







Year 4 – Summer Term 2 Explore and Enquire MTP

Theme: Anglosaxons
Driver: History/Geography
The Big Question: Was King Alfred great?







Reading for Pleasure Class Novel:




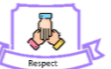








		Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English		<p>Unit: Narrative</p> <p>Viking Village short – Literacy Shed.</p> <p>NC Link: In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p>	<p>Unit: Narrative</p> <p>Viking Village short – Literacy Shed.</p> <p>NC Link: In narratives, creating settings, characters and plot.</p> <p>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.</p> <p>Organising paragraphs around a theme.</p> <p>Using the present perfect form of verbs in contrast to the past tense.</p> 	<p>Unit: Biography</p> <p>Biography of King Alfred the great.</p> <p>NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>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.</p> <p>Organising paragraphs around a theme.</p> <p>Cross curricular – history – significant people</p>	<p>Unit: Biography</p> <p>Biography of King Alfred the great.</p> <p>NC Link: Discussing writing like that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar.</p> <p>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.</p> <p>Organising paragraphs around a theme.</p> 	<p>Unit: Poetry</p> <p>Example poem of King Alfred the Great.</p> <p>NC Link: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>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.</p>	<p>Unit: Poetry</p> <p>Example poem of King Alfred the Great.</p> <p>NC Link: Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures</p> <p>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.</p> 	<p>Unit: Letter</p> <p>Letter to new teacher.</p>
	Enrichment	<p>Launch: Trip: Bakewell Old House Museum</p> <p>Key Questions: What was Anglo-Saxon life like?</p> <p>Media/Visual Literacy:</p>   						




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 time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	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 time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	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 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 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 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 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 time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	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 time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2	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 time and cause. Using fronted adverbials. Learning the grammar for years 3 and 4 in English Appendix 2
	Guided Reading	Text: Planet Omar by Zanib Mian NC Link: Reading books that are structured in different ways and reading for a range 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.	Text: Planet Omar by Zanib Mian NC Link: Reading books that are structured in different ways and reading for a range 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.	Text: Planet Omar by Zanib Mian NC Link: Reading books that are structured in different ways and reading for a range 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.	Text: Planet Omar by Zanib Mian. NC Link: Using dictionaries to check the meaning of words 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.	Text: Planet Omar by Zanib Mian NC Link: Using dictionaries to check the meaning of words 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.	Text: Planet Omar by Zanib Mian NC Link: Asking questions to improve their understanding of a text. 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.	Text: Planet Omar by Zanib Mian NC Link: Reading books that are structured in different ways and reading for a range 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.



































<p style="text-align: center;">Maths</p>	<p>Unit: Geometry</p> <p>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</p> 	<p>Unit: Statistics</p> <p>NC Link: interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs</p> <p>Cross curricular – science – graphs</p>	<p>Unit: Geometry – shape and Position</p> <p>NC Link: describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon</p> 	<p>Unit: Geometry – shape and Position and revisit and Review.</p> <p>NC Link: describe positions on a 2-D grid as coordinates in the first quadrant describe movements between positions as translations of a given unit to the left/right and up/down plot specified points and draw sides to complete a given polygon</p>	<p>Unit: Revisit and Review.</p>	<p>Unit: Revisit and Review.</p>	<p>Unit: Revisit and Review.</p>
<p style="text-align: center;">Science</p>	<p>Unit: Scientists and Inventors</p> <p>Lesson: Why is Madagascar in danger? To recognise that environments can change and that this can sometimes pose dangers to living things To set up simple practical enquiries and report on findings from enquiries</p>  <p>Cross curricular – geography - locational</p>	<p>Unit: Scientists and Inventors</p> <p>Lesson: Why was Alexander Graham Bell famous? To recognise that vibrations from sounds travel through a medium to the ear To report on findings, including oral and written presentations and displays</p>	<p>Unit: Scientists and Inventors</p> <p>Lesson: Why was Maria Telkes famous? To report on findings, including oral and written presentations and displays Make systematic and careful observations and, where appropriate, take accurate measurements using standard units, using a range of equipment, including thermometers and data loggers</p>	<p>Unit: Scientists and Inventors</p> <p>Lesson: Why was Garret Morgan famous? Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p>	<p>Unit: Scientists and Inventors</p> <p>Lesson: Who discovered oxygen? To compare and group materials together according to whether they are solids, liquids or gases</p>	<p>Unit: Scientists and Inventors</p> <p>Lesson: How cold is absolute zero? To 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)</p>	
<p style="text-align: center;">Computing</p>	<p>Unit: Teach Computing – Repetition in Games</p> <p>Lesson: Using Loops to Create Shapes.</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> 	<p>Unit: Teach Computing – Repetition in Games</p> <p>Lesson: Different Loops.</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Unit: Teach Computing – Repetition in Games</p> <p>Lesson: Animate Your Name.</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> 	<p>Unit: Teach Computing – Repetition in Games</p> <p>Lesson: Modifying a Game.</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	<p>Unit: Teach Computing – Repetition in Games</p> <p>Lesson: Designing a Game.</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p> 	<p>Unit: Teach Computing – Repetition in Games</p> <p>Lesson: Creating our Game.</p> <p>NC Link: Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.</p>	

