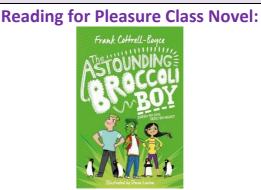
Year 4 – Summer Term 2 Explore and Enguire MTP



Week 1 Week 2 Week 3 Week 4 Week 5 Unit: Myths and Legends Unit: Myths and Legend Unit: Character Description Unit: Character Description **Unit:** Information Text Unit: Info Supporting Text: Empire's End Supporting Text: Empire's End Supporting Text: Empire's End Supporting Text: Empire's End Supporting Text: The Way to Supporti Impossible Island. - A Roman Story. A Roman Story. – A Roman Story. – A Roman Story. Impossibl To write a Roman myth. To write a Roman myth. To write a character To write a character To write information on To write Romans. description. description. Romans. NC Link: In narratives, creating NC Link: In narratives, creating NC Link: Discussing writing like NC Link: Discussing writing like NC Link: Composing and NC Link: English settings, characters and plot. settings, characters and plot. that which they are planning that which they are planning rehearsing sentences orally rehearsin to write in order to understand to write in order to understand (including dialogue), (including Composing and rehearsing Composing and rehearsing and learn from its structure, and learn from its structure, progressively building a varied progressi sentences orally (including sentences orally (including vocabulary and grammar. and rich vocabulary and an and rich vocabulary and grammar. dialogue), progressively dialogue), progressively increasing range of sentence increasing building a varied and rich building a varied and rich Read aloud their own writing, Read aloud their own writing, structures structures vocabulary and an increasing vocabulary and an increasing to a group or the whole class, to a group or the whole class, range of sentence structures. range of sentence structures. Read alou using appropriate intonation using appropriate intonation Read aloud their own writing, and controlling the tone and and controlling the tone and to a group or the whole class, to a group Organising paragraphs around Organising paragraphs around volume so that the meaning is volume so that the meaning is using appropriate intonation using app clear. clear. and controlling the tone and a theme. a theme. and conti volume so that the meaning is volume so Using the present perfect form Using the present perfect form Organising paragraphs around Organising paragraphs around clear. clear. of verbs in contrast to the past of verbs in contrast to the past a theme. a theme. ×_ tense. tense. <u>*</u>1 Cross curricular history – myths

Theme: Romans Driver: History/Geography The Big Question: What Did the Romans Do for Us?

Week 6	Week 7
ormation Text	
ng Text: The Way to le Island.	
Jeremy Strong	
information on	
Composing and ag sentences orally g dialogue), vely building a varied vocabulary and an g range of sentence s	
ud their own writing, p or the whole class, propriate intonation rolling the tone and o that the meaning is	

		Launch: Bosworth Battlefield `					
Key Questions: What Did the Romans Do for Us? Image: Comparison of the Romans Do for Us?							
Visit to	SPAG Focus	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using and punctuating direct speech	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using and punctuating direct speech	Using the present perfect form of verbs in contrast to the past tense. Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition. Using conjunctions, adverbs and prepositions to express	Using the pro of verbs in co tense. Choosing not appropriately cohesion and repetition. Using conjunt and preposit
Vis	SPAG	time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	Using conjunctions, adverbs and prepositions to express time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	time and cau Using fronte Learning the years 3 and 4 Appendix 2

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nouns or pronouns ately for clarity and and to avoid n.	
junctions, adverbs ositions to express cause.	
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the grammar for nd 4 in English 2	

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	Boy by Frank Cottrell Boyce	Boy by Frank Cottrell Boyce	Boy by Frank Cottrell Boyce	Boy by Frank Cottrell Boyce	Boy by Frank Cottrell Boyce	Boy by Fra
	Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Focus: Retrieval, Vocabulary, inference, predict, explain, summarise	Focus: Ret inference, summarise
adi Ing	<u>NC Link:</u> Reading books that are structured in different ways and reading for a range of purposes.	<u>NC Link:</u> Reading books that are structured in different ways and reading for a range of purposes.	<u>NC Link:</u> Reading books that are structured in different ways and reading for a range of purposes.	<u>NC Link:</u> Using dictionaries to check the meaning of words that they have read.	<u>NC Link:</u> Using dictionaries to check the meaning of words that they have read.	<u>NC Link:</u> A improve th of a text.
Guided Reading	of purposes. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say. Cross curricular – PSHE – treating others/bullying	of purposes. Retrieve and record information from non-fiction. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	of purposes. Predicting what might happen from details stated and implied. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	that they have read. Identifying main ideas drawn from more than 1 paragraph and summarising these. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Identifying main ideas drawn from more than 1 paragraph and summarising these. Participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.	Drawing in inferring ch thoughts a their action inferences Participate both books them and t for themse and listenin say.

