



Term: Autumn 2

Topic: We Remember- Saxons and Scots

Year group: 4

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
English	<p><b>Flander's Field and other Remembrance poems</b></p> <p>Remembrance Writing: Narrative Poetry</p> <p>WALT: read aloud poem using appropriate intonation and controlling the tone and volume so that meaning is clear (Drama link – Flander's Field)</p> <p>WALT: listen and discuss a wide range of poetry</p>	<p><b>Flander's Field and other Remembrance poems</b></p> <p>Remembrance Writing: Narrative Poetry</p> <p>WALT: build rich and varied vocabulary</p> <p>WALT: in narratives, create settings</p> <p>WALT: read aloud my own writing using appropriate intonation and controlling the tone and volume so that meaning is clear</p>	<p><b>Anglo-Saxon Boy Fiction: PLayscript</b></p> <p>WALT: reading for a range of purposes and perform playscripts with tone and action</p> <p>WALT: participate in discussion about play script</p>	<p><b>Anglo-Saxon Boy Fiction: Playscript</b></p> <p>WALT: plan writing by discussing and recording ideas</p> <p>WALT: use simple organisational devices</p>	<p><b>Anglo-Saxon Boy Fiction: Playscript</b></p> <p><b>Independent Write: Playscript</b></p> <p>WALT: use simple organisational devices</p> <p>WALT: plan our writing by discussing and recording ideas</p> <p>WALT: Draft and write by composing and rehearsing sentence using a range of sentence structures</p>	<p><b>Anglo-Saxon Boy Non-Fiction:</b></p> <p>Letter writing from the perspective of a Saxon or Scot</p> <p>WALT: drawing inferences such as inferring character's feelings and motives and justifying evidence with text</p> <p>WALT: listening to and discuss the features of letter writing</p> <p>WALT: plan their writing by discussing writing similar to which they are planning to write</p>	<p><b>Anglo-Saxon Boy Non-Fiction:</b></p> <p>Letter writing from the perspective of a Saxon or Scot</p> <p>WALT: organising paragraphs around a theme</p> <p>WALT: assessing the effective others' writing and suggesting improvements (make individual targets to use during independent writing)</p> <p><b>Week 8: Letters to Santa</b></p> <p><b>Independent Writing: Letters to Santa</b></p> <p>WALT: discussing and recording ideas</p> <p>WALT: organising paragraphs around a theme</p> <p>WALT: proofread for spelling and punctuation errors.</p>
Maths	<p><b>Multiplication</b></p> <p>WALT: use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers</p> <p>WALT: recognise and use factor pairs and commutatively in mental calculations</p>	<p><b>Division</b></p> <p>WALT: commutative relationship and fact families</p> <p>WALT: inverse operations</p>	<p><b>Multiplication</b></p> <p>WALT: multiply two-digit and three-digit numbers by a one-digit number using ; formal written layout;</p>	<p><b>Multiplication</b></p> <p>WALT: multiply two-digit and three-digit numbers by a one-digit number using ; formal written layout;</p> <p>WALT: solve problems involving multiplying and adding</p>	<p><b>Multiplication</b></p> <p>WALT: solve problems involving multiplying and adding</p>	<p><b>Multiplication:</b></p> <p>WALT: solve problems involving multiplying and adding</p>	<p>Week 7 and 8:</p> <p><b>Assessments and Addressing Misconceptions</b></p>





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	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>	<ul style="list-style-type: none"> <li>Food is broken down by the teeth and further in the stomach and intestines where nutrients go into the blood. The blood takes nutrients around the body</li> <li>Nutrients produced by plants more to primary consumers then to secondary consumers through food chains</li> </ul>
Computing	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or</li> </ul>	<p>Rising Stars 4.2 We are toy designers Prototyping an interactive toy</p> <ul style="list-style-type: none"> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems.</li> </ul>

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	<p>simulating physical systems.</p> <ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>	<p>simulating physical systems.</p> <ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>	<p>simulating physical systems.</p> <ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>	<p>simulating physical systems.</p> <ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>	<p>simulating physical systems.</p> <ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>	<p>simulating physical systems.</p> <ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>	<ul style="list-style-type: none"><li>• Use sequence, selection, and repetition in programs; work with various forms of input and output.</li><li>• Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li></ul>
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