**Medium Term Plan: How do you Train a Dragon?  
ALhAhhh**

**Year Group: 4 Term: Autumn 2**

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| **Weeks** | **01.11.21** | **08.11.21** | **15.11.21** | **22.11.21** | **29.11.21** | **06.12.21** | **13.12.21** |
| **Trips  Visitors Special Events** |  | \*Year 4 Celebration Assembly - TBC  **11.11.21**  Remembrance Day  **12.11.21**  Viking Day! | **19.11.21** Children in Need | **27.11.21**  Y4 Cornerstone Nativity (pm) for Torpoint Light Switch on |  | Assessment Week (TBC) | Christmas week  **14.12.21** Year 4+6 Carol Concert  LEGO WeDo STEAM days (13/14/15th Dec) |
| **Maths Intent:**  To gain a secure understanding of using & converting metric units and solve problems involving measurements.  To develop ability to recall times table facts and use them to multiply/divide larger numbers. | | | | | | | |
| **Maths** | **Number –  Addition and Subtraction**  Week 4  *DT* | **Measurement – Length and Perimeter**  Week 1  *RN  \*Possible link to topic* | **Measurement – Length and Perimeter**  Week 2  *ET* | **Number – Multiplication and Division**  Week 1  *DT* | **Number – Multiplication and Division**  Week 2  *RN* | **Number – Multiplication and Division**  Week 3  *ET* | **Consolidation Week: Christmas**  *DT* |
| **Maths  End Points** | • Efficient subtraction  • Estimate answers  • Checking strategies | * Equivalent lengths (mm, cm, m) * Kilometres * Add lengths * Subtract lengths * Measure perimeter * Perimeter on a grid * Perimeter of a rectangle * Perimeter of rectilinear shapes | | * Multiply by 10 and 100 * Divide by 10 and 100 * Multiply by 1 and 0 * Divide by 1 and itself * Multiply and divide by 3 * Multiply and divide by 6 * Multiply and divide by 7 * Multiply and divide by 9 | | | |
| **Mathematical Fluency** | **Times Table Rockstars**  Y4 – 3s  Intervention Group –  2s | **Times Table Rockstars**  Y4 – 3s  Intervention Group – 2s | **Times Table Rockstars**  Y4 – 6s  Intervention Group – 5s | **Times Table Rockstars**  Y4 – 6s  Intervention Group – 5s | **Times Table Rockstars**  Y4 – 3s, 6s  Intervention Group – 10s | **Times Table Rockstars**  Y4 – 3s, 6s  Intervention Group – 10s | **Times Table Rockstars**  Recap week |
| **Maths Fluency  End Points** | * Year 4: to recall a range of multiplication and division facts for the 3- and 6-times table * Intervention Group: to recall single multiplication and division facts for the 2- 5- and 10-times table | | | | | | |
| **Writing Intent:**  To understand and use a variety of fictional features and independently write a fictional story. | | | | | | | |
| **Writing** | **How to Train a Dragon**  Imitate  *Image result for how to train your dragon book*  *DT* | **How to Train a Dragon**  Imitate  Image result for how to train your dragon book  *DT* | **How to Train a Dragon**  Innovate  Image result for how to train your dragon book  *DT* | **How to Train a Dragon**  Invent  Image result for how to train your dragon book *DT* | **The Longest Journey**  Week 1  Image result for the longest journey literacy shed  *ET* | **The Longest Journey**  Week 2  Image result for the longest journey literacy shed  *ET* | **The Longest Journey**  Week 3  Image result for the longest journey literacy shed  *ET* |
| **Writing  End Points** | **How to Train a Dragon:**   * Use complex sentences * Understand how to manipulate sentences * Accurately use speech * Use fronted adverbials * Accurately spell words * Use adventurous expanded noun phrases | | | | **The Longest Journey:**   * Use inverted commas * Use expanded noun phrases * Use figurative language (similes, alliteration, metaphors and personification) * Use compound sentences * Use complex sentences * Use paragraphs * Use fronted adverbials * Use show not tell | | |
| **Reading Intent:**  To continue to develop children’s VIPERS skills . (Vocabulary, Inference, Prediction, Explain, Retrieval and Summarise) | | | | | | | |
| **Reading Skills** | **Vocabulary Focus**  (All classes)  2x activities around the vocabulary we will use throughout our topic.  *DT* | **Fowey**  Beowulf  Image result for beowulf bug club  *RN* | **Fowey**  Beowulf  Image result for beowulf bug club  *RN* | **Fowey**  The Dragon’s Hoard  Image result for the dragon hoard  *RN* | **Fowey**  Dragon Poetry  Image result for cartoon dragon  *RN* | **VIPERS Recap + Consolidation**  (All classes) (Tell me a dragon)  *DT* | *Christmas Week* |