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etrieval, Vocabulary, e, predict, explain, se	
Asking questions to their understanding	
inferences such as characters' feelings, and motives from ons, and justifying es with evidence.	
te in discussion about ks that are read to I those they can read selves, taking turns hing to what others	

	Unit: Fractions	Unit: Fractions	Unit: Fractions	Unit: Decimals	Unit: Decimals	Unit: Revisi
Maths	Step 4 Number lines with mixed numbers Step 5 Compare and order mixed numbers Step 6 Understand improper fractions Step 7 Convert mixed numbers to improper fractions Step 8 Convert improper fractions to mixed numbers <u>NC Link:</u> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds	Step 9 Equivalent fractions on a number line Step 10 Equivalent fraction families Step 11 Add two or more fractions Step 12 Add fractions and mixed numbers Step 13 Subtract two fractions <u>NC Link:</u> recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds	Step 14 Subtract from whole amounts Step 15 Subtract from mixed numbers Lesson 16 – End of block assessment (fractions) Step 1 Tenths as fractions NC Link: recognise and show, using diagrams, families of common equivalent fractions count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number add and subtract fractions with the same denominator recognise and write decimal equivalents of any number of tenths or hundreds	Step 2 Tenths as decimals Step 3 Tenths on a place value chart Step 4 Tenths on a number line Step 5 Divide a 1-digit number by 10 Step 6 Divide a 2-digit number by 10 <u>NC Link:</u> recognise and write decimal equivalents to 1/4 , 1/2 , 3/4 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places	Step 7 Hundredths as fractions Step 8 Hundredths as decimals Step 9 Hundredths on a place value chart Step 10 Divide a 1- or 2-digit number by 100 <u>NC Link:</u> recognise and write decimal equivalents to 1/4, 1/2, 3/4 find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths round decimals with 1 decimal place to the nearest whole number compare numbers with the same number of decimal places up to 2 decimal places solve simple measure and money problems involving fractions and decimals to 2 decimal places	End of bloch Decimals Revisit and <u>NC Link:</u> red decimal equ 1/2, 3/4 find the effe one- or two 10 and 100, value of the answer as of hundredths round decir place to the number compare nu same numb places up to solve simple money prob fractions an decimal pla

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Science	Unit: Living Things and Their Habitat. Lesson: How to group things in a range of ways? NC Link: Recognise that living things can be grouped in a variety of ways.	Unit: Living Things and Their Habitat. Lesson: How can I identify vertebrates by observing their similarities and differences? <u>NC Link:</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Unit: Living Things and Their Habitat. Lesson: How can I use a key to identify invertebrates? <u>NC Link:</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Unit: Living Things and Their Habitat. Lesson: Which way can I show the characteristics of living things? <u>NC Link:</u> Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.	Unit: Living Things and Their Habitat. Lesson: What are the changes in the local environment? NC Link: Recognise that environments can change and that this can sometimes pose dangers to living things. Cross curricular – geography - locational	Unit: Living Habitat. Lesson: How species imp environmer that environ and that thi pose dange
Computing	Unit: Teach Computing – Data Logging Lesson: Answering Questions <u>NC Link:</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Data Collection <u>NC Link:</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Logging <u>NC Link:</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Computing – Data Logging Lesson: Analysing Data <u>NC Link:</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. Cross curricular – science/maths - graphs	Unit: Teach Computing – Data Logging Lesson: Data for Answers <u>NC Link:</u> Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	Unit: Teach Logging Lesson: Ans Question <u>NC Link:</u> Us respectfully recognise acceptable/ behaviour; ways to rep content and

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NC Link: Recognise ronments can change this can sometimes gers to living things.	
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Inswering my	
Use technology safely, illy and responsibly; e le/unacceptable r; identify a range of eport concerns about and contact.	

			Unit: Texture – Roman Portrait	Unit: Texture – Roman Portrait	Unit: Texture – Roman Portrait	Unit: Texture – Roman Portrait	
Art & Design			Lesson: Exploring texture Where can we find different textures? <u>NC Link:</u> To create sketch books to record their observations and use them to review and revisit ideas. Cross curricular – history – Roman art	Lesson: Skills. How can we create different textures? <u>NC Link:</u> To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Lesson: Materials. How can I use texture? Lesson: Printing. Can I create lines using print? <u>NC Link:</u> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials.	Lesson: Designing my portrait. What design can I make and what is the purpose? Lesson: Can I create my design and evaluate it? <u>NC Link:</u> To create sketch books to record their observations and use them to review and revisit ideas. To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil,	
Design & Technology	Unit: Mechanics Lesson: Make How can I create my shield? <u>NC Link:</u> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.	Unit: Mechanics Lesson: Evaluate How successful was my shield? <u>NC Link:</u> Select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities.				charcoal, paint, clay].	

