

Year 4 Autumn Term 2 2023 Medium-term Planning Overview

| | WB – 30.10.23 | WB – 06.11.23 | WB – 13.11.23 | WB – 20.11.23 | WB – 27.11.23 | WB – 04.12.23 | WB – 11.12.23 |
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| Maths | <p>Power maths - Unit 3 addition and subtraction</p> <p>LI: problem solving – two steps</p> <p>LI: problem solving – multi step problems</p> <p>LI: End of Unit Assessment</p> <p>LI: Toolkit lesson for misconceptions for either unit</p> <p>Unit 4 – measurement Area</p> <p>LI: What is Area?</p> | <p>Power maths - Unit 4 measurement Area</p> <p>LI: measuring area using squares</p> <p>LI: to count squares</p> <p>LI: to make shapes</p> <p>LI: to compare area</p> <p>LI: End of Unit Assessment</p> | <p>Power maths – Unit 5 multiplication and division</p> <p>LI: Toolkit lessons for misconceptions with either unit</p> <p>LI: multiples of 3</p> <p>LI: multiply and divide by 6</p> <p>LI: 6 times tables and division facts</p> <p>LI: multiply and divide by 9</p> | <p>Power maths – Unit 5 multiplication and division</p> <p>LI: 9 times table and division facts</p> <p>LI: the 3-, 6- and 9-times table</p> <p>LI: multiply and divide by 7</p> <p>LI: 7 times table and division facts</p> <p>LI: 11- and 12-times table and division facts</p> | <p>Power maths – Unit 5 multiplication and division</p> <p>LI: multiply by 1 or 0</p> <p>LI: divide by 1 and itself</p> <p>LI: multiply 3 numbers together</p> <p>LI: End of Unit Assessment</p> <p>Unit 6 - multiplication and division</p> <p>LI: to understand factor pairs</p> | <p>Power maths – Unit 6 multiplication and division</p> <p>LI: to multiply and divide by 10</p> <p>LI: to multiply and divide by 100</p> <p>LI: to find related facts – multiplication</p> <p>LI: to find related facts – division</p> <p>LI: to multiply and add</p> | <p>Power maths – Unit 6 multiplication and division</p> <p>LI: to use informal written methods</p> <p>LI: to multiply 1 digit by 2-digit numbers</p> <p>LI: to multiply 1 digit by 3-digit numbers</p> <p>LI: to solve multiplication problems</p> <p>LI: to complete basic division</p> |
| Writing | <p><i>Shackleton's Journey</i></p> <p>LI: To understand the advertisement for Shackleton's Journey</p> <p>Look at the advertisement poster for Shackleton's Journey and discuss what we notice. Then break into table teams to break down the definitions of the words in the advertisement with</p> | <p><i>Shackleton's Journey</i></p> <p>LI: To use a zone of relevance to show change in emotion</p> <p>Done of relevance with the children before explaining that in todays lesson, I will be reading 2 chapters of the book and as emotions of the crew change the zone of relevance should show this.</p> <p>LI: To share write a diary entry</p> | <p><i>Shackleton's Journey Giants</i></p> <p>LI: To finish and review our class book</p> <p>Provide the children with a review sheet once the story is finished and explain if the task is finished will create a press conference for the surviving crew.</p> <p>LI: To be able to sequence key events across a story</p> | <p><i>Winter's Child</i></p> <p>LI: To make predictions about the themes of our class text.</p> <p>Show children the front cover and blurb of the story and ask the children to consider what it is about. Explain similarly to FARThER that this is about dreams and wishes, what are there wishes and consider selfish wishes and</p> | <p><i>Winter's Child</i></p> <p>LI: To review the story and discuss changes you might have made.</p> <p>Provide children with a review sheet and on this occasion ask the children to recommend 3 changes to the story that they think would improve it.</p> <p>LI: To sequence the story</p> | <p><i>Winter's Child</i></p> <p>LI: To write the 3rd paragraph of our sequel</p> <p>Model the 3rd paragraph making sure to highlight the features I am looking for in my own and adding pronouns to ensure that writing isnt repetitive and has a good flow.</p> <p><i>As Spring's Daughter tiptoed towards the forest, she turned and beckoned for Tom to follow her. She disappeared from his</i></p> | <p><i>Winter's Child</i></p> <p>Once stories are marked edited and changed the final week will be for the children to create their sequels so that there is a book in school and a book they can take home.</p> <p>(2 extra lessons in case of missed lessons or consolidation needed)</p> |

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| <p>synonyms before presenting their findings to the rest of the class.</p> <p>LI: To apply for Shackleton's Journey using words with the suffix ous</p> <p>Learn how the suffix ous changes nouns into verbs and can also be used for adverbs but the suffix is useful for when we are talking about our feelings or character traits. Begin to read the book to give the children context before asking the children to apply for Shackleton's Journey.</p> <p>LI: to interview for Shackleton's journey</p> <p>Read to funding and recruitment before explaining that the children have made it through the interview process. Children to write 3 questions they would ask if they were Shackleton to get the correct crew and then children to</p> | <p>Read change of plans and winter months before explaining we need to write in the present perfect tense as we are writing about what had just happened. On Whiteboards children contribute sentences to share write and add to our class diary entry.