



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

Writing	<p>Non-fiction: Explanation texts Model text: HOW WONKA'S WHIPPLE-SCRUMPTIOUS FUDGEMALLOW DELIGHT IS MADE</p> <p>Fiction revisit: Portal stories</p> <p>Poetry: 'Eastbourne' by Joseph Coelho Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discussing words and phrases that capture the reader's interest and imagination. Recognising some different forms of poetry [for example, free verse, narrative poetry].</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: Providing further detail within the sentence through adverbials (fronted or otherwise). To use paragraphs to organise ideas logically around a theme. To use topic sentences to clearly introduce the topic of each paragraph in a piece of writing. To use causal conjunctions and time conjunctions to guide a reader through the explanation of a process. Take control over formality of texts and recognise the different language used in formal and informal pieces.</p>
Reading	<p>Class Text: 'Charlie and the Chocolate Factory' by Roald Dahl Key comprehension focuses for this term:</p> <ul style="list-style-type: none">• Role of characters• Role of setting• Use of perspectives and viewpoints <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. Participate in discussion about both books that are read to them and those they can read for themselves. Recognise themes in what they read, such as the triumph of good over evil or the use of magical devices in fairy stories and folk tales. Using dictionaries to check the meaning of words that they have read</p>
SPAG	<p>Spelling: Words with the gh sound (Greek origin) e.g. chemist Words with the ch (French origin) e.g. chef Words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French origin) Words with the sound: ei, eigh or ey e.g. vein Common exception/tricky words: <u>bicycle</u>, caught, centre, century, minute, reign, weight</p> <p>Punctuation and Grammar: Apostrophes to mark plural possession [for example, the girl's name, the girls' names]. Use of commas after fronted adverbials. 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].</p>



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	<p>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>
Mathematics	<p>Decimals: Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10 Recognise and write decimal equivalents of any number of tenths or hundreds Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths Round decimals with 1 decimal place to the nearest whole number Compare numbers with the same number of decimal places up to 2 decimal places Solve simple measure and money problems involving fractions and decimals to 2 decimal places</p> <p>Measurement: Convert between different units of measure [for example, kilometre to metre; hour to minute] Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Estimate, compare and calculate different measures</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.</p>
Science	<p>Electricity When looking at the energy different appliances are used for... To know the precautions we should take for working safely with electricity. To know where electricity comes from and how it is used. To identify common appliances that run on electricity. To identify scientific evidence that has been used to support or refute ideas or arguments (Erik Bystrup).</p> <p>When creating simple circuits and mending them to make them work... To know how to construct a simple series circuit, identifying and naming its basic parts, including a cell, wire, bulb, bulb holder. To identify whether a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. That scientists use their knowledge and experience to form hypotheses and they then test them out.</p> <p>When creating switches to add to a simple circuit... To know that a switch opens and closes a circuit and associate this with whether or not a bulb lights in a simple, series circuit.</p> <p>When investigating the question: 'What material is the best conductor for electricity?'... To recognise some common conductors and insulators, and associate metals with being good conductors.</p> <p>When making a working device which includes a simple circuit... To use findings to answer further questions, as scientists do.</p>



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Design and Technology	<p>Cushion Covers</p> <p>Investigate and analyse a range of existing products.</p> <p>To understand different types of fastenings, such as zips, poppers, sewn and how these can be used on cushion covers.</p> <p>To understand the purpose of patterns when sewing.</p> <p>To understand that designers need to effectively meet a design brief and specific criteria.</p> <p>That designers take inspiration from existing products and materials to meet a specific need.</p> <p>To develop their own design criteria to inform the design of a functional and appealing cushion cover.</p> <p>Create annotated sketches of their cushion cover as part of the planning stage.</p> <p>To create prototypes of their cushion cover.</p> <p>With moderate supervision:</p> <p>To create a simple pattern for cushion</p> <p>To follow their design accurately to make their cushion cover.</p> <p>To use back stitch to join fabrics together.</p> <p>To sew on buttons to fabrics and to create loops.</p> <p>To suggest ways in which they would change their design if they were to make their cushion cover again.</p> <p>To assess how well their finished product meets the original design criteria and that this is an important part that designers must complete to ensure they have met the design brief.</p>
Religious Education	<p>Why is Jesus inspiring to some people?</p> <p>To know how some of the words and actions of Jesus continue to inspire Christians today. (Parables of the kingdom of heaven (Matthew 13:1–45: sower, mustard seed); parables of forgiveness (two debtors, Luke 7:36–50); unforgiving servant, Matthew 18:21–35).</p> <p>To be aware that the events of Holy Week and Easter that are celebrated by Christians. (Palm Sunday - waving palms; Maundy Thursday- washing feet; sorrow of Good Friday services; darkness in churches on Saturday; light and joy of Easter Day.)</p> <p>To know why Christians call Good Friday 'good' (Include the terms incarnation -Jesus as God as a human being), salvation (Christians believe that Jesus' death and resurrection is a way for people to be forgiven and get close to God) and Gospel (the teaching of Christ).</p> <p>To understand how Jesus has inspired Christians and what impact it has had on their lives (Christians show gratitude to Jesus for saving them and dealing with sin and death and bringing forgiveness – by prayer, worship, giving generously, telling other people about Jesus, caring for others.)</p> <p>To know that some Christians' views of the most important attitudes and values to have, as inspired by Jesus' teachings and actions (e.g. love, fairness, service, sacrifice, joy).</p> <p>To compare what Christians say are the most important values with what pupils believe to be most important (religious and non-religious points of view).</p>
Physical Education	<p>Outdoor PE : Hockey</p> <p>To develop sending the ball with a push pass.</p> <p>To develop receiving the ball.</p> <p>To develop dribbling using the reverse stick (Indian dribble).</p> <p>To develop moving into space after passing the ball.</p> <p>To use an open stick tackle to gain possession.</p> <p>To apply defending and attacking principles and skills in a hockey tournament.</p> <p>Indoor PE : Gymnastics</p> <p>To develop individual and partner balances.</p> <p>To develop control in performing and landing rotation jumps.</p> <p>To develop the straight, barrel, forward and straddle roll.</p> <p>To develop strength in inverted movements.</p> <p>To be able to create a partner sequence to include apparatus.</p>



