



Medium Term Plan
Year 4 – Term 6 – 2025/2026

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| Writing | <p>Non-fiction: Discussion texts Model text: Should dragons be kept as pets?</p> <p>Fiction revisit: Suspense</p> <p>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].</p> <p>Composition: To use paragraphs to organise ideas logically around a theme. Take control over formality of texts and recognise the different language used in formal and informal pieces. To discuss writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar. To use fronted adverbials for a range of purposes. To develop strategies when re-reading their own writing and be able to correct some errors independently. Assessing the effectiveness of their own and others' writing and suggesting improvements. Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</p> |
| Reading | <p>Class Text: 'Beowulf' by Michael Morpurgo Key comprehension focuses for this term:</p> <ul style="list-style-type: none">• Role of characters• Themes/messages <p>Word Reading Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology), both to read aloud and to understand the meaning of new words they meet. Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Comprehension Identifying themes and conventions in a wide range of books. Discussing words and phrases that capture the reader's interest and imagination. Using dictionaries to check the meaning of words that they have read. Increasing their familiarity with a wide range of books, including fairy stories, myths and legends. To discuss words and phrases that capture the reader's interest and imagination. To check that the text makes sense to them, discussing their understanding, and explaining the meaning of words in context. To ask questions based on the content that has been explored within a text. To draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence. To predict what might happen from details stated and implied. Identifying main ideas drawn from more than one paragraph and summarising these.</p> |
| SPAG | <p>Spelling: Words with ou like in young, touch, country, double The prefixes_ in-, il-, ir-, re- and a range of common words using these. Revision of previous spelling patterns. Common exception & tricky words: forwards, guard, guide, height, imagine, increase, continue, decide, length, material, knowledge, naughty, notice, ordinary, quarter, sentence,</p> <p>Punctuation and Grammar: Apostrophes to mark singular and plural possession [for example, the girl's name, the girls' names]. Standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was, or I did instead of I done]. That determiners are a modifying word that determines the kind of reference a noun or noun group has, for example a/an, the, every, and quantity.</p> |



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| | <p>That prepositions are a word usually preceding a noun or pronoun, expressing a relation to another word or element in the clause.</p> <p>That pronouns are words used to replace a noun, and possessive pronouns indicate possession [for example, mine, yours, hers, theirs].</p> <p>That a noun with an adjective makes a noun phrase [for example, red shoes] and a noun with more than one adjective makes an expanded noun phrase [for example, red, shiny shoes].</p> <p>That a clause is a group of words containing a verb [for example, she wore shoes].</p> |
| Mathematics | <p>Shape: 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 two 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>Statistics: 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>Position and direction: 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>Arithmetic: To know and quickly recall multiplication and division facts for multiplication tables up to 12 x 12. Commutative law: To recognise commutativity of addition and multiplication calculations. Associative law: To recognise that when adding or multiplying, the order of numbers being used to calculate does not matter. Associative law: In multiplication calculations, to recognise that if one or both of the multipliers is 10x, 100x or 1000x bigger, then the product will correlate. To be able to use the inverse calculation to check answers and calculate missing numbers. To use mental and written methods to solve 2- and 3-digit by 1-digit multiplication and division calculations. To be able to divide whole numbers by 10, 100 and 1000 to get decimal answers. Add and subtract fractions with the same denominator</p> |
| Science | <p>Living things and their habitats To know that classification diagrams can be used to group animals with similar characteristics. To know that animals can be grouped into vertebrate and invertebrate groups. To know that plants can be grouped into flowering and non-flowering groups. To know the names of invertebrates and vertebrates that can be found in our local area. To know the purpose of a dichotomous keys (to help identify and classify living thing). To know that an environment is made up of natural and human-made features. That scientists are often committed to protecting the planet from the danger posed by human behaviour. To know that environments are dependent on different factors (natural and human). That humans have a negative impact on the planet but can act to protect it. To know that the planet is under threat from climate change due to reforestation, urbanisation and pollution. To know that conservation is the protection and preservation of living things. To know that we can take positive action to aid conservation in our own localities.</p> |