</p> <p>LI: To improve not so simple sentences based on the book.</p> <p>Read pressure and about the loss of Endurance. Whilst reading ask children to list verbs they hear or think are associated with what is happening. Ask the children to level up 2 sentences. Firstly, change the verb and then add a fronted adverbial to make it a year 4 sentence.</p> <p>LI: To write a diary entry on the pros and cons of Shackleton's next decision</p> <p>Read until Patience Camp and ask the children to vote whether to camp and wait or dsacrifice the dogs and travel on a boat, debate this before modelling a pros and cons diary with the</p> | <p>Children to write a summary sentence for the 6 paragraphs read so far so that someone who had not read the story would understand what has happened so far. Children to add a 7th sentence that is their prediction for the end of the story but to write this in a different colour so that the actual ending can be adding to see how close they were.</p> <p>LI: To find the features of a diary before writing your final entry on the ship back</p> <p>Find the features of a diary entry before starting our draft versions and continuing them into the following lesson</p> <p>LI: lesson 2 on drafting</p> <p>LI: To write final versions and tea stain.</p> | <p>wishes that don't impact us.</p> <p>LI: to use possessive apostrophes accurately</p> <p>Children to focus on the apostrophe in winter's an what it means. Can the children write a sentence about something that they own? Children to understand nouns can own things that aren't people (tree's icicles) and to list as many things that are owned based on the front cover and blurb.</p> <p>LI: To use propositional phrases to write a recount.</p> <p>Read up until it was time to ride home and using post it notes label the position of different nouns using prepositions (the tree is above the boy), then take the picture away and see who can describe the illustration best using prepositions as if trying to explain it to a blind person.</p> | <p>Read the whole story to the children once again and then provide each table with a book and see if they as a table can aggress on 6 statements to summaries the key events in the story. Once agreed upon these can be written into books.</p> <p>LI: To adapt a sequence to create a sequel.</p> <p>Refer to the same statements but revel that the children are going to write the sequel Spring's child so discuss and change what will have to be changed regardless (character, season) then explain they can also change 2 key features of their choice as well.</p> <p>LI: To role play to develop ideas</p> <p>Begin by having the children explain what the changes are to their sequel. In pairs one person will be Spring's child and meet Tom based on their story and then the children will stop, hopefully this will begin to paint a picture in their heads</p> | <p><i>view for a moment, but he could still hear the sweet song that she sang in harmony with the sound of the breeze. He called for his friend and suddenly she was standing in front of him, pointing towards a pathway between the swaying oak trees that was illuminated by radiant sunlight.</i></p> <p>LI: To write the 4th paragraph of our sequels focusing on speech</p> <p>Model the conversations had in the previous lesson before highlighting the punctuation used for speech and then allow children to write their 4th paragraph with an emphasis on the speech.</p> <p><i>The next day, Tom and the beautiful girl met by the shimmering waterfall once again. He gazed around him, as he had every other day that spring, but today it seemed somehow different. The nest no longer held its quartet of newly hatched chicks, the cherry blossom on the branches of the grand old tree had become a soft blanket on the ground and the oncegentle sun was now beaming.</i></p> | |
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| <p>interview one another.</p> <p>LI: to choose the correct equipment for Shackleton's Journey and justify why</p> <p>Read equipment with the children before asking them to list all the equipment they think they would need if they were heading to the Artic. Children to create a diamond of importance using their lists and then discuss this as a class.</p> <p>LI: to use synonyms to show different strengths of emotion</p> <p>Read setting sail with the children and discuss your emotions. Explain that you are going to write a postcard home explaining your emotions using the synonyms available</p> | <p>last sentence being the decision made</p> <p>LI: To use the features of speech to show characters thoughts and feelings</p> <p>Read up to preparing the James Caird. Role plays the saying off goodbye before modelling showing how a character would feel with their body language before confirming it with speech (Looking at the floor and shuffling he said "I am sorry but I have to leave you behind")</p> | | | <p>LI: To use the features of speech to show how characters are feeling.