| **Tamar**  The Dragon’s Hoard  Image result for the dragon hoard  *RN* | **Tamar**  Dragon Poetry  Image result for cartoon dragon  *RN* | **Tamar**  Beowulf  Image result for beowulf bug club  *RN* | **Tamar**  Beowulf  Image result for beowulf bug club  *RN* |
| **Lynher**  Dragon Poetry  Image result for cartoon dragon  *RN* | **Lynher**  The Dragon’s Hoard  Image result for the dragon hoard  *RN* | **Lynher**  Beowulf  Image result for beowulf bug club  *RN* | **Lynher**  Beowulf  Image result for beowulf bug club  *RN* |
| **Reading Skills End Points** | **Gain a deeper understanding in:**  Vocabulary:   * Give/explain the meaning of words in context * Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context * Identifying how language, structure and presentation contribute to meaning   Inference:   * Make inference from the text/explain and justify using evidence from the text * Drawing inferences such as inferring character’s feelings, thoughts and motives from their actions and justifying inferences with evidence   Retrieval:   * Retrieve and record key information / key details from fiction and non-fiction * Retrieve and record information from non-fiction | | | | | | |
| **Spelling Intent:**  To identify and correctly use the year 4 spelling rules and patterns. | | | | | | | |
| **Spellings** | Week 1 suffix -er  *RN* | Week 2 remove y before adding er  *RN* | Week 3 prefix auto/inter/anti  *RN* | Week 4 k spelt ch  *RN* | Week 5 year 4 spelling words  *RN* | Assessment week | *Christmas Week* |
| **Spelling  End Points** | * Spell words using suffixes * Spell words using prefixes * Spell words that sound like k but spelt ch * Spell year 4 must learn words | | | | | | |
| **Science Intent:**  To develop an understanding of how sound travels and how we hear sounds. | | | | | | | |
| **Science  + Investigation x1** | Sound Walk + Good Vibrations  *ET* | *Viking Man Visit* | Pitch and Volume  *ET* | Pardon?  *ET* | Ssssshhhhhh + The Rock Star Challenge  *(Investigation)*  \*Links to Maths – measuring + data  *ET* | *Computing Day*  *ET* | *Christmas Week* |
| **Science  End Points** | **Sound unit:**   * Identify how sounds are made, associating some of them with something vibrating * recognise that vibrations from sounds travel through a medium to the ear * find patterns between the pitch of a sound and features of the object that produced it * find patterns between the volume of a sound and the strength of the vibrations that produced it * recognise that sounds get fainter as the distance from the sound source increases | | | | | | |
| **Topic Intent:**  History: To gain an understanding of who the Anglo-Saxons and Vikings were and what they did.  Geography: To develop skills in identifying and discussing physical + human features in the Europe.  Art: To develop skills with using clay.  Music: To learn and confidently play chords on a ukulele. | | | | | | | |
| **Topic** | **History**  Anglo Saxons Launch activity (design & paint shields and Runes message)  *DT* | **History** Anglo-Saxon map and Sutton Hoo Helmet  + Viking Launch  *DT*  **Geography** Countries of Europe *DT*  **Art**  Design a dragon clay eye  *ET* | **History** Who were the Vikings and where were they from?  *DT*  **Geography** Capital cities in Europe  *DT*  **Art**  Make a dragon clay eye *ET*  **Music** Glockenspiels – lesson 1  *DT* | **History** What made the Vikings successful?  *DT*  **Geography** Rivers and mountains in Europe *DT*  **Art**  Make a dragon clay eye *ET*  **Music** Glockenspiels – lesson 2  *DT* | **History** Why and where did the Vikings trade?  *DT*  **Geography** The landscape, climate and Winter Sports of Norway *DT*  **Art**  Evaluate a dragon clay eye *ET*  **Music** Glockenspiels – lesson 3  *DT* | **History** Showstopper  *DT*  **Geography** The geography of summer and Winter sports  Representing Geographical features  *(Showstopper)*  *DT*  **Music** Glockenspiels – lesson 4  *DT* | *Christmas Week* |
| **Topic  End Points**  **(KIRFs)** | 1) The Anglo-Saxons arrived in Britain in 400AD.  2) The Vikings came from Scandinavia (Denmark, Sweden and Norway).  3) The Vikings raided Britain for good farm land, more land and for treasure. 4) The Viking period started approximately in 793 AD when they attacked Lindisfarne.  5) The Vikings were great warriors and they built long ships for raiding and war.  6) The Anglo-Saxon and Viking period ended in 1066AD.  7) A continent is a group of countries.  8) A capital city is the main seat of power in a country where governments make decisions.  9) The longest river in Europe is the Volga in Russia.  10) The highest mountain in Europe is Mount Elbrus in Russia and is a dormant volcano. | | | | | | |