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| DT | Greek Temples To use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design. To create a range of different shaped frame structures. To design and make a structure that is stable and aesthetically pleasing. To understand that different materials can create different effects. To select appropriate materials to build a strong structure. To use knowledge of how to reinforce corners to strengthen a structure. To select from and use a wider range of tools and equipment to perform practical tasks (for example, cutting, shaping, joining and finishing), accurately. To select from and use a wider range of materials and components, according to their functional properties and aesthetic qualities. To evaluate their ideas against their own design criteria and consider the views of others to improve their work. |
| Religious Education | Why do some people think life is a journey and what significant experiences mark this? By considering their own life journey from birth to now... By re-enacting a thread ceremony... That everyone has their own personal experiences with significant milestones, experiences and celebrations. A metaphor for life could be a journey. To name some of the different commitments held by believers in Christianity and Hinduism. (such as to pray every day, to read holy texts, to try to be good, to exercise regularly, to look after others, to treat the earth well, to follow God, to use words wisely, to practise kindness and generosity) That religious believers mark significant experiences in different ways such as in Christianity, confirmation and "believers' baptism" or adult baptism, first communion and confession (Roman Catholic); sacred thread ceremony in Hinduism. To explore the symbolism and meaning of marriage ceremonies as a commitment to a loving relationship. (Christianity, Hinduism and non-believers) What Christians and Hindus believe about life after death and how this is different to Humanisms. (That Hindus believe that life is one journey from birth to death. Following death, your spirit becomes free and is reincarnated. Non-religious believers such as Humanists (Humanists do not believe in a god. They believe it is possible to live a good and fulfilling life without following a traditional religion) welcome a new child with a naming day.) By creating a 'map of life' for a Hindu or Christian person... How religious and spiritual experiences and beliefs help you through life's journey, to overcome 'traffic jams' that they may encounter. To show how religion is a 'map of life' (Christian or Hindu). To compare a 'map of life' and consider what you can learn from it. |
| Physical Education | Tennis: <ul style="list-style-type: none">• To develop hitting the ball using a forehand.• To develop returning the ball using a forehand.• To develop the backhand and understand when to use it.• To work co-operatively with a partner to keep a continuous rally going.• To use simple tactics in a game to outwit an opponent.• To demonstrate honesty and fair play when competing against others.• I can explain what happens to my body when I exercise and how this helps to make me healthy. Rounders: <ul style="list-style-type: none">• To play different roles in a game and begin to think tactically about each role. |



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| | <ul style="list-style-type: none"> • To develop the bowling action and learn the rules of bowling. • To run around the outside of the bases and make decisions about when to stop and when to run. • To field a ball using a two-handed pick up and a short barrier. • To develop batting technique and an understanding of where to hit the ball. • To apply skills and rules learnt to play rounders. • I can explain what happens to my body when I exercise and how this helps to make me healthy. |
| <p>Geography</p> | <p>India When using maps, atlases and globes... To locate and begin to describe India, including its capital and major cities, regions, seas/coasts, mountains and rivers. To make predictions about a place's climate based on its position on the globe. That Geographers collect information and data to compare and contrast different places. When comparing a region of India and the U.K... The climate of a region in India and that of a region in the United Kingdom. That human geography focuses on where people live, what they do, and how they use the land. The transport and traffic issues faced in India and the United Kingdom. The importance of the Ganges to people of India - geographically, in terms of transports, as part of Hinduism, to wash/bathe. When studying the Himalayas... That physical Geographers observe, measure, and describe Earth's surface. That the Himalayas are the highest mountain range in the world. They stretch 2,400 km (1,500 mi) along the north/north east of the country and share border with five countries: Bhutan, India, Nepal, China, and Pakistan. That the highest mountain ranges are created by tectonic plates pushing together and forcing the ground up where they meet, and other mountains are created by ancient volcanoes. That land use is often determined by the climate and physical geography of a location. When creating an agricultural map of India... What is meant by agriculture and that agriculture is the largest source of livelihoods in India, where climatic conditions and the diversity in its physical geography make it ideal for growing particular types of crops. That India is home to vast agricultural areas and is the one of the world's largest producers of many products.</p> |
| <p>PSHE : Living in the wider world. (across terms 5 and 6)</p> | <p>Communities</p> <ul style="list-style-type: none"> • What being part of a community means, and about the varied institutions that support communities locally and nationally. • To recognise the consequences of anti-social and aggressive behaviours such as bullying and discrimination on individuals and communities. • How to resolve differences by looking at alternatives, seeing and respecting others' points of view, making decisions and explaining choices. • That resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment. <p>Economic Well-being: Money & Aspirations, Work and Career</p> <ul style="list-style-type: none"> • That there is a broad range of different jobs/careers that people can have and that people often have more than one during their lifetime. • What might influence people's decisions about a job or career, such as personal interests and values, family connections to certain trades or business, strengths and qualities. • How to evaluate stereotypes in the workplace and understand a person's career/aspirations should not be limited by them. • About enterprise and the skills that make someone 'enterprising' specifically looking at the concepts of 'interest', 'loan', 'debt' and 'tax'. |