</p> <p>Read up with the first snowflake, put children in pairs with one as the boy and one as winters child whilst one is talking the other writes on a post it and then they swap, this to be transferred into books using the features of speech so that it is accurately punctuated.</p> <p>LI: To use a variety of noun phrases</p> <p>Use the book to accumulate as many noun phrases as possible that relate to the whether noting that there can be a verb or adjective in a noun phrase. Then use these to share write a letter to winters child explaining the changes that are occurring as winter changes to spring.</p> | <p>of the similarities and differences from the prequel.</p> <p>LI: To write the introduction to our sequel</p> <p>Model writing the first two paragraphs noting the similarities to Winter's Child and make it explicit I am looking for: Prepositional phrases Adverbs Adjectives Accurately Punctuated speech Accurate punctuation Noun phrases Fronted adverbials</p> <p><i>It was a glorious spring. Clouds of blossom danced in the air and the bluebirds' beautiful melody echoed across the meadows and throughout the forests. Tom watched the sun rise over the shimmering lake and smiled to himself as the good-natured breeze brushed against his arms and cheeks. From the other side of the water, something caught his eye...</i></p> | <p><i>"I must go soon," the girl whispered in his ear. Her voice was soft and weak, not joyful and melodious as it had once been. "But why?" he asked, turning to her with eyes full of tears. "The sun is growing hotter by the minute. Summer will soon be on his way, riding on his fiery chariot," she explained.</i></p> <p>LI: To plan a story based on a known structure</p> <p>Model the end of the story making sure to list the features they should have used so far. If they have not, they will need to use them in this paragraph. The focus should be on conjunctions to extend sentences, fronted adverbials, and prepositional phrases so that we know where the story is taking place.</p> <p><i>Tom's mother smiled because she knew that her son had understood. Friends would come and go but his family was always there and always needed him, just as he needed them. While he worked tirelessly on the chicken coop, she gazed out across the meadows and, in the far distance, spotted the outline of a</i></p> | |
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| | | | | | | <p><i>familiar figure, one that she recognised from her own childhood. Since their last meeting had been so long ago, she was sure she would never see him again, but the Prince of Summer was unmistakable. She smiled and lifted her arm up to wave to him.</i></p> <p>LI: To edit and perfect our sequels</p> <p>Children to use this lesson to edit and improve their paragraphs (if any lessons are missed this is also the opportunity to catch up), provide the children with a list</p> | |
| Reading | <p>Viking voyagers</p> <p>LI: to answer inference questions using the contents. Using the book as a table the children should pick any 3 of these 5 questions to answer in their books using the question itself. <i>How is the contents page laid out?</i> <i>Which countries can you identify and why has the author only shown this part of the map?</i></p> | <p>Viking voyagers</p> <p>LI: complete a spider diagram using Viking opinions Use the section 4 big questions “what will the end of the world look like?” and answer this from a Viking perspective.</p> <p>LI: to prove statements as true or false using the text Read how Vikings lived and discuss how this is different to modern life. In pairs sort statements into true or false on Viking life.</p> | <p>Viking voyagers</p> <p>LI: to work as a group to understand Viking exploration Read “going places” to the children before allowing them to work as a team to answer 10 comprehension questions.</p> <p>LI: to answer comprehension questions accurately Read Viking warriors and medieval warfare. Before allowing independent time to answer</p> | <p>Two weeks with the Queen</p> <p>LI: to answer inference questions using the cover.</p> <p>1) What do you think this book is going to be about? 2) Who are all the letters from/to? 3) Why is the child giving the letter to the soldier? 4) Where do you think this book is set? 5) When do you think this book is set?</p> | <p>Two weeks with the Queen</p> <p>LI: to sequence the story so far Provide the children with the book ends for the start of the book and end of chapter 5. Whilst reading it the children should write what they think are the most important events in between them.</p> <p>LI: to answer comprehension questions on chapter 6</p> | <p>Two weeks with the Queen</p> <p>LI: to choose questions I can justify the answers too Provide 6 questions and explain that the children can pick any 3 of the 6 to answer as long as their answer is justified as correct.</p> <p>LI: to decode creative writing Read chapter 11 with 5 phrases that have alternate meanings children to pick which they think is right and explain why</p> | <p>Two weeks with the Queen</p> <p>LI: to complete a zone of relevance using the key themes of the story</p> <p>LI: create an advertisement poster to convince people of a similar age to read our class book</p> <p>(two lessons spare for if lessons are missed for any reason)</p> |