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Geography	Extreme Weather- Climate Zones To know that Geographers observe, measure, and describe Earth's surface. They study how landforms develop and how they change. Use maps and aerial images to find the sites of mountains and volcanoes, and the countries which hold them. That climate zones are areas around the world with specific patterns of weather. That if a pattern of weather occurs over a long period, this can be described as its climate. The major climate zones are: arid, continental, polar, Mediterranean, temperate and tropical. Pupils learn the main features of these. That Earth is made from five layers: the inner and outer core, the lower and upper mantle, and the crust. That tectonic plates are the separate rocky parts of the Earth's crust. These move around on the soft mantle underneath them, and when they collide - along plate boundaries - they can create earthquakes and volcanoes and mountains are formed. That the Richter magnitude scale is used to measure the size of earthquakes. That earthquakes beneath the ocean can create a series of huge waves, called a tsunami. That volcanoes are formed when magma, which is located at the centre of the Earth, pushes its way upwards. That eruptions happen when gas bubbles inside magma expand and cause pressure to build up. This pressure pushes on weak spots in the earth's surface, or crust, causing magma to exit the volcano. That volcanoes can be active, dormant or extinct. To understand that Geographers study the causes and consequences of natural disasters. About an earthquake- In Alaska in 1964, a magnitude 9.2 earthquake jarred the earth so strongly it caused fishing boats to sink in Louisiana. About a volcano - Mount Vesuvius. In Italy in AD 79, this volcano devastated the nearby cities of Pompeii and Herculaneum.
RSHE (across terms 3 and 4)	Health and Wellbeing To understand what positively and negatively affects their physical, mental and emotional health. That regular exercise can benefit mental and physical health and to recognise opportunities to be physically active, as well as recognising some risks associated with an inactive lifestyle. That sleep contributes to a physically and mentally healthy lifestyle and that lack of sleep can have a negative effect on the body, feelings, behaviour and ability to learn. Routines that support good quality sleep, such as no screen time for 1 hour before bed and exercising earlier in the day, rather than right before bed. That bacteria and viruses can affect health and that everyday hygiene routines, such as sneezing into tissues and washing hands regularly, can limit the spread of infection. That medicines, when used responsibly, can contribute to health and that some diseases can be prevented by vaccinations. That correctly brushing twice a day and regularly flossing, along with regular visits to the dentist and not consuming too much sugar or too many acidic drinks, and not smoking, can help maintain good oral hygiene. That mental health, just like physical health, is part of daily life and it is equally important to take care of mental health as it is to take care of physical health. Strategies and behaviours that support mental health and wellbeing, including good quality sleep, physical exercise and time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends. The difference between healthy and unhealthy online behaviours particularly when gaming and using social media. The benefits of rationing time spent online and using electronic devices and why some social media and games are age restricted. That anyone can experience mental ill health. That most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult. That they can support their trusted adults to keep them healthy and safe by following rules and by sharing any concerns they may have about their health or safety with them.



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	How bodies change as they approach and move through puberty and how puberty links to reproduction (SRE lessons 1 & 2).
Computing	Online Safety: To search for information within a wide group of technologies and this helps to make a judgement about the probable accuracy. Adverts and sponsored links are displayed at the top of the search results. Why it's important to avoid making purchases when using online platforms. How companies entice users to buy online using 'in-app purchases' and 'pop ups'. Adverts often use persuasive language and can contain opinions rather than facts. Snippets are shown after adverts and are often displayed when a question has been searched. Snippets may be more reliable than adverts but they still need to be checked for bias and authenticity. Not everything online is reliable and can be opinions rather than facts. Videos and images can be fake and are easily manipulated. The difference between facts, opinions and beliefs. To make judgements about what they read and see online. That a bot acts or impersonates living things and examples are alexa, chatbot and remote control hoovers. Time online should be limited and when using technology.
Primary Languages – Spanish (across terms 3 and 4)	Do you have a pet? (¿tienes una mascota?) Vocabulary: <ul style="list-style-type: none">• The nouns and indefinite articles for 8 common pets.• A dog (un perro)• A cat (un gato)• A rabbit (un conejo)• A hamster (un hámster)• A fish (un pez)• A mouse (un ratón)• A parrot (una cotorra)• A tortoise (una tortuga)• I have (tengo)• I don't have (no tengo)• I have (tengo un/una)• That is called (Que se llama)• And (y)• But (pero)• How to ask somebody if they have a pet and use a positive or negative answer to respond.• How to tell somebody the name of their pet.• That accurate pronunciation is important when speaking other languages.• Grammar:<ul style="list-style-type: none">• How to conjugate in the first person the following high frequency verbs: 'tener', 'ser' and 'vivir'• That other languages follow different rules to English and we must learn these to fully master them.• Start to use the simple conjunctions 'y' (and) and 'pero' (but) to make more complex and interesting sentences.