

Year 4 Autumn Term 2 2023 Medium-term Planning Overview

	WB – 04.09.23	WB – 11.09.23	WB – 18.09.23	WB – 25.09.23	WB – 02.10.23	WB – 09.10.23	WB – 16.10.23
Maths	<p>Power maths Place value -4-digit numbers (1)</p> <p>LI: preassessment and MTC preassessment opportunities</p> <p>LI: numbers to 1000</p> <p>LI: rounding to the nearest 10</p> <p>LI: rounding to the nearest hundred</p>	<p>Power maths Place value – 4-digit numbers (1)</p> <p>LI: counting in 1000s</p> <p>LI: representing 4-digit numbers</p> <p>LI: 1000s, 100s, 10s, and 1s</p> <p>LI: the number line to 10,000</p> <p>LI: the number line to 10, 000(2)</p>	<p>Power maths Place value – 4-digit numbers (1 & 2)</p> <p>LI: roman numerals to 100</p> <p>LI: EOUA</p> <p>LI: find 1000 more or less</p> <p>LI: comparing 4-digit numbers</p> <p>LI: comparing 4-digit numbers (2)</p>	<p>Power maths Place value – 4-digit numbers (2)</p> <p>LI: ordering numbers to 10,000</p> <p>LI: rounding to the nearest 1000</p> <p>LI: solving problems using rounding</p> <p>LI: counting in 25s</p> <p>LI: negative numbers (1)</p>	<p>Power maths Place value – 4-digit numbers (2) and addition and subtraction (3)</p> <p>LI: negative numbers (2)</p> <p>LI: EOUA</p> <p>LI: adding and subtracting 1s, 10s, 100s and 1000s</p> <p>LI: Adding two 4-digit numbers (1)</p> <p>LI: Adding two 4-digit numbers (2)</p>	<p>Power maths Addition and subtraction (3)</p> <p>LI: adding two 4-digit numbers (3)</p> <p>LI: subtracting two 4-digit numbers (1)</p> <p>LI: subtracting two 4-digit numbers (2)</p> <p>LI: subtracting two 4-digit numbers (3)</p> <p>LI: subtracting two 4-digit numbers (4)</p>	<p>Power maths Addition and subtraction (3)</p> <p>LI: equivalent difference</p> <p>LI: estimating answer to additions and subtractions</p> <p>LI: checking strategies</p> <p>LI: Problem solving – addition and subtraction (1)</p> <p>LI: Problem solving – addition and subtraction (2)</p>
Writing	<p><i>Odd and the Frost Giants</i></p> <p>LI: To infer context from language used within a book</p> <p>Ask the children to predict the meaning of sea-raid, dying in the heat of battle and fjord before starting the book. Introduce our new book, read to “she had a beautiful voice” Find the definitions of the words using a dictionary. Find a word in a pair in the story find its definition before allowing a partner</p>	<p><i>Odd and the Frost Giants</i></p> <p>LI: To create a variety of expanded noun phrases to describe a scene</p> <p>Discover what happened next in the story and discuss as a class. Talk about how all the animals are gods and in turn noun phrases! Create specific god titles such as the god of amusement and the god of braveness considering feelings. At the end of the lesson</p>	<p><i>Odd and the Frost Giants</i></p> <p>LI: To create research questions</p> <p>Provide the children with a table to gather more information about Asgard and read chapters 5 and 6 asking the children to add to it. Children to write a paragraph explaining what they know about Asgard and a second that justifies their predictions using what they know and then</p>	<p><i>Odd and the Frost Giants</i></p> <p>LI: To choose nouns or pronouns appropriately for clarity and cohesion and to aid repetition</p> <p>Share write the 3rd paragraph making sure to emphasise only using pronouns and names twice to avoid repetition and improve their writing. See if the children can do this for the animals as well (names, animal type or an explanation of them)</p>	<p><i>Farther</i></p> <p>LI: I can describe a setting using noun phrases</p> <p>Children to listen to the story being reread but this time adding verbs to a grammar splat using the illustration of the father in the work shop. Construction sound scape to be played before the children attempt to write a sentence in character as the boy as</p>	<p><i>Farther</i></p> <p>LI: To evaluate a text and give an opinion</p> <p>Read the book from start to finish seeing if children would like to read in character as the boy. After the book discuss and review the story before completing likes, dislikes, puzzles, and connects having at least 2 pieces of information for each.</p>	<p><i>Farther</i></p> <p>LI: To use a range of cohesive devices</p> <p>Reintroduce conjunctions for subordination to explain the games that they would play (2 from the book and 2 new hobbies of their own) making sure there is a negative turn when the fathers mind would wander to his failed invention. Share write before children write</p>

<p>to guess and swapping multiple times</p> <p>LI: To use subordinating conjunctions to support showing a contrast</p> <p>Read to “left to rust” and ask the children what we have learnt about Odd. Start the lesson with a conjunctions refresher before looking for them in what we have read today. Share write a character description using subordinating conjunctions <i>Odd is brave because he travels on his own.</i></p> <p>LI: To identify root words and rules for suffixes that describe qualities</p> <p>Read to “quite happy” and discuss the character traits we wrote about previously. Are there any ous words? Discuss and then use zone of relevance to describe Odd with the suffix ous</p> <p>LI: To identify ways to create noun phrases</p> <p>Read to “Dripping with honey” and discuss what a noun phrase is (noun accompanied adjectives) can we spot any in the book? Read to page 28 and ask the children to close their eyes before playing a bear roar at the end of page 28. Ask the</p>	<p>ask the children to draw their favourite and label with appropriate adjectives.