

Reading	Class Text: Charlotte's Web – E. B. White Key comprehension focuses for this term: • Role of setting • Structure/plot Word Reading: • Continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent. • Read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes. • Read accurately words of two or more syllables that contain the graphemes met so far. Comprehension: • Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently. • Discuss the sequence of events in books and how items of information are related. • Discuss and clarify the meanings of words, linking new meanings to known vocabulary. • Discuss their favourite characters, events, words and phrases. • Draw on what they already know or on background information and vocabulary provided by the teacher.
Writing Genre:	Non-fiction: Newspaper recounts Fiction revisit: Quest stories Model text: Blizzard Causes Chaos! Handwriting: • Increase the legibility, consistency and quality of handwriting [for example, by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch]. Transcription: • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. • Continue to use the first two or three letters of a word to check its spelling in a dictionary. Composition: • Use time adverbials help sequence events. • To know how to use information from a text to write diary entries in characters. • To detail events in chronological sequence. • To know the difference between 1st person and 3rd person writing and consistently use the correct pronouns within a piece of writing. • To know the importance of proofreading and develop strategies to check and correct their own writing.
SPAG	Spelling: • Find root words and word families • -y-spelt elsewhere than the end of words, e.g. pyramid • Revisit possessive apostrophe (singular nouns) , e.g. Megan's, the girl's , a summer's day • Possessive apostrophes with plural words, e.g. girls' • Common exception and tricky words: believe, build, certain, favourite, peculiar, perhaps, popular, purpose Punctuation and Grammar: • Statement, question, exclamation, command. • Prefix and suffix. • Prepositions and conjunctions. • Consolidate sentence accuracy fundamentals from Year 3 such as capital letters and finger spaces. • Use of paragraphs to organise ideas around a theme. • To develop an understanding of standard English forms for verb inflections (instead of local forms).

Mathematics	Number: Addition and Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why. Number: Multiplication and Division - Recall multiplication and division facts for multiplication tables up to 12×12 - 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 - Recognise and use factor pairs and commutativity in mental calculations - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout - Solve problems involving multiplying and adding, including using the distributive law - To multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Area: - Find the area of rectilinear shapes by counting squares. - Compare and order shapes by area (both estimated and calculated). Arithmetic: - To know how to find 10, 100 and 1,000 more or less than a given number. - To know the place value of 4 digit numbers and identify a missing part in standard partitioning (e.g. $1000 + _ + 20 + 4 = 1324$). - To recall multiplication and division facts for the 7, 8, 9, 11 and 12 times tables (in addition to previous times tables learned). - Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
Science	Sound (Part 1) - To know that sounds are caused by vibrations that travel through solids, liquids and gases to our ears. - That sound travels in waves and these are a form of energy. - To summarise that sound travels fastest through solid materials and more slowly through gases like air. Sound does not travel when there is no air. - That scientists, such as Alexander Graham Bell, discoveries shaped the way in which we see the world today. - To know that the volume of sound depends on the strength or size of the vibrations. Stronger vibrations make louder sounds. Weaker vibrations make quieter sounds. - To draw simple conclusions from results of a comparative test. - That sounds decrease in volume as they get further from the sound source because vibrations decrease as they travel through the medium. - To make sensible predictions about how sound travels.
Religious Education	What it means to be a Hindu in Britain today (Terms 1 & 2) - That we use the term Hinduism but Hindus often call it Sanatana Dharma (Eternal Way). - What Hindus have in their home to show their faith – murtis (statues of gods), family shrine, pictures of deities, puja tray - That Hindus carry out rituals at home that show their faith - daily puja which means offering prayers, light, incense, flowers and food to the gods; aarti (thanksgiving to the deities using light) and bhajans (devotional songs). - That Hindus believe in the ideas of karma (that the benefits and detrimental effects of past deeds impact on life) – with the idea of action and reaction and how this can affect decisions about good and bad. - That being a Hindu can be shown in what they do in the wider community- performing rituals, singing hymns/songs (bhajans), offerings before the murtis, sharing and receiving prashad (an apple or sweet) representing the grace of God.

