



Year 4 Medium Term Plan Autumn 1 – Myths & Legends

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

	and other myths and legends						
Maths	Place value Numbers to 1,000 100s, 10s and 1s Number line to 1,000 and 10,000	Rounding Round to the nearest 10, 100, 1,000 Count in 1,000s Represent numbers to 10,000, 1,000s, 100s, 10s and 1s	Comparing, Partitioning Partitioning Find 1, 10, 100, 1,000 more or less Compare and order 4-digit numbers	Negative Numbers & Roman Numerals Count in 25s Negative numbers Roman numerals Topic Test	Addition Add 1s, 10s, 100s and 1,000s Add two 3-digit and 4-digit number: With/without crossing 10 or 100	Subtraction Subtract 1s, 10s, 100s and 1,000s Subtract two 3-digit and 4-digit number: With/without exchanging one/more	Calculation Strategies Efficient subtraction Estimate answers Checking strategies Topic Test
Science	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
Computing	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.	
History	<i>Who are the Vikings?</i> To learn who the Vikings were, where they came from and how they came To learn when in the timeline was the Viking invasion of England	<i>How do they live and what do they believe in?</i> What were the Vikings well-known for? How did they live? What the Vikings believed in	<i>Why did the Vikings come to Britain?</i> To learn the reasons for Viking invasions	British Maritime Museum	<i>What evidence supports the existence of the Vikings?</i>	<i>How did the Viking rule end?</i> To learn the timeline of the Vikings invasion and rule	
R.E. <i>To recognise important people in the Old Testament and what</i>	To recall knowledge about Judaism- what do we remember from Year 2? To introduce the children to and explore the BIG question: Key Question: What can	To learn the story of Noah's Ark. (Borrow book from MS). Why did God decide to destroy the world? How were	To discuss why God sent a rainbow after the flood subsided? 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? 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? To learn how Abraham and Sarah were always showing hospitality.	To reflect on the BIG QUESTION Key Question: What can we learn from the stories of the Old Testament? Is it my job to look after the world? (The story of Noah). Were Abraham and Sarah good role models?	

<i>we can learn from them.</i>	<i>we learn from the stories of the Old Testament?</i> Is it my job to look after the world? (The story of Noah). Were Abraham and Sarah good role models?	the people behaving? What can I learn from this about how to behave?	have a duty to not destroy the world. 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? 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. Debate: Better to go to Church/Temple/Mosque or to go to football or shopping?	P.18 The Usbourne Children's Bible. 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).
PSHE	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.
Art/DT	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
P.E. Indoor	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.
P.E. Outdoor	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.

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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