Year 4 – Summer Term 1 Explore and Enquire MTP

Theme: Anglo-Saxons
Driver: History/Geography

The Big Question: Was King Alfred great?

Reading	for Pleasure	Class Nove	l:
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		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
	Unit: Persuasive Writing		Unit: Newspaper Report – Battle	e of Hastings	<u>Unit:</u> Letter			
		Support	Supporting Text: ANGLO- SAXON		NC Link: Discussing writing like that which they are planning to		Supporting Text: Example of a letter To write a letter explaining how life was like living as an Anglo-Saxon.	
	English	NC Link: Discussing writing lik to write in order to understand a vocabulary and grammar.		write in order to understand and vocabulary and grammar.		NC Link: Organising paragraphs	NC Link: Organising paragraphs around a theme	
		Read aloud their own writing, to using appropriate intonation and volume so that the meaning is cl	d controlling the tone and	Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear. Cross curricular – history – Battle of Hastings		Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.		
		Reciliance		Retilens		Cross curricular – history – life a	and death	
	Enrichment	Launch: Trip: Bakewell Old House Museum Key Questions: What was Anglo-Saxon life like? Media/Visual Literacy:						
		Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	Using the present perfect form of verbs in contrast to the past tense.	
	ocus	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.	
Visit to	SPAG Fo	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	Using conjunctions, adverbs and prepositions to express time and cause.	
		Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	Using fronted adverbials.	
		Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	Learning the grammar for years 3 and 4 in English Appendix 2	

Text: Anglo- Saxon boy	Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy	Text: Text: Anglo- Saxon boy
Focus: Retrieval, Vocabulary.	Focus: Vocabulary, Retrieval.	Focus: Summary, Vocabulary.	Focus: Vocabulary, Summarise.	Focus: Vocabulary, summarise.	Focus: Vocabulary, infer.
NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Reading books that are structured in different ways and reading for a range of purposes.	NC Link: Using dictionaries to check the meaning of words that they have read.	NC Link: Using dictionaries to check the meaning of words that they have read.	NC Link: Asking questions to improve their understanding of a text.
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.	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.	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.	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 inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. 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.

Unit: Decimals

Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals

NC Link: 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

Unit: Decimals and Money

Step 6 Order decimals
Step 7 Round to the nearest
whole number
Step 8 Halves and quarters as
decimals
End of block assessment
(version B)
Step 1 Write money using
decimals

NC Link: 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

Unit: Money

Step 2 Convert between pounds and pence
Step 3 Compare amounts of money
Step 4 Estimate with money
Step 5 Calculate with money
Step 6 Solve problems with money

NC Link: estimate, compare and calculate different measures, including money in pounds and pence

Unit: Time

Money
Step 1 Years, months, weeks
and days
Step 2 Hours, minutes and
seconds
Step 3 Convert between
analogue and digital times
Step 4 Convert to the 24 hour
clock

NC Link: read, write and

End of block assessment -

convert time between analogue and digital 12- and 24-hour clocks solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

No.

Unit: Time and Geometry

Step 5 Convert from the 24
hour clock
End of block assessment
(version B)
Consolidation
Step 1 Understand angles as
turns
Step 2 Identify angles

NC Link: read, write and convert time between analogue and digital 12- and 24-hour clocks

solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days

compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size

size
identify lines of symmetry in 2D shapes presented in
different orientations
complete a simple symmetric
figure with respect to a specific
line of symmetry

Unit: Geometry

Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons

NC Link: compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes identify acute and obtuse angles and compare and order angles up to 2 right angles by size identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry



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	Unit: States of Matter	Unit: States of Matter	Unit: States of Matter			
	Lesson: What states of matter	Lesson: Can we investigate	Lesson: What happens when	Lesson: Why is water so	Lesson: Can I investigate	Lesson: What is the water
	are there?	gases?	matter heats up and cools	wonderful?	evaporation?	cycle?
			down?			
Science	NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Cross curricular – geography – physical features	NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	NC Link: compare and group materials together, according to whether they are solids, liquids or gases observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Cross curricular — geography — physical features
	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing	Unit: Teach Computing – Photo Editing			
	<u>Lesson:</u> Changing Digital Images	<u>Lesson:</u> Changing the Composition of Images.	<u>Lesson:</u> Changing Images for Different Uses.	Lesson: Retouching Images.	Lesson: Fake Images.	Lesson: Making and Evaluating a Publication.
Computing	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.	NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.