	- What some of the Hindu aims of life (punusharthas) - dharma (moral duty); artha (providing for the family) ; kama (enjoying life) and mokska (birth and rebirth), are through the story of Rama and Sita. - To suggest to reason why it is good and difficult being a Hindu in Britain today – coming together to perform rituals; sense of community, the commitment. - About the life of important Hindu people – Mahatma Gandhi and how this impacts on the world. - About the similarities and differences with the family values and home rituals of pupils in the class.
Physical Education	FITNESS - To recognise different areas of fitness and explore what your body can do. - To develop speed and strength. - To develop co-ordination. - To develop agility. - To develop balance. - To develop stamina. - To understand that humans have different components of fitness. FOREST SCHOOL: EXPLORE AND CONSERVE Science – Animals including humans, Electricity, Living things and their habitats - Living things can be classified as producers, predators and prey according to their place in the food chain. Canines are pointed for tearing and ripping food - these are usually used when chewing meat. Incisors are shovel shaped and help bite lumps out of and cutting food. Premolars and molars are flat and they grind and crush food. - A complete circuit is a loop that allows electrical current to flow through wires. - To know how 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) - Melting is a state change from solid to liquid. - Boiling is a change of state from liquid to gas that happens when a liquid is heated to 100 degrees Celsius and bubbles of the gas can be seen in the liquid. - Evaporation is the same state change as boiling (liquid to gas), but it happens slowly at lower temperatures and only at the surface of the liquid - Living things live in a habitat, which provides an environment to which they are suited. These environments may change naturally, for example through flooding, fire or earthquakes. - Humans also cause the environment to change. This can be in a good way or in a bad way. These environments also change with the seasons. - Living things classified in different ways according to their features, where they live and what type of organism they are. Design and technology – Pine Cone Decoration - To describe the difference between 'green' (wet) wood and - To use a sawhorse to cut a wooden disc with adult supervision - To finish their wooden disc by smoothing the edges with sand - To use a hacksaw to cut a wooden disc of a specific - Drill hole halfway through the disk using a manual hand drill - Glue a pine cone on top using strong wood glue  dry wood paper measurement Geography – The World and Climate Zones - That climate change refers to changes in the Earth's usual weather conditions over many years. - That the Amazon rainforest is threatened by deforestation, flooding and climate change. - That environmental regions are at risk due to human activity. - That if a pattern of weather occurs over a long period, this can be described as its climate.
Geography	The World- Regions at Risk When using world maps...

Medium Term Plan
Year 4 – Term 2 – 2026/2027

Y

	• How to identify Europe, Russia, North and South America on a map. • That satellite maps can show how land has changed over time. • That Geographers study how human activity affects the world's land and climate. When considering the impact of humans on the planet... • That climate change refers to changes in the Earth's usual weather conditions over many years. • That environmental regions are at risk due to human activity. • That Geographers make observations and collect data to better understand a location. • That some areas of the world are susceptible to natural disasters, such as flooding. • To carry out field work to explore adaptations/changes in the local environment. When studying some of the world's at-risk regions... • That the Amazon rainforest is threatened by deforestation, flooding and climate change. • That our local coast is affected by climate change with rising sea levels, and that flood defences are in place and constantly having to adapt. • That the North Sea is threatened by climate change and rising sea levels, and why this is an issue.
RSHE	Relationships (Terms 1 & 2) • To recognise and respond appropriately to a wider range of feelings in others. • That there are different types of relationships, including friendships, family relationships, romantic relationships and online relationships. • That shared characteristics of healthy family relationships include commitment, care, spending time together, and being there for each other in times of difficulty. • That respect is important in all relationships and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. (SRE lesson 3) • That the characteristics of a healthy relationship include mutual respect, trust, honesty, loyalty, kindness, generosity, sharing interests and experiences, and supporting problems and difficulties. (SRE lesson 3) • The PANTS rules: Privates are private; Always remember your body belongs to you; No means no; Talk about secrets that upset you; Speak up, someone can help. • That they should always speak to a trusted adult if someone has been physical in a way that they find unacceptable or uncomfortable. • To work collaboratively towards shared goals. • How to give rich and constructive feedback and support to benefit others as well as themselves. • That disputes and conflict can be solved through negotiation and appropriate compromise and that verbal or physical aggression should never be used during disputes and conflict. • That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, sexual orientation, and disability. • To recognise the impact of bullying, both offline and online, and the consequences of hurtful behaviour, and that teasing, name-calling, trolling, harassment, and the deliberate exclusion of others are all considered to be bullying. • That discrimination is when a person is treated differently (in a negative way) because of some aspect of their identity, such as their gender, race, or religion and that discrimination is against the law.