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| <p><i>Why do you think the author has not included the names of countries? What can you say about the wildlife and landscapes of each area of the map? Which chapter would I turn to if I wanted to find out about Viking gods? Where would you go to find out about a longboat?</i></p> <p>LI: to answer comprehension questions on a specific chapter Read the first chapter of the book before modelling answering one of the 5 others before asking the children to answer the other 4 independently.</p> <p>LI: to chronologically order events of a chapter Provide children with 8 statements on pieces of paper and ask the children whilst I am reading to order them correctly, once the chapter is read check this as a class.</p> | <p>LI: to understand Viking classes As a class complete the class triangle and use this in books to answer comprehension questions with inference.</p> <p>LI: to understand the roles of Viking men and women Read how Vikings lived and law of the land. Whilst reading these sections ask the children to write anything relevant about Viking men and women in the table before answering comprehension questions.</p> <p>LI: to justify statements Read curious creations and justify how runes meant they were educated. Complete the table of statements by using the text to justify it.</p> | <p>comprehension questions.</p> <p>LI: to use the text to create an opinion Read to the end of the book before asking the children “why did the Viking era come to an end?” allowing the children technology to discover this before sharing with the class.</p> <p>LI: To plan for a debate on why the Viking Era came to an end. Children to write down their reason they think the Viking era ended and then 3 possible rebuttals they might hear and answers they can give to justify their opinion</p> <p>LI: To take part in the debate on why the Viking era came to an end. Chair a debate to see opinions on why the Viking era came to a close.</p> | <p>LI: to find comparisons between different characters Whilst reading the first chapter give the children a table where they can write things about Colin and Luke that are different.</p> <p>LI: to answer comprehension questions using the book. Read the following chapter with questions on the board for children to answer independently with an answer shown as a model</p> <p>LI: to answer comprehension questions using the book. Read the following chapter with questions on the board for children to answer independently with an answer shown as a model</p> <p>LI: to infer the meaning of foreign words Give children a table with</p> | <p>Whilst reading ask the children to answer 4 comprehension questions.</p> <p>LI: to evidence an opinion Provide the children with 3 statements and ask the children to use the book to prove them true.</p> <p>LI: to use a vend diagram for comparison Give the children a Allastair and colin labelled diagram to complete whilst reading chapter 8</p> <p>LI: to chose the correct answer and justify it using the text. Provide the children with questions and a set of answers and ask the children to pick the correct letter and explain why</p> | <p>LI: to justify that Colin’s ideas are farfetched. Provide some of the actions that Collin has taken and explain as to why they might be farfetched</p> <p>LI: answer comprehension questions on a relevant topic in the chapter. Ask the first question before reading the chapter and explain that children to be brave enough to answer queens-gay people as honestly and openly as possible.</p> <p>LI: to create a graph to show change of emotions towards another character Plot a graph showing the change of emotions between the two brothers throughout the story modelling this on the board.</p> | |
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| | <p>LI: to use the text to find the definition of words</p> <p>Allow the children to explore the fold out pages before expecting them to use this to join the Viking vocabulary to its definition.</p> <p>LI: to use the text to describe characters</p> <p>Read divine deities and children of Loki before matching the gods to adjectives that describe them and completing a character profile on the gods</p> | | | <p>Australian slang words and ask them to write what the word is close to in English and also what they think the definition is.</p> | | | |
| Spelling | <p>Revisit the Year $\frac{3}{4}$ words</p> | <p>Completely Hurriedly Wrongly Correctly Brightly Sweetly Softly Sweetly Strangely Dearly</p> <p>Active spelling learning techniques.</p> | <p>Astound Fountain Account Mountain Amount Announce Armour Bounce Bound sound</p> <p>Active spelling learning techniques.</p> | <p>Chemist Chemistry Chorus Mechanic Scheme Character Stomach Technology Technical technique</p> <p>Active spelling learning techniques.</p> | <p>Intrigue Prologue Technique Analogue Monologue Epilogue Oblique Synagogue Brogue Morgue</p> <p>Active spelling learning techniques.</p> | <p>Rhyme Rhythm Syrup Symptom Symbol Physics Crystal Physical System Crypt</p> <p>Active spelling learning techniques.</p> | <p>Interact International Interrelated Interfere Intercept Interchange Interconnect Interrupt Intersect Intermission</p> <p>Active spelling learning techniques.</p> |
