify and name a variety of living things in the local and wider environment. Similarities and differences between different living things. <u>Skills:</u> gathering, recording, classifying and presenting data in a variety of ways to help in answering questions	Recognise that environments can change and that this can sometimes pose dangers to living things. Investigation into the greenhouse effect. Research into environmental changes. Hibernation and migration. <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.	Learn about the work of Liz Bonnin, Holly East and Rachel Carson.
History	Week 1	Week 2	Week 3	Week 4	Week 5 /6	Week 7/ 8
	Revisit the Romans – jigsaw Recap what the Romans did for us.	What was Britain like after the Romans had left -Recognise that our knowledge of the past is constructed from different sources of evidence. Gildas, Bede and the Anglo- Saxon Chronicle	Who were the Anglo Saxons and where did they come from? Hengist and Horsa <u>Skills</u> -Demonstrate awareness that the past can be divided into different periods of time. -Explore trends and changes over time. -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots	Why did the Saxons invade Britain? <u>Skills</u> -Demonstrate awareness that the past can be divided into different periods of time. -Explore trends and changes over time. -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Discuss some historical events, issues, connections and changes. -Select and organise historical information to present in a range of ways.	What form did the Anglo-Saxon settlement of Britain take? Where did they settle? <u>Skills</u> -Demonstrate awareness that the past can be divided into different periods of time. -Explore trends and changes over time. -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Discuss some historical events, issues, connections and changes. -Select and organise historical information to present in a range of ways.	What were the settlements like? (daily life, houses, farming – comparison with modern day) <u>Skills</u> -Demonstrate awareness that the past can be divided into different periods of time. -Explore trends and changes over time. -Describe some aspects of Britain's settlement by Anglo-Saxons and Scots. -Recognise that our knowledge of the past is constructed from different sources of evidence. -Discuss some historical events, issues, connections and changes.

Geography	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
			Using an atlas, identify 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		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? <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		Identify human and physical characteristics of the UK (link to Anglo Saxon settlement. Why did the Anglo Saxons choose to settle in Kent?) <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	

Art/DT	Week 1/2	Week 3 /4	Week 5/6	Week 7/ 8
	Dragon Eyes The children will observe other children's eyes. Then sketch famous artist ones into sketchbook and label with artists name. Include an explanation of why they like it and the technique they have used to sketch and colour with. <u>Skills</u> -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.	Children observe a selection of dragon eyes and discuss. Children design their own dragon eyes into their sketchbook using different mediums. Children then draw their chosen design using sketching pencils onto paper. Draw around pencil work in black and use watercolour or ink. <u>Skills</u> - 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.	How can we represent a dragon eye in clay? Discuss design criteria. Children to record own design criteria showing 3d parts and colours in sketch books. <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.	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. <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.

Computing	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	No Computing first week	Digital Literacy: Word processing using Microsoft Word To know how to use keyboard shortcuts e.g. Ctrl + V, X, C to re-order text. To know how to use bullet points, speech bubbles, auto shapes and text boxes. To know how to format wrapping/layout of text boxes and images in word. To know how to use the format tab to alter word art to enhance my work. To know how to use a variety of table tools (merge cells, fill, columns etc.)					Showcase learning – creation of a Anglo-Saxon Fact File using skills learnt To be able to review and edit their work and discuss changes/choices have made.	
PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
	My HappyMind ~ Meet Your Brain My HappyMind ~ Places							

No Computing first week	Digital Literacy: Word processing using Microsoft Word To know how to use keyboard shortcuts e.g. Ctrl + V, X, C to re-order text. To know how to use bullet points, speech bubbles, auto shapes and text boxes. To know how to format wrapping/layout of text boxes and images in word. To know how to use the format tab to alter word art to enhance my work. To know how to use a variety of table tools (merge cells, fill, columns etc.)	Showcase learning – creation of a Anglo-Saxon Fact File using skills learnt To be able to review and edit their work and discuss changes/choices have made.
------------------------------------	---	---

PSHE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
------	--------	--------	--------	--------	--------	--------	--------	--------

	My HappyMind ~ Meet Your Brain My HappyMind ~ Places
--	--

RE	Week 1	Week 2 and 3		Week 4 and 5		Week 6	Week 7	Week 8
	No Re in the first week	Introduce the question for our Christianity unit: What kind of World did Jesus want? (Gospel) Explain that the concept of ‘Gospel’ and discuss the four gospels, traditionally thought of as having been written by Matthew, Mark, Luke and John. Read Matthew 4:18-19 with pupils. Discuss what Jesus means by telling the disciples they can be ‘fishers of men’ in Matthew 4:19. Lesson 2- How does ‘fishers of men’ apply to Christians today? Re-read Matthew 4:18-19 and talk about the text. Hot seat activity, taking on the roles of Peter and Andrew. Pupils to complete two thought bubbles and encourage them to write two responses, one from Peter and one from Andrew, sharing their thoughts and feelings about Jesus choosing them to follow him and being fishers of men		Continue lesson 2- How does ‘fishers of men’ apply to Christians today? Read Matthew 4: 20-22 and discuss the following questions: • Were you surprised that they left their nets and followed him? • Why might this have been scary for the first disciples? Talk to pupils about the role of a vicar in church and what they do? Lesson 3 -What is an evangelist? Watch and interview with an evangelist explaining what they do. Discuss the skills an evangelist might need and create a list of these on the class whiteboard. Create posters to advertise the role of an evangelist for the modern day.		Lesson 4- How did and does Jesus want people to act? Discuss the term ‘leprosy’. Read Mark 1:40-44 with pupils. Research the work of The Leprosy Mission. In small groups, create a presentation about the work of The Leprosy Mission and how their work helps to bring about the kind of world that Jesus wanted.	Lesson 5: What does the Good Samaritan teach Christians? Sticky knowledge quiz. Introduce the parable of the Good Samaritan. Read Luke 10:25-37 and discuss the key events within the story. Watch a version of the story that makes clear links to the text. Encourage pupils to draw a picture of the part of the story that they feel is most significant for teaching Christians about how to act.	Lesson 6: What kind of world did Jesus want? Invite a local vicar or member of the church into school (or visit our local church if possible) to talk to pupils about how they try to live out Jesus’ teachings and make the world a better place. Pupils to complete the assessment sheet for this unit.
Music		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7/8
	Music with Mr Martin							

PE	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7/8
	<u>Basketball with Rees Sport</u> ▪ Travel at varied speeds with the ball under control ▪ Get used to moving their stick according to where the ball is going ▪ Know how to pass the ball by sliding the ball towards a teammate - push pass ▪ Use the stick to pass short and long and know where to place their hands on the grip ▪ Understand the role of the defending team is trying to stop the opposition ▪ Understand the dangerous attacking player is the one who is carrying the ball ▪ Select how much distance to put into a pass ▪ Pass the ball on the run ▪ Catch the ball whilst running forwards <u>Rugby/Hockey</u> ▪ Understand the ABCs of shooting (Angle, Balance, Contact) ▪ Play small games following the rules provided ▪ Put into practice the techniques shown ▪ Know how to stand and hold the ball before shooting ▪ Understand the terms of 'travelling' and 'double dribble' ▪ Pass, dribble and shoot with control in a variety of games						