Art & Design			<p>Unit: Tone</p> <p>Rembrandt – the night watch Shadows town/country by day/night.</p> <p>Lesson: What is tone?</p> <p>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]</p>	<p>Unit: Tone</p> <p>Rembrandt – the night watch Shadows town/country by day/night.</p> <p>Lesson: How does Rembrandt use tone?</p> <p>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]</p>	<p>Unit: Tone</p> <p>Rembrandt – the night watch Shadows town/country by day/night.</p> <p>Lesson: Can I use tone?</p> <p>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]</p>	<p>Unit: Tone</p> <p>Rembrandt – the night watch Shadows town/country by day/night.</p> <p>Lesson: Can I create a final piece using tone?</p> <p>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]</p>	
Design & Technology	<p>Unit: Mechanics</p> <p><u>Lesson:</u> Make How can I create my bird hide?</p> <p>NC Link: 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.</p> 	<p>Unit: Mechanics</p> <p><u>Lesson:</u> Evaluate How successful was my bird hide?</p> <p>NC Link: 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.</p> 					
Geography			<p>Unit: European Neighbours</p> <p><u>Lesson:</u> Human Geography</p> <p>What is the human and physical features of a European country?</p> <p>NC Link: Types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</p>  	<p>Unit: European Neighbours</p> <p><u>Lesson:</u> Place Knowledge</p> <p>What are the major capital cities of Europe?</p> <p>NC Link: Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America.</p> 	<p>Unit: European Neighbours</p> <p><u>Lesson:</u> Physical Geography</p> <p>What are the features of the European countries?</p> <p>NC Link: Physical geography, including climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p>  		

	History	<p>Unit: Anglo-Saxons</p> <p>Cause and Significant Events</p> <p>Lesson: What happened at the Battle of Hastings?</p> <p>NC Link: Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p> 	<p>Unit: Anglo-Saxons</p> <p>Consequence and Legacy</p> <p>Lesson: How did Anglo-Saxons beliefs effect religion in Britain?</p> <p>NC Link: Britain's settlement by Anglo-Saxons and Scots</p> <p>the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>   <p>Cross curricular – RE</p>					
--	----------------	--	--	--	--	--	--	--

MFL	<p>Unit: Tell Me When</p> <p>Lesson: Counting up to 31</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	<p>Unit: Tell Me When</p> <p>Lesson: Days of the Week</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p>Unit: Tell Me When</p> <p>Lesson: Months</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p>Unit: Tell Me When</p> <p>Lesson: Birthdays</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 	<p>Unit: Tell Me When</p> <p>Lesson: What's the Date?</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p>	<p>Unit: Tell Me When</p> <p>Lesson: Yesterday, Today and Tomorrow</p> <p>NC Link: Speak in sentences using familiar vocabulary, phrases and basic language structures.</p> <p>Develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases.</p> <p>Read carefully and show understanding of words, phrases and simple writing.</p> <p>Broaden their vocabulary and develop their ability to understand new words introduced into familiar written material, including using a dictionary.</p> 
-----	---	--	--	---	--	---

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

RE	<p>Unit: Pilgrimages</p> <p>Lesson: What is the role of a pilgrimage in Buddhism?</p> 	<p>Unit: Pilgrimages</p> <p>Lesson: What is the role of a pilgrimage in Christianity?</p>   	<p>Unit: Pilgrimages</p> <p>Lesson: What is the role of a pilgrimage in Hinduism?</p>  	<p>Unit: Pilgrimages</p> <p>Lesson: What is the role of a pilgrimage in Islam?</p>     	<p>Unit: Pilgrimages</p> <p>Lesson: What is the role of a pilgrimage in Judaism?</p>    	<p>Unit: Pilgrimages</p> <p>Lesson: Can I link religious pilgrimages to special journeys from my own experiences?</p> 	
PSHE	<p>Unit: Changing Me</p> <p>Lesson: Unique Me</p> <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I appreciate that I am a truly unique human being.</p>  	<p>Unit: Changing Me</p> <p>Lesson: Having a Baby</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p> <p>Cross</p>  <p>curricular – science - reproduction</p> 	<p>Unit: Changing Me</p> <p>Lesson: Girls and Puberty</p> <p>I can describe how a girl’s body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p> 	<p>Unit: Changing Me</p> <p>Lesson: Circles of Change</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I am confident enough to try to make changes when I think they will benefit me</p>  	<p>Unit: Changing Me</p> <p>Lesson: Accepting Change</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively</p>  	<p>Unit: Changing Me</p> <p>Lesson: Looking Ahead</p> <p>I can identify what I am looking forward to when I move to a new class</p> <p>I can reflect on the changes I would like to make next year and can describe how to go about this</p> 