</p> <p>LI: To read, looking for specific information</p> <p>Read to the bottom of 38 and discuss what the children know about gods. Ask the children to list as many gods as they can before completing a fact file about their favourite using books and iPad.</p> <p>LI: To write about a character after taking key facts from text</p> <p>Reread chapter 3 asking the children to collect as many proper nouns in their books as possible. Children to create a who is who card to define their proper noun so that next year’s class will have all the context to the story that they require.</p> <p>LI: To understand how adverbs and adverbials can enhance the quality of writing</p> <p>Read up to page 56 of the story and ask the children to list any ly words that they hear. As a class organise these adverbs into when and how adverbs for their purpose.</p>	<p>share this with the class.</p> <p>LI: To be able to sequence key events across a story</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 use relative clauses to add detail about characters</p> <p>Read to the end of the story whilst extending sentences using relative clauses to show they add extra detail. Ask the children in pairs to recount the whole story to a partner from the perspective of Odd. Could their sentences be extended? Write one of their partners basic sentences and add a relative clause to extend it.</p> <p>LI: To create an opening passage that sets scene</p>	<p>Finishing, evaluating, and editing of a letter in character</p> <p>Children to edit and improve their work alongside teachers editing before producing their letter on paper.</p> <p>Farther</p> <p>LI: To make predictions about the characters and setting of a text</p> <p>Ask the children the different definitions of the word dream. Ask the children their aspirations and dreams and add this to a working wall. Ask the children to predict using the front cover what they think this child’s dream is. Complete the table in their books that tells us what we know, what we think we know and any questions we have on a table in groups.</p> <p>LI: To ask a range of questions about a character’s behaviour</p> <p>Read up to feathers of a thousand hopeful</p>	<p>if they cannot see but they can hear the work of their father. Use these sentences to describe the actions (adverbs) and use these to start sentences (aggressively hammering, carefully trimming,)</p> <p>LI: To use multi-clause sentences</p> <p>Read up to “nothing he could do could claim the sky” talk about the personification within the dream (being a bossy dream) personify the dream further to describe what it was like (demanding, bossy controlling...) use a simple sentence “he tried desperately to fly” and have 5 different conjunctions available and expect the children to write this with a difference extension each time. Ask the children in pairs to provide their partner a different short sentence to extend using conjunctions.</p> <p>LI: To use expanded noun phrases to describe</p> <p>Look at the flying contraption the father created. As a class list as many flying devices as possible and</p>	<p>LI: To retell stories effectively and convey detailed information coherently</p> <p>Children to use sentence starters and openers to retell the story from the book making sure that it is chronologically accurate. Complete this as a class whilst completing in books.</p> <p>LI: To plan a story based on a known structure</p> <p>Using the structure from the previous lesson decide the 3 elements to be switched (the dream, the reason for failure, the reason he had to leave) create a version on the board before asking the children to write in the books how their sequel is going to be different but reference that the rest of the story will be similar.</p> <p>LI: To organise texts into paragraphs</p> <p>Discuss temporal and time adverbials to be used in stories (many years passed, day and night, as the weeks went by). Share write the opening of the story in which the father character discussing</p>	<p>their own. Making sure the last sentence is the reason the father must leave.</p> <p>LI: To write a concluding paragraph</p> <p>Share write the concluding paragraph in which the son of the father decides to pick up the failed invention and fix it to make it work. Make sure to have emotive vocab available for how the character feels this could be positive and negative. The conclusion of the story should be a sign from the father that he is proud of his son’s achievement.</p> <p>LI: Finishing, evaluating, editing and consolidation of instruction writing</p> <p>(2 extra lessons in case of missed lessons or consolidation needed)</p>
