



This half term
our topic is:
Myths and
Legends

Year 4 Curriculum Plan – Autumn 1

	Week 1 W/B 9/9	Week 2 W/B 16/9	Week 3 W/B 23/9	Week 4 W/B 30/9	Week 5 W/B 7/10	Week 6 W/B 14/10	Week 7 W/B 21/10
Events / Info	Hook: Beowulf the Brave						
English <i>Beowulf the Brave</i>	Beowulf the Brave poem Explore the genre Story square Decoding Performing a poem Exploring words and phrases that create imagery	Rhyming words Alliteration and expanded noun phrases Plan a narrative poem Draft a narrative poem	Edit and feedback The Dragon Slayer Infer and deduce Explore elements of a character Describe the elements of a character	Figurative language Identify and write similes and metaphors Identify and write onomatopoeia alliteration Apply knowledge of figurative language Plan description of a character	Draft description of a character Feedback and edit lesson	Overheard on a Saltmarsh Consolidation of figurative language	SPAG consolidation
Maths	Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000	Partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less Number line to 10,000	Compare numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100	Round to the nearest 1,000 Round to the nearest 10,100 or 1,000 End of block assessment	Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers –no exchange Add two 4-digit numbers-one exchange	Subtract two 4-digit numbers-one exchange Subtract two 4-digit numbers-more than one exchange Efficient subtraction Estimate answers Checking strategies	Consolidation Assessment

		Estimate on a number line to 10,000			Add two 4-digit numbers-more than one exchange Subtract two 4-digit numbers-no exchange		
Science	To compare and group materials according to solids liquids and gases	To identify and explore the properties of gases	To observe that materials change state when they are heated or cooled	To research the temperature in degrees Celcius (C) at which materials change state.	To understand the process of evaporation	To understand the process of condensation	To identify the part played by evaporation as compared to condensation
Computing Online Safety	Review and edit online safety rules	Dealing positively with peer pressure	To be aware that online content lasts forever- pre and post internet	Understand risk and prevent loss	Understand and respect digital rights and responsibilities	Virtual friendships versus real friendship. Who can we trust	Consolidate
History Vikings	<i>Who are the Vikings?</i> To learn who the Vikings were, where they came from and how they came To learn when in the timeline was the Viking invasion of England	<i>How do they live and what do they believe in?</i> What were the Vikings well-known for? How did they live? What the Vikings believed in	<i>Why did the Vikings come to Britain?</i> To learn the reasons for Viking invasions	Viking workshop	<i>How did the Viking rule end?</i> To learn the timeline of the Vikings invasion and rule	<i>How did the Viking rule end?</i> To learn the timeline of the Vikings invasion and rule	Consolidate
R.E. Judaism	To recall knowledge about Judaism- what do we remember from Year 2? To explore the Big Question: What can we learn from the stories of the Old testament?	To learn the stories of Noah's Ark. Why did God decide to destroy the world? How were people behaving? What can I learn from this about how to behave?	To discuss why God sent a rainbow after the floor subsided? God sent it as a sign that he would not destroy the whole world again. Do we have a duty to not destroy the whole world?	To explore how Sarah and Abraham were role models. To learn about the story of Abraham destroying idols in his father's shop. What can we learn from the story?	To draw conclusions about Sarah and Abraham as role models. To learn how Sarah and Abraham were always showing hospitality. Page 18 The Usborne Children's Bible.	To reflect on the Big Questions- what can we learn from the stories of the Old Testament? Is it my job to look after the world?	Visitor Assessment

			Draw a rainbow: In each strand write one way you can protect the world. Who are your role models who protect the earth? David Attenborough? Greta Thunberg?	To believe in one god and not to follow idols. Nowadays we don't have idols but we do have other distractions that stop us from praying to God.		Were Abraham and Sarah good role models? Children to work in groups to present their answers to the Big Question.	
PSHE	To explore the feeling of being part of a class and team.	To understand who is in my school community and knowing how to be a good citizen of the school.	To explain my rights, responsibilities and democracy.	To understand the role of rewards and consequences in motivating people's behaviour.	To understand how groups come together to make decisions.	To understand how having a voice benefits the school community.	Mindfulness/rights respecting activities.
Art/DT Drawing	Mindfulness drawing Art T-shirts/aprons Art resources in classroom- go through this with children What should children bring to lessons What will the sketch book be used for?	3D pencil drawings To draw using tone to create a 3D effect.	Sense of proportion To explore proportion and tone when drawing.	Drawing with scissors To plan a composition for a mixed-media drawing.	Wax resist To use shading techniques to create pattern and contrast.	Power prints To work collaboratively to develop drawings into prints.	Assessment/ consolidation
French	To understand how to shop for fruit and vegetables.	To understand how to shop for fruit and vegetables at the market.	To understand how to shop for fruit and vegetables at the market.	To understand how to order drinks and snacks at the café's.	To understand how to order drinks and snacks at the café's.	To recognise money and prices.	To recognise money and prices.

Music	To recognise and understand crotchets, quavers and rests. To learn the orchestral instrument families.	To learn how to treat the instrument carefully. To learn to produce a sound on the instrument.	To learn to read and play note E. To be able to recognise and play semibreves.	To learn Get Set. To learn to read and play note F.	To learn at work.	To learn how to tongue at the beginning of notes.	To learn Latin Sun.
P.E. Indoor Gymnastics	To develop individual and partner balances	To develop control in performing and landing rotation jumps	To develop the straight, forward, barrel and straddle roll	To develop the straight, forward, barrel and straddle roll	To develop strength in inverted movements	To be able to create a partner sequence to include apparatus	To be able to create a partner sequence to include apparatus
P.E. Outdoor Tennis	To develop hitting a ball and the forehand	To develop returning the ball using a forehand	To develop the backhand and understand when to use it	To work co-operatively with my partner to keep a continuous rally going	To use simple tactics in a game to outwit an opponent	To demonstrate honestly and fair play when competing against others	Consolidation of all the skills learned this term