	<u>Unit: Colour</u>	Unit: Colour	Unit: Colour	Unit: Colour			
	Illuminated manuscripts.	<u>Lesson:</u> How is colour used in a manuscript?	Lesson: How can I use colour?	Lesson: Can I create a final piece using colour?			
Art & Decien	2 to improve their mastery of	NC Link: to create sketch books to record their observations and use them to review and revisit ideas 1 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 1 about great artists, architects and designers in history.	NC Link: 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, charcoal, paint, clay] about great artists, architects and designers in history.	NC Link: to create sketch books to record their observations and use them to review and revisit ideas I to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] I about great artists, architects and designers in history.			
	Cross curricular - English						
					<u>Unit:</u> Construction <u>Lesson:</u> What is a bird hide?	Unit: Construction Lesson: What materials do I need to make a bird hide?	Unit: Construction Lesson: Can I design my bird hide?
Design & Technology	5				NC Link: to create sketch books to record their observations and use them to review and revisit ideas It to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] I about great artists, architects and designers in history.	NC Link: to create sketch books to record their observations and use them to review and revisit ideas I to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] about great artists, architects and designers in history. Cross curricular – science – living things in their habitat	NC Link: to create sketch books to record their observations and use them to review and revisit ideas 1 to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] 1 about great artists, architects and designers in history.

			Unit: European Neighbours	Unit: European Neighbours			<u>Unit:</u> European Neighbours
			Lesson: Locational Knowledge	Lesson: Locational Knowledge			Lesson: Map Skills and Field Work
			Where is Europe and what is it's features?	What are the locations of the countries in Europe?			What is the distance between
			it s reatures:	countries in Europe:			the United Kingdom and
			NC Link: Locate the world's	NC Link: Locate the world's			Egypt?
			countries, using maps to focus on Europe (including the	countries, using maps to focus on Europe (including the			NC Link: Use fieldwork to
			location of Russia) and North	location of Russia) and North			observe, measure, record and
hy			and South America,	and South America,			present the human and
Geography			concentrating on their environmental regions, key	concentrating on their environmental regions, key			physical features in the local area using a range of methods,
Geo			physical and human	physical and human			including sketch maps, plans
			characteristics, countries, and major cities.	characteristics, countries, and major cities.			and graphs, and digital technologies.
							tecimologies.
			Rule of Law	Respect			Cross Curricular: Maths -
			Polis of Lav				Compass
							Datacracy Responds By
	Haita Anala Carrana	Haite Apple Covers					
	Unit: Anglo-Saxons	Unit: Anglo-Saxons			Unit: Anglo-Saxons	Unit: Anglo-Saxons	
	Chronology	Childhood			Life and Death	Significant Person	
	Lesson: When were the	Lesson: What was Anglo-			Lesson: What was society	Lesson: Who was Alfed the	
	Anglo-Saxons?	Saxon life like?			and culture like for Anglo-	Great and what was his	
	Britain's settlement by Anglo-	Britain's settlement by Anglo-			Saxons?	importance?	
	Saxons and Scot	Saxons and Scot			Britain's settlement by Anglo-	Britain's settlement by Anglo-	
	NC Link: Britain's settlement	NC Link: Britain's settlement			Saxons and Scot	Saxons and Scot	
	by Anglo-Saxons and Scots	by Anglo-Saxons and Scots			NC Link: Britain's settlement	NC Link: Britain's settlement	
History	the Viking and Anglo-Saxon	the Viking and Anglo-Saxon			by Anglo-Saxons and Scots	by Anglo-Saxons and Scots	
	struggle for the Kingdom of	struggle for the Kingdom of			the Viking and Anglo-Saxon		
	England to the time of	England to the time of Edward the Confessor			struggle for the Kingdom of	the Viking and Anglo-Saxon struggle for the Kingdom of	
	Edward the Confessor	Edward the Comessor			England to the time of	England to the time of	
	47 (1) (3)	Cross Curricular Links: English			Edward the Confessor	Edward the Confessor	
	Generate Enquire Together	Explanation text			2 2n		
					To the same of the	Cross curricular – English –	
					Generate Enquire	biography	
		Enquire Generate					