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	<p>children to write 4 sentences to predict what they think will happen next with Subordinating conjunctions and noun phrases before sharing.</p>	<p>Use the adverbs to improve factual sentences about the Vikings.</p> <p>LI: To write an explanation for how something is made</p> <p>Read up to “no water no rainbow” share write as a class an explanation of how rainbows are formed. Discuss this before covering or removing the explanation and asking the children to rewrite it using subordinating conjunctions and adverbs</p>	<p>and introduces when and where the story is set</p> <p>Model writing a letter in character making sure to emphasise using the past tense and conjunctions to extend sentences. Explain that the opening paragraph sets the scene and so should use adjectives and extended sentences. Model and share write as a class the first paragraph before allowing the children the opportunity to do this independently.</p> <p>LI: To combine clauses with a greater variety of subordinating conjunctions</p> <p>Model write the second paragraph of the letter this time making sure to highlight the subordinating conjunctions used for greater detail (after, although, as, because, before, FANBOYS) and allow the children half an hour to write their own second paragraph.</p>	<p>wings. Why is the text different, use “talk to the hand” to create a question with a different question opener. Have 5 large pieces of paper around the room where children can add a question with that opener. Have these on display so that whilst reading the remainder of the story if these are answers we can do so in a different colour.</p> <p>LI: To write a postcard in present perfect tense</p> <p>Give groups a variety of abstract nouns and sorts these into words for comfort and discomfort. Use these words to explain how the boy would be feeling when playing with his father. Model writing a postcard to a friend about spending the day playing with his father and how it made him feel. Asking the children to complete one of their own once a version has been share written</p>	<p>consider living things too (planes, birds, drones...)</p> <p>Using a design template to have the children create their own flying contraption with labels this could use some of the flying objects discussed or be completely unique but children should be able to explain how this works by the end of the session.</p> <p>LI: To write a set of instructions</p> <p>Begin the lesson by explaining to a partner how their flying contraption works using the design they created in yesterday’s lesson. Ask the children in a different colour to add verbs associated with their flying machine. Model writing instructions for personal flying machine using verbs to start each sentence (fasten, switch, grasp)</p> <p>LI: To write in role to explore a character’s feelings</p> <p>Read the page “but then another call claimed him” and discuss where he is going. Split the children into 3 and assign them</p>	<p>that he was trying to build something but was unsuccessful – children to write their first paragraph independently.</p> <p>LI: To use a range of conjunctions to create a sense of cohesion.</p>	
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					a mother, father and son role and ask them to describe how they feel about the father leaving. Focus on the father character and share write a letter from the father to the son explaining his feelings about being in battle away from his son. Children to write their own version.		
Reading	<p>Norse Myths</p> <p>LI: find a book to read for pleasure. Children to use the library to find a free reader to begin reading to see if at an appropriate level.</p> <p>LI: to understand what a myth is and begin to read Norse myths Introduce our new class text and discuss what a myth is and why they are important to understand how the Vikings lived.</p> <p>LI: to use our class text to find the definition of Viking vocabulary Read further on into the story and use the information we have</p>	<p>Norse Myths</p> <p>LI: to scan the text to answer inference questions Children to read from 22 to 25. Ask why Gylfi interrupts and if the children can find all 3 occasions. Using the same skills children to answer 5 comprehension questions</p> <p>LI: to use the text to answer questions accurately Read the rest of the chapter the wall of Asgard and model answering the first question looking for a key word. Children in pairs to do the same to answer the rest of the questions.</p>	<p>Norse Myths</p> <p>LI: to find the answers to comprehension questions quickly and accurately Read to the bottom of page 61. Explain that the children are going to have 10 minutes to answer as many questions as possible. There are marks for pace and accuracy.</p> <p>LI: to discuss and write a prediction on the Three grisly children Display the title of the next chapter and ask the children to write an predict sentence before reading as a class and seeing how accurate the predictions were.</p>	<p>Norse Myths</p> <p>LI: to use the text to create a gift for the gods. Allow the children to write on a post it notes what they would create for the gods if they were a dwarf with magical powers. Read pages 90 to 95 to see what the dwarves did make.</p> <p>LI: to locate relevant information about dwarf treasure Read up to the end of page 100, ask the children to summarise the magical features of the dwarves in the table.</p> <p>LI: to decide the truthfulness of</p>	<p>Norse Myths</p> <p>LI: to answer comprehension questions on the text Read from 125 to 131 allowing the children to answer questions whilst reading and then also allow further independent time afterwards.</p> <p>LI: to review Norse myths and give honest opinions Children to discuss before completing independent reviews of Norse myths.