| **Topic Writing**  **2x cross curriculum writes**  **1x science investigation** | - | *-* | *-* | **History**:  Write a letter as a monk, describing the events at Lindisfarne. | **Science:**  Sound investigation | **Geography**: Report writing to annotate showstopper | - |
| **Topic Writing End Points** | **History:**  I have written in the first person, using personal pronouns: I, we, my, me  Used expanded noun phrases to describe the setting  I have talked about personal emotions and feelings.  Used time conjunctions: First, then, next, after, later.  I have told events in chronological order  I have used paragraphs to organise my writing- TiPToP  I have used figurative language.  I have used adverbials  **Geography:**  I have written in the present tense  I can use coordinating conjunctions  I have used a clear layout with a title and paragraphs with subheadings  I have used technical vocabulary and factual information  I can use subordinating conjunctions  I can use fronted adverbials to add information | | | | | | |
| **PE Intent:**  To develop creative skills in dance, both independently and collaboratively.  To develop invasion games skills in netball. | | | | | | | |
| **PE** | **Dance**  Movements using action and reaction  **Netball**  Accurately pass the ball in 3 different ways | **Dance**  Create and perform a short dance sequence  **Netball**  Understand and use the footwork rule | **Dance**  Use unison and canon based on machines  **Netball**  Develop attacking skills | **Dance**  Perform a longer sequence of movements including dynamics and body percussion  **Netball**  Perform a netball shot using good technique | **Dance**  Perform a longer sequence on moves developing performance skills  **Netball**  Play a game of High 5 Netball | **Dance**  Practise, perform and evaluate a dance based on machines  **Netball**  Play and evaluate a game of High 5 Netball | **Dance**  Practise, perform and evaluate a dance based on machines  **Netball**  Play and evaluate a game of High 5 Netball |
| **PE  End Points** | **Dance**   * Explore movements based on machines, considering dynamics and body percussions * Combine movements to make longer performances   **Netball**   * Accurately, throw, pass and shoot a netball * Collaborative to effectively attack and defend in a game of High 5 Netball | | | | | | |
| **RSHE Intent:**  To gain an understanding of the terms diversity and anti-bullying (including cyber and homophobic bullying). | | | | | | | |
| **RSHE** | Piece 2: Celebrating Difference  Lesson 1  *DT* | *Viking Man Visit* | Piece 2: Celebrating Difference  Lesson 2  *DT* | Piece 2: Celebrating Difference  Lesson 3  *DT* | Piece 2: Celebrating Difference  Lesson 4  *DT* | Computing Day | Piece 2: Celebrating Difference  Lessons 6  *DT* |
| **RE Intent:**  To learn about the major religions and the main principles of beliefs. | | | | | | | |
| **RE** | **Incarnation**  Understand the Trinity | **Incarnation**  How is the Trinity represented through art? | **Incarnation**  6 statements about God | **Incarnation**  The Christmas Story | **Incarnation**  Advent | **Incarnation**  How is Christmas celebrated around the world? | *Christmas week* |
| **RE  End Points**  **(KIRFs)** | * There are many different religious groups within the Christian faith * The Trinity is made up of three parts; the Father, the Son and the Holy Spirit * The Christmas story celebrates the birth of Jesus | | | | | | |
| **French Intent:**  To learn and use key French vocabulary. | | | | | | | |
| **French** | **Euro Stars**  Pocket Money | **Euro Stars**  Pocket Money | **Euro Stars**  Pocket Money | **Euro Stars**  Pocket Money | **Euro Stars**  Pocket Money | **Euro Stars**  Pocket Money | *Christmas week* |
| **French  End Points** | * Understand French numbers * Ask the cost of items | | | | | | |

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| **DT** | **RN** | **ET** | **JM** |
| Maths weekly rotation  English – T4W Unit  Reading Skills (first & final weeks)  History  Geography  Music  RSHE | Maths weekly rotation  3 x Reading Skills Texts  Spellings | Maths weekly rotation  English – The Longest Journey  Science  Computing Day  Art | Maths Intervention Class  English Intervention Class  Reading Skills Intervention Class |