	<u>Unit:</u> All About School	Unit: All About School	Unit: All About School	Unit: All About School	<u>Unit:</u> All About School	<u>Unit:</u> All About School
	NC Link: Speak in sentences		NC Link: Speak in sentences	NC Link: Speak in sentences	NC Link: Speak in sentences	NC Link: Speak in sentences
	using familiar vocabulary,	NC Link: Speak in sentences	using familiar vocabulary,	using familiar vocabulary,	using familiar vocabulary,	using familiar vocabulary,
	phrases and basic language	using familiar vocabulary,	phrases and basic language	phrases and basic language	phrases and basic language	phrases and basic language
	structures.	phrases and basic language	structures.	structures.	structures.	structures.
		structures.				
	Develop accurate		Develop accurate	Develop accurate	Develop accurate	Develop accurate
	pronunciation and intonation	Develop accurate	pronunciation and intonation	pronunciation and intonation	pronunciation and intonation	pronunciation and intonation
	so that others understand	pronunciation and intonation	so that others understand	so that others understand	so that others understand	so that others understand
	when they are reading aloud	so that others understand	when they are reading aloud	when they are reading aloud	when they are reading aloud	when they are reading aloud
	or using familiar words and	when they are reading aloud	or using familiar words and	or using familiar words and	or using familiar words and	or using familiar words and
	phrases.	or using familiar words and	phrases.	phrases.	phrases.	phrases.
MFL	•	phrases.			'	i e
_	Read carefully and show		Read carefully and show	Read carefully and show	Read carefully and show	Read carefully and show
	understanding of words,	Read carefully and show	understanding of words,	understanding of words,	understanding of words,	understanding of words,
	phrases and simple writing.	understanding of words,	phrases and simple writing.	phrases and simple writing.	phrases and simple writing.	phrases and simple writing.
	pinases and simple witting.	phrases and simple writing.	prinases and simple writing.	principle writing.	privates and simple writing.	privates and simple writing.
	Broaden their vocabulary and		Broaden their vocabulary and	Broaden their vocabulary and	Broaden their vocabulary and	Broaden their vocabulary and
	develop their ability to	Broaden their vocabulary and	develop their ability to	develop their ability to	develop their ability to	develop their ability to
	understand new words	develop their ability to	understand new words	understand new words	understand new words	understand new words
	introduced into familiar	understand new words	introduced into familiar	introduced into familiar	introduced into familiar	introduced into familiar
	written material, including	introduced into familiar	written material, including	written material, including	written material, including	written material, including
		written material, including				_
	using a dictionary.	using a dictionary.	using a dictionary.	using a dictionary.	using a dictionary.	using a dictionary.
					Respect 33	
		Resilence				Reciliance

