



## Year 4 Medium Term Plan Autumn 1 – Myths & Legends

|                             | Week 1  | Week 2  | Week 3  | Week 4   | Week 5   | Week 6  | Week 7                      |
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| <b>Events / Info</b>        | Hook: Beowulf (role play by teaching staff)   |   |   | British Maritime Museum (Vikings)  |  | 4BS class assembly (12 <sup>th</sup> October)   |                             |
| <b>English</b>              | Overheard on a Saltmarsh<br>Free verse poetry<br>Responding to a text using schema.     | Overheard on a Saltmarsh<br>Free verse poetry<br>Figurative language. Use of oracy and hot seating. | Overheard on a Saltmarsh<br>Free verse poetry<br>Features of a free poem.<br>Composing a free verse poem.     | The Dragon Slayer Legend<br>Exploring the plot and characters.<br>Focus on oracy/hot seating.  | The Dragon Slayer Legend<br>Exploring relevant words and phrases (using zone of relevance).    | The Dragon Slayer Legend<br>Writing an alternative ending.<br>Using relevant and subject related vocabulary as well as descriptive language to keep within the theme of 'legend'. |                             |
| <b>Grammar</b>              | Modal verbs<br>Punctuation- full stop, capital letter                                   | Common and Proper noun<br>Punctuation- full stop, capital letter, comma                             | Figurative language, imagery. Thesaurus and dictionary work.<br>Punctuation- full stop, capital letter, comma | Sentence structure.<br>Thesaurus and dictionary work.<br>Thesaurus and dictionary work.<br>Punctuation- full stop, capital letter, comma | Paragraphs.<br>Thesaurus and dictionary work.<br>Punctuation- full stop, capital letter, comma | Paragraph.<br>Thesaurus and dictionary work. Punctuation- full stop, capital letter, comma  |                             |
| <b>Guided Reading Focus</b> | Revision of Reciprocal Reading Roles and timetable<br>Introduction to Beowulf the Brave | Prediction Skills   | Clarifying Skills using   | Retrieval  | Summarising Skills   | Inferencing Skills  | Autumn 1 Comprehension test |

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|   | and other myths and legends  |   |   |  |  |   |   |
| <b>Maths</b>  | Place value<br>Numbers to 1,000<br>100s, 10s and 1s<br>Number line to 1,000 and 10,000   | Rounding<br>Round to the nearest 10, 100, 1,000<br>Count in 1,000s<br>Represent numbers to 10,000, 1,000s, 100s, 10s and 1s                         | Comparing, Partitioning<br>Partitioning<br>Find 1, 10, 100, 1,000 more or less<br>Compare and order 4-digit numbers                             | Negative Numbers & Roman Numerals<br>Count in 25s<br>Negative numbers<br>Roman numerals<br>Topic Test                                    | Addition<br>Add 1s, 10s, 100s and 1,000s<br>Add two 3-digit and 4-digit number:<br>With/without crossing 10 or 100                 | Subtraction<br>Subtract 1s, 10s, 100s and 1,000s<br>Subtract two 3-digit and 4-digit number:<br>With/without exchanging one/more  | Calculation<br>Strategies<br>Efficient subtraction<br>Estimate answers<br>Checking strategies<br>Topic Test |
| <b>Science</b>  | To compare and group materials according to solids liquids and gases   | To identify and explore the properties of gases   | To observe that materials change state when they are heated or cooled   | To research the temperature in degrees Celcius (C) at which materials change state.  | To understand the process of evaporation   | To understand the process of condensation   | To identify the part played by evaporation as compared to condensation                                      |
| <b>Computing</b>  | Reviewing and editing our online safety rules.   | Dealing positively with peer pressure.  | To be aware that online content lasts forever- pre and post internet.   | Understanding risk and prevention loss.  | Understanding and respecting digital rights and responsibilities.  | Virtual friendship versus real friendship- who can we trust.  |   |
| <b>History</b>  | <i>Who are the Vikings?</i><br>To learn who the Vikings were, where they came from and how they came<br>To learn when in the timeline was the Viking invasion of England | <i>How do they live and what do they believe in?</i><br>What were the Vikings well-known for?<br>How did they live?<br>What the Vikings believed in | <i>Why did the Vikings come to Britain?</i><br>To learn the reasons for Viking invasions  | <b>British Maritime Museum</b>   | <i>What evidence supports the existence of the Vikings?</i>  | <i>How did the Viking rule end?</i><br>To learn the timeline of the Vikings invasion and rule   |   |
| <b>R.E.</b><br><i>To recognise important people in the Old Testament and what</i> | To recall knowledge about Judaism- what do we remember from Year 2?<br>To introduce the children to and explore the BIG question: <b>Key Question: What can</b>          | To learn the story of Noah's Ark.<br>(Borrow book from MS).<br><br>Why did God decide to destroy the world? How were                                | To discuss why God sent a rainbow after the flood subsided?<br><br>God sent it as a sign that he would not destroy the whole world again. Do we | To explore how Sarah and Abraham were role models?<br><br>To learn about the story of Abraham destroying the idols in his father's shop. | To make conclusions about Sarah and Abraham as role models?<br><br>To learn how Abraham and Sarah were always showing hospitality. | To reflect on the BIG QUESTION<br><b>Key Question: What can we learn from the stories of the Old Testament?</b><br>Is it my job to look after the world? (The story of Noah).<br>Were Abraham and Sarah good role models? |   |