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| | <p>Media literacy & digital resilience`</p> <ul style="list-style-type: none">• Some of the different ways information and data is shared and used online, including for commercial purposes.• How information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information.• That the internet and social media can be used both positively and negatively, by discussing their own views of what is and is not appropriate to share on online.• How to assess the reliability of sources including images and texts online and how to make safe, reliable choices from search results (SMART rules). |
| <p>Computing</p> | <p>Data Handling: Investigating Weather</p> <ul style="list-style-type: none">• There are different types of weather and data can be used to predict the forecast.• The internet can be used to search for weather data and this can be recorded in a spreadsheet.• Sensory data is used to predict extreme weather• Key words can search for specific information on the internet.• An algorithm can be written for a machine which uses selection.• That weather can be predicted and search engines can be used to find information. <p>Programming 2: Computational Thinking</p> <ul style="list-style-type: none">• To break a task into smaller, manageable parts.• To identify patterns in similar tasks or problems.• That patterns help solve problems.• Abstraction makes solving problems easier especially in our everyday lives.• To design a clear algorithm to solve a task effectively.• To create a clear and logical sequence of steps.• To justify their choices when designing my algorithm.• That algorithms impact on every day life and are used in many aspects of the real world.• To design and improve a project using pattern recognition and clear algorithms.• Computational thinking is a way of solving problems using different skills to help break down and organise a task.• That variables can be used in coding. |
| <p>Primary Languages – Spanish (across terms 5 and 6)</p> | <p>Clothes (La ropa)</p> <p>To recognise and recall the vocabulary for a variety of clothes in Spanish:</p> <ul style="list-style-type: none">• Swim wear (traje de baño),• A jumper (un jersey),• A dress (un vestido),• A coat (un abrigo),• A t-shirt (una camiseta),• A tracksuit (un chandal),• A scarf (una bufanda),• A skirt (una falda),• A jacket (una chaqueta),• A shirt (una camisa),• A beanie hat (un gorro),• Trousers (unos pantalones),• Shorts (unos pantalones cortos)• Trainers (unos zapatillas de deporte),• Shoes (unos zapatos),• Sunglasses (unas gafas de sol) <p>Grammar</p> |



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To recognise the difference between feminine and masculine using the singular indefinite articles 'un' and 'una' and the plural forms 'unos' and 'unas'.
To conjugate the verb 'to wear' (llevar) in the present tense with increasing confidence to describe what they are wearing.
That adjectives often go after the noun and often agree in terms of gender and number and apply this in written sentences to describe the colour of clothes (e.g. una falda roja).
That different languages have different rules and we need to learn these in order to communicate accurately and effectively in writing and orally.
To accurately use the possessive adjective 'my' in Spanish (e.g. mis pantalones) in and understand that 'mi' is used for singular and 'mis' is used for plural in written sentences.
How to use the negative 'no' before the verb 'llevar' to change the meaning of the sentence.

Phonics

To accurately pronounce the following sounds: GA (gafas), GO (GORRA) and GU (guantes).