	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets	Inspire Music: Trumpets
	To confidently identify and move to the pulse.	To talk about the musical dimensions working together in the Unit songs eg if the song	Talk about the music and how it makes them feel.	Listen carefully and respectfully to other people's thoughts about the music	When you talk try to use musical words.	When you talk try to use musical words.
	NC Link: improvise and compose music for a range of purposes using the inter-	gets louder in the chorus (dynamics).	NC Link: improvise and compose music for a range of purposes using the inter-	NC Link: improvise and compose music for a range of	NC Link: improvise and compose music for a range of purposes using the inter-	NC Link: improvise and compose music for a range of purposes using the inter-
	related dimensions of music	NC Link: improvise and compose music for a range of	related dimensions of music	purposes using the inter- related dimensions of music	related dimensions of music	related dimensions of music
ن	Listen with attention to detail and recall sounds with increasing aural memory	purposes using the inter- related dimensions of music	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with	Listen with attention to detail and recall sounds with increasing aural memory	Listen with attention to detail and recall sounds with increasing aural memory
Music	Use and understand staff and other musical notations	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	increasing aural memory Use and understand staff and	Use and understand staff and other musical notations	Use and understand staff and other musical notations
	Appreciate and understand a wide range of high-quality live and recorded music drawn	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn	other musical notations Appreciate and understand a wide range of high-quality live	Appreciate and understand a wide range of high-quality live and recorded music drawn	Appreciate and understand a wide range of high-quality live and recorded music drawn
	from different traditions and from great composers and musicians	Appreciate and understand a wide range of high-quality live and recorded music drawn	from different traditions and from great composers and musicians	and recorded music drawn from different traditions and from great composers and	from different traditions and from great composers and musicians	from different traditions and from great composers and musicians
	Respect	from different traditions and from great composers and musicians	Tongon bility	musicians		Reclience
	Unit: Athletics	<u>Unit:</u> Athletics	<u>Unit:</u> Athletics	<u>Unit:</u> Athletics	<u>Unit:</u> Athletics	Unit: Athletics
	<u>Lesson:</u> Athletics (running, jumping, throwing)	<u>Lesson:</u> Athletics (running, jumping, throwing)	Lesson: Athletics (running, jumping, throwing)	Lesson: Athletics (running, jumping, throwing)	Lesson: Athletics (running, jumping, throwing)	Lesson: Athletics (running, jumping, throwing)
	NC Link: Play competitive	NC Link: Play competitive games and apply basic	NC Link: Play competitive	NC Link: Play competitive	NC Link: Play competitive games and apply basic principles suitable for	NC Link: Play competitive
PE	games and apply basic principles suitable for attacking and defending.	principles suitable for attacking and defending.	games and apply basic principles suitable for attacking and defending.	games and apply basic principles suitable for attacking and defending.	attacking and defending.	games and apply basic principles suitable for attacking and defending.
	Take part in outdoor	Take part in outdoor and adventurous activity	Take part in outdoor	Take part in outdoor	Take part in outdoor and adventurous activity challenges both individually	Take part in outdoor
	and adventurous activity challenges both individually and within	challenges both individually and within	and adventurous activity challenges both individually and within	and adventurous activity challenges both individually and within	and within	and adventurous activity challenges both individually and within
	Resilance					Reclience Respect

	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism	<u>Unit:</u> Buddhism
RE	Lesson: Who and where founded Buddhism?	Lesson: What are the main beliefs of Buddhism?	Lesson: What places are special to Buddhists?	<u>Lesson:</u> What happens at the major Buddhist festivals?	Lesson: What is the Buddhist holy book?	Lesson: Can I name and explain the meaning of Buddhist symbols?
	11.2 Polytonaktor	Hall Balatinakin	H. P. Balaita addition	H. B. Balatia adding	H. B. Balaira de la	Exponsibility 1
	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships	<u>Unit:</u> Relationships
	<u>Lesson:</u> Jealousy	Lesson: Love and Loss	<u>Lesson:</u> Memories	<u>Lesson:</u> Getting on and falling	Lesson: Girlfriends and	<u>Lesson:</u> Celebrating my
				out	Boyfriends.	relationships with people and
	I can recognise situations	I can identify someone I love	I can tell you about someone I			animals.
	which can cause jealousy in	and can express why they are	know that I no longer see.	I can recognise how	I understand that	
	relationships.	special to me.		friendships change, know how	boyfriend/girlfriend	I know how to show love and
뽀			I understand that we can	to make new friends and how	relationships are personal and	appreciation to the people and
PSH	I can identify feelings	I know how most people feel	remember people even if we	to manage when I fall out with	special, and there is no need to	animals who are special to me.
	associated with jealousy and	when they lose someone or	no longer see them.	my friends.	feel pressurised into having a	
	suggest strategies to problem-	something they love.			boyfriend/girlfriend.	I can love and be loved.
	solve when this happens.		Treponibility	I know how to stand up for		8
	Paracracy Democracy	Respect		myself and how to negotiate	Restance	There's there'
	Report Report			and compromise.		Index.
				Security Reserve		