</p> <p>Viking Voyagers</p> <p>LI: to introduce our new story and the term archaeology Using the front cover study, the artefacts</p>	<p>Viking Voyagers</p> <p>LI: to use the text to find the definition of words 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 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>LI: complete a spider diagram using Viking opinions Use the section 4 big questions “what will</p>	<p>Viking Voyagers</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>gathered to match Viking vocab to the appropriate definition.</p> <p>LI: To use the text to accurately describe King Gylfi using adjectives. Read further on into the book making sure to reference King Gylfi and use a bank of adjectives to find appropriate words to describe him.</p>	<p>LI: to make predictions on the story using context Read the chapter “who we are” and pause after “flesh and blood and bone” use post its to pose 3 questions and have children agree in pairs on an answer to stick to each question.</p> <p>LI: to identify similarities and differences between characters Read “who we are” as a class and discuss the 3 family’s wealth, what clues are there in the text to help us? Complete a table on the 3 families highlighting their similarities and differences.</p> <p>LI: to summarise the story with only necessary information Read pages 53-58 as a class and show an example of a summary sentence with too much unnecessary text. Ask the child to refine it</p>	<p>LI: to answer comprehension questions on a specific chapter Revisit the chapter read in yesterdays lesson and independently answer comprehension questions before discussing as a class</p> <p>LI: to compare different settings Read the chapter apples of youth with the children. Provide the children with a table where they can collect adjectives about Asgard and then the same with Jotunheim before completing comprehension questions.</p> <p>LI: to use word locating skills to answer questions. Read the chapter “choosing a husband”, ask the children to complete comprehension questions based on their memory of the text.</p>	<p>information in a letter Read a letter from a servant with the children before write down a fact and something that has been written that is untrue. Prove this in the read of the chapter “Thor regains his hammer”</p> <p>LI: to decide how well behaved the gods are Use the text to find 3 ways that Freyr acts that disappoints her father before completing questions on their character traits.</p> <p>LI: to track characters thoughts and feelings. Read pages 120 to 126 before children answer comprehension questions independently on the feelings of the gods and their reasons for them.</p>	<p>and attempt to identify what the children think they are.</p> <p>LI: to use the text to find the definitions of words Read to page 11 noting the words that they will be looking for. Provide children with the text so that can use the sentence around a word to make a guess at its definition</p> <p>LI: to order events from the story chronologically Read the chapter “In the Beginning” not however reading the fold out. Discuss what the children have learnt before giving pairs 8 cards to sort chronologically using the text before discussing this together.</p>	<p>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>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 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 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>
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PE	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Friday – team games (attack/defence) and co-ordination skills.
RE	Community – Hinduism. LI: How is the Hindu faith expressed collectively?	Community – Hinduism. LI: what is Puja and why is it important? Explain the method of Puja worship before labelling the items needed to complete it.	Community – Hinduism. LI: what are some of the key Hindu beliefs? Explain the features of Hinduism before asking children to organise Hindu facts	Community – Hinduism. LI: what is the story of Rama and Sita and why is it important? Explain the story of Rama and Sita using puppets.	Community – Hinduism. LI: what is the Trimurti and why is it important? Explain about the foundation of the gods before making a god of their own.	Community – Hinduism. LI: What is Diwali and reincarnation? Explain the festival of light and the idea of reincarnation before completing comic strips of good and bad choices and their consequences.	Community – Hinduism. EOUA
COMPUTING	Basic skills session- Copy, paste, font changes.	The internet. LI: Connecting networks.	The internet – LI: What is it made of?	The internet. LI: How do we Share information.	The internet. LI: What is a website?	The internet. LI: Who owns the web?	The internet. LI: Can I believe what I read?
PHSE	Introduce Jigsaw and the puzzle pieces and take part in get to know your games. Introduce the jigsaw journal	LI: I know my attitudes and actions make a difference to the class team LI: I know how to use my Jigsaw Journal	LI: I understand who is in my school community, the roles they play and how I fit in	LI: I understand how democracy works through the School Council	LI: I understand that my actions affect myself and others; I care about other people’s feelings and try to empathise with them	LI: I understand how groups come together to make decisions	LI: I understand how democracy and having a voice benefits the school community