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| <b><i>we can learn from them.</i></b> | <i>we learn from the stories of the Old Testament?</i><br>Is it my job to look after the world? (The story of Noah).<br>Were Abraham and Sarah good role models? | the people behaving?<br><br>What can I learn from this about how to behave?         | have a duty to not destroy the world.<br><br>Art work – Draw a rainbow. In each of the 7 strands write 1 way that you can protect the world. Who in the world inspires you to protect the earth? (David Attenborough? Greta Thunberg?) | Discussion: What can we learn from the story?<br><br>To believe in one god and not to follow idols. Nowadays we don't have idols but we do have other distractions that stop us from praying to God.<br><br>Debate: Better to go to Church/Temple/Mosque or to go to football or shopping? | P.18 The Usbourne Children's Bible.<br><br>How can you be hospitable? Do you have your own role models who do this? | Children can work in groups to present their answers to the Big Question (summary of all the learning from the past 6 weeks). |
| <b>PSHE</b>                           | To explore the feeling of being part of a class team.  | To understand who is in my school community and knowing how to be a school citizen. | To explain my rights, responsibilities and democracy (school council)  | To understand the role of rewards and consequences in motivating people's behaviour.   | To understand how groups come together to make decisions.   | To understand how having a voice benefits the school community.   |
| <b>Art/DT</b>                         | To draw a Viking longship and identify and label the key features  | To sketch out key components of a longship in preparation for modelling             | To design a figurehead for my longship that fits with the Viking style   | To mould and create a figurehead out of clay   | To construct and assemble my longship out of clay   | To decorate and add the finishing touches to my completed longship  |
| <b>P.E. Indoor</b>                    | To develop individual and partner balances.  | To develop control in performing and landing rotation jumps.                        | To develop the straight, forward, barrel and straddle roll.  | To develop the straight, forward, barrel and straddle roll.  | To develop strength in inverted movements.  | To be able to create a partner sequence to include apparatus.   |
| <b>P.E. Outdoor</b>                   | To develop hitting a ball and the forehand.  | To develop returning the ball using a forehand.                                     | To develop the backhand and understand when to use it.   | To work co-operatively with my partner to keep a continuous rally going.   | To use a simple tactics in a game to outwit an opponent.  | To demonstrate honesty and fair play when competing against others. Consolidation of all the skills learned this term.        |

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| French | N/A | To understand how to shop for fruit and vegetables at the market. | To understand how to shop for fruit and vegetables at the market. | To understand how to order drinks and snacks at the café's. | To understand how to order drinks and snacks at the café's. | To recognise money and prices. | To recognise money and prices. |
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