	That they must tell a trusted adult if themselves or someone else is being bullied or discriminated against.
Computing	Stop motion animation - How animation has developed over time including; flip book, Thaumatrope and Zoetrope. - That animations have developed over time due to technological advancements. - The purpose of creating animations - To use stop motion software to create an animation to give animated figures the impression of movement. - That small movements make a smoother animation and more images are needed for a longer animation. - To edit animations by inserting, deleting or changing the order of frames - That onion skinning is seeing a number of frames at once. - That companies deploy tactics to encourage users to spend money online - How companies entice users to buy online using 'in-app purchases' and 'pop-ups.' - Why it's important to avoid making purchases when using online platforms. (link to smart – safe)
Design and Technology	Cooking: Salmon and Dill fishcakes (Person study: Jamie Oliver) - What constitutes a healthy diet. - That food groups have different roles in the body (carbohydrates are for energy, proteins allow our bodies to grow and repair and fruit and vegetables help our immunity). - That food manufacturers share the nutritional information on food packaging to inform consumers of what they are eating. - That he has significantly impacted on school dinners and the public's understanding of healthy eating. - That when we cook we make purposeful decisions about the ingredients we use. Salmon would be used as it is a healthy fish. Dill is a herb with an aniseed/soft taste which would complement the salmon. - To sieve flour, raising agents or spices - To use a masher to mash hot food to a fairly smooth texture (e.g. potato) - To peel harder foods (e.g. potato) - To use both bridge hold and claw grip to cut the same food using a serrated vegetable knife. - That we handle hot foods safely using oven gloves. - How to treat minor burns (PSHE link) - To comment on what they like about it and what they could improve next time.
Primary Languages – Spanish	La Clase (The Classroom) (Terms 1 & 2) Vocabulary: - To say and write what items you have in your bag (e.g. en mi estuche, tengo una goma) A pencil sharpener (un sacapuntas), an exercise book (un cuaderno), a pencil (un lápiz), a pen (un bolígrafo), a pencil case (un estuche), a reading book (un libro), a rubber (una goma), a ruler (una regla), a calculator (una calculadora), a pair of scissors (unas tijeras), a glue stick (una barra de pegamento), a school bag (una cartera). I have (tengo), I have not got (no tengo). - To ask what one another have in their school bags: What do you have in your bag? (¿Qué tienes en tu estuche?) - To follow simple classroom commands in Spanish: Listen (¡Escuchad!), Repeat (¡Repetid!), Read (¡Leed!), Silence (¡Silencio!), Close your books (¡Cerrad los libros!), Open your books (¡Abrid los libros!), Think (¡Pensad!), Ask (¡Preguntad!), Raise your hand (¡Levantad la mano!) - To recognise and repeat from memory simple classroom objects. - That being able to communicate in other languages helps us pass on important information. Grammar:

Medium Term Plan
Year 4 – Term 2 – 2026/2027

Y

	• That 'yo' means 'I' but is often omitted in Spanish. • Which words use 'un' and which use 'una' depending on whether they are feminine or masculine. • That an upside-down question mark and exclamation mark is used at the start of questions and exclamations. • How to replace an indefinite article/determiner with the appropriate possessive adjective in Spanish. • To accurately use the correct gender when saying classroom objects. • That accents can only be written over vowels in Spanish and indicate the vowel is stressed. • That accents can only be written over vowels in Spanish and indicate the vowel is stressed and also indicate a question as seen in "¿qué tienes en tu estuche?" • That every language follows grammatical rules, and that these vary in each language. Phonics: • How to say CA (calculadora & cartera), CE (cerrad). CI (silencio), CU (escuchad) • That words that end in a consonant (apart from 'n' or 's') should be stressed on the last syllable as in re-pe-tid. For words that end in a vowel or 'n' and 's' it is normally the second to last syllable like ti-je-ras. • That other languages sound different because they follow different rules. Cultural links: • Look at Spanish schools (and schools around the globe) and think about the differences/similarities (i.e. no school uniform, rules, lessons, etc.)
--	--