			Unit: Volcanos	Unit: Volcanos	Unit: Volcanos	
			Lesson: Physical Knowledge		Lesson: Locational Knowledge	
Geography	Geograph		What is the 'ring of fire'? NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	Lesson: Map Skills and Field Work What is life like living near a volcano? NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities.	How does life differ in a volcanic area to a non-volcanic area? NC Link: Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, characteristics, countries, and major cities.	
History	<u>Unit:</u> Romans <u>Lesson:</u> Significant People and Impact Who was Boudica? <u>NC Link:</u> British resistance, for example, Boudica.	Unit: Romans Lesson: Significant People and Impact Why did Boudica revolt? NC Link: British resistance, for example, Boudica.				Unit: Rom

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k: British resistance, for	
ole, Boudica.	
Rule of Law Cross	
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	Unit: The People Around Me					
ME	<u>NC Link:</u> Speak in sentences using familiar vocabulary, phrases and basic language structures.	<u>NC Link:</u> Speak in sentences using familiar vocabulary, phrases and basic language structures.	<u>NC Link:</u> Speak in sentences using familiar vocabulary, phrases and basic language structures.	<u>NC Link:</u> Speak in sentences using familiar vocabulary, phrases and basic language structures.	<u>NC Link:</u> Speak in sentences using familiar vocabulary, phrases and basic language structures.	<u>NC Link:</u> Speak in sentences using familiar vocabulary, phrases and basic language structures.
	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.	Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.
	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.	Read carefully and show understanding of words, phrases and simple writing.
	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.	Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.

	Charanga - Feelings through	Charanga - Feelings through	Charanga - Feelings through	Charanga - Feelings through	Charanga - Feelings through	In Charanga - Feelings through
	music How Does Music Teach	music How Does Music Teach	music How Does Music Teach	music How Does Music Teach	music How Does Music Teach	music How Does Music Teach
Music	Us About Our Community? NC Link: improvise and compose music for a range of purposes using the interrelated dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians Image: Image of Migh-Quality Dive and Preceded music drawn from different traditions and from great composers and musicians	Us About Our Community? To talk about the musical dimensions working together in the Unit songs e.g, if the song gets louder in the chorus (dynamics). <u>NC Link:</u> improvise and compose music for a range of purposes using the inter- related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Us About Our Community? Talk about the music and how it makes them feel. NC Link: improvise and compose music for a range of purposes using the inter- related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Us About Our Community? Listen carefully and respectfully to other people's thoughts about the music <u>NC Link:</u> improvise and compose music for a range of purposes using the inter- related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians <i>Listen State Composers and</i> musicians	Us About Our Community? When you talk try to use musical words. <u>NC Link:</u> improvise and compose music for a range of purposes using the inter- related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians	Us About Our Community? When you talk try to use musical words. <u>NC Link:</u> improvise and compose music for a range of purposes using the inter- related dimensions of music Listen with attention to detail and recall sounds with increasing aural memory Use and understand staff and other musical notations Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
PE	Unit:Invasion GamesLesson:VolleyballNC Link:Play competitive games and apply basic principles suitable for attacking and defending.Take part in outdoor and adventurous activity challenges both individually and within a team.Image: Market base base base base base base base base	Unit: Invasion Games Lesson: Volleyball <u>NC Link:</u> Play competitive games and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team.	Unit: Invasion Games Lesson: Volleyball <u>NC Link:</u> Play competitive games and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team.	Unit: Invasion Games Lesson: Volleyball NC Link: Play competitive games and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team. Image: Competitive games and adventurous activity challenges both individually and within a team.	Unit:Invasion GamesLesson:VolleyballNC Link:Play competitive games and apply basic principles suitable for attacking and defending.Take part in outdoor and adventurous activity challenges both individually and within a team.Image: Image state stateImage state<	Unit: Invasion Games Lesson: Volleyball NC Link: Play competitive games and apply basic principles suitable for attacking and defending. Take part in outdoor and adventurous activity challenges both individually and within a team.

	Unit Food and Fasting- Lesson: Explore	Unit: Food and Fasting- Lesson: Explore	<u>Unit:</u> Food and Fasting- <u>Lesson:</u> Reveal Can we give up food?	<u>Unit:</u> Food and Fasting- <u>Lesson:</u> Reveal What is fasting?	Unit: Food and Fasting- Lesson: Respond What food is used for	Unit: Food
RE	How do we think about food?	What are the religious rules about food?			celebrations?	Report
PSHE	Unit: Healthy Me - Lesson: My Friends and Me - To recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Unit: Healthy Me Lesson: Group Dynamics To understand there are people who take on the roles of leaders or followers in a group, and to know the role I take on in different situations.	Unit: Healthy Me Lesson: Smoking To understand the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me To understand the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoking and its effects on health and some reasons some people start to smoke. Unit: Healthy Me State of the facts about smoke of the facts abou	Unit: Healthy Me Lesson: Alcohol To understand the facts about alcohol and its effects on health, particularly the liver, and some reasons people drink alcohol. Cross curricular – science – animals including humans	Unit: Healthy Me Lesson: Healthy Friendships To recognise when people are putting me under pressure and can explain ways to resist this when I want.	Unit: Health Lesson: Cele Strength an wyself well clear picture is right and

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Celebrating my Inner and Assertiveness.	
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ure of what I believe nd wrong.	