| Science | | <p>LI: to use a tune fork to see sound waves travel</p> | <p>LI: to find the best insulators of sound</p> | <p>LI: to complete spider diagram for sound and label teeth</p> | <p>LI: to understand the job of different teeth</p> | <p>LI: to compare human teeth to that of different animals</p> | <p>LI EOUA</p> |

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| Geography (see Quigley resources) | | Ongoing provision – locate the world’s countries using maps to focus on Europe. Mapping settlements - link to history and Vikings travelling from Scandinavia to the British Isles. | | | | | |
| History | LI: what was Viking Danegeld? | LI: what make the Vikings such good fighters? Watch videos that explain the techniques of attack before reenacting it outside | LI: to understand why the Vikings targeted churches Research with the computers the reasons why they attacked churches | LI: to investigate the attack on Lindisfarne To debate and discover why the attack on Lindisfarne was shocking | LI: to understand what the Viking sunstone was used for Understand answer what the sunstone was for before attempting to make one | LI: to create a leaflet explaining everything we have learnt about the Vikings | LI: EOUA And design a viking shield |
| Art/DT | Charli Neal – animal art to finish | To create animal collage – to pick an animal to trace | To create animal collage -to start to collect colours for the animal and back ground | To create animal collage – to stick to the collage and add detail using magazines | To create animal collage – to finish and add detail in pen | Christmas crafts | Christmas crafts |
| Music | | Music express scheme. | Music express scheme. | Music express scheme. | Music express scheme. | Music express scheme. | Music express scheme. |
| PE | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills. | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills. | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.Friday – | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills. | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills. | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills. | Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills. |
| RE | Community – Islam LI: to discuss Ideas of Islam and the similarities and | Community – Islam LI: to understand the 5 pillars of Islam and their importance | Community – Islam LI: to understand special Muslim buildings and the | Community – Islam LI: to create a piece of drama to discuss | Community – Islam LI: to be able to explain what the Qur’an is and its importance | Community – Islam LI: to understand Islamic symbols and their importance Look through as a class important | Community – Islam. EOUA |

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| | <p>differences between Islam and Hinduism</p> <p>End of Unit assessment and discuss the similarities and differences between the religions and discuss the origins of Islam</p> | <p>Understand the pillars of belief before drawing them to show Islam beliefs</p> | <p>rules of the Mosque</p> <p>In pairs label the specific features of a mosque and colour it in</p> | <p>Muslim celebrations</p> <p>1 group children will create a tv show to discuss and understand Muslim festivals</p> | <p>Children to complete a fill in the gaps sheet with relevant information before using it to quiz each other on the Qur'an and it's importance</p> | <p>symbols before asking children to create one of their own to represent their own life.</p> | |
| <p>COMP UTING</p> | <p>Basic skills session- Copy, paste, font changes.</p> | <p>Creating media – Audio production</p> <p>LI: to understand digital recording</p> | <p>Creating media – Audio production</p> <p>LI: to record sounds to a computer</p> | <p>Creating media – Audio production</p> <p>LI: to create a podcast</p> | <p>Creating media – Audio production</p> <p>LI: to edit a digital recording</p> | <p>Creating media – Audio production</p> <p>LI: to combine and plan a recording</p> | <p>Creating media – Audio production</p> <p>LI: to produce a finished and edited podcast</p> |
| <p>PHSE</p> | <p>Introduce Jigsaw and the puzzle pieces and take part in get to know your games. Introduce the jigsaw journal</p> <p>(Celebrating difference)</p> | <p>LI: I understand how families are difference and can draw a family tree of my own</p> | <p>LI: I understand that family conflict can arise and how to discuss and feel about it</p> | <p>LI: I understand what it means to witness something and how I can offer solutions</p> | <p>LI: I understand that my words have weight and that things I say can harm others</p> | <p>LI: I understand that difference is good and it is a nice thing to celebrate differences in others</p> | <p>LI: I can celebrate the differences of others and show this in the work I create.</p> |