

Year 4 – 2025-2026 Medium Term Plan Terms 1-6

Term 1 Invasion	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
History	<ul style="list-style-type: none"> -Interpret a primary source and understand how the context in which it was written influences the writer’s viewpoint. -Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. -Explain in detail the multiple causes and effects of significant events. - Sequence significant dates about events within a historical time period on historical timelines -Sequence significant dates about events within a historical time period on historical timelines. -Explain the cause, consequence and impact of invasion and settlement in Britain. -Explain the cause, consequence and impact of invasion and settlement in Britain. -Explain the cause, consequence and impact of invasion and settlement in Britain. -Describe a series of significant events, linked by a common theme, that show changes over time in Britain. -Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. -Explain the cause, consequence and impact of invasion and settlement in Britain. -Describe the significance and impact of power struggles on Britain. 			<ul style="list-style-type: none"> - Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. - Identify bias in primary and secondary sources. - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. -Compare and contrast two civilisations. 	<ul style="list-style-type: none"> -Construct a profile of a significant leader using a range of historical sources. - Sequence significant dates about events within a historical time period on historical timelines -Explain in detail the multiple causes and effects of significant events. 		

Geography							Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping.	
Art Contrast and Complement								<ul style="list-style-type: none"> -Create a series of sketches over time to develop ideas on a theme or mastery of a technique. -Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. - Compare and contrast artwork from different times and cultures. -Give constructive feedback to others about ways to improve a piece of artwork.
English	Talk 4 Writing - Big Write				Assessment Week			
Maths	Place Value, Addition & Subtraction – See White Rose				Assessment Week		Place Value, Addition & Subtraction – See White Rose	
WCGR	Classroom Secrets							

RE						What does it mean to be a Hindu in Britain today?	
PE	Swimming/ Athletics – see PE HUB						
Spanish	Recap on last year's learning	Where is Spanish spoken?	All about Spain.	Numbers 0-20	How are you?	What is your name?	Assessment
Music	Recorder Unit						
PSHE	Healthy Lifestyles What makes a balanced lifestyle and making choices; drugs common to everyday life; hygiene and germs			Growing & Changing Recognising what they are good at; setting goals. Changes at puberty. Changes that happen in life and feelings associated with change			
Computing	Coding Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS) -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (CS) -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)						

Term 2 Electrical Circuits & Conductors	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Science	<ul style="list-style-type: none"> - Compare common household equipment and appliances that are and are not powered by electricity. - Create and complete a comparison table to compare two or more products. - Construct operational simple series circuits using a range of components and switches for control. - Construct operational simple series circuits using a range of components and switches for control. -Predict and describe whether a circuit will work based on whether or not the circuit is a complete loop and has a battery or cell. - Describe materials as electrical conductors or insulators. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. -Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. - Explain the precautions needed for working safely with electrical circuits .- Describe materials as electrical conductors or insulators. View progression - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. 							

Geography				- Describe how natural resources can be harnessed to create sustainable energy.				
Science Food and the Digestive System					Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. -Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). - Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time. - Explain how unfamiliar habitats, such as a mountain or	- Describe the purpose of the digestive system, its main parts and each of their functions. - Identify the four different types of teeth in humans and other animals, and describe their functions.		

					ocean, can change over time and what influences these changes.			
DT Fresh Food Good Food (cooking)								-Explain how and why a significant designer or inventor shaped the world. -Explain how and why a significant designer or inventor shaped the world. -Identify and name foods that are produced in different places in the UK and beyond. - Investigate and identify the design features of a familiar product.
English	Talk 4 Writing - Big Write Poetry			Talk 4 Writing - Big Write Newspaper Article				
Maths	Measurement, Multiplication & Division – See White Rose							
Whole class Guided Reading	Classroom Secrets							
RE			What does it mean to be a Hindu in Britain today? (Diwali Focus)					
PE	Swimming/ Gymnastics & Dance							
Spanish	Days of the week	Months of the year	Date	Colours	Fruit	Vegetables	Assessment	
Music	Mamma mia							
PSHE	Keeping Safe How to keep safe in local area and online; people who help them stay healthy and safe				Feelings & Emotions Keeping something confidential or secret; when to break a confidence; recognise and manage dares			
Computing	Online Safety				Making Music			

	<p>-Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. (CS)</p> <p>-Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. (DL)</p>	<p>-Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)</p>
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Term 3 Interconnected World	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
Geography	<ul style="list-style-type: none"> - Use the eight points of a compass, four and six-figure grid references, symbols and a key to locate and plot geographical places and features on a map. - Use four or six-figure grid references and keys to describe the location of objects and places on a map. - Use four or six-figure grid references and keys to describe the location of objects and places on a map. - Identify the location of the Tropics of Cancer and Capricorn on a world map. - Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. - Explain climatic variations of a country or continent. - Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. 		<ul style="list-style-type: none"> - Locate the countries and major cities of North, Central and South America on a world map, atlas or globe. - Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. - Describe how natural resources can be harnessed to create sustainable energy. - Describe a range of human features and their location and explain how they are interconnected. - Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. 			
Art Statues, Statuettes and Figurines						<ul style="list-style-type: none"> -Use the properties of pen, ink and charcoal to create a range of effects in drawing. Compare and contrast artwork from different times and cultures -Explain the significance of art, architecture or design from history and create work inspired by it. -Use clay to create a detailed or experimental 3-D form. -Give constructive feedback to others about ways to improve a piece of artwork. View progression
English	T4W – Persuasive advert				Assessment Week	
Maths	Length and Perimeter – see White Rose				Assessment Week	Length and Perimeter – see White Rose
Whole class Guided Reading	Classroom Secrets					
RE						What do different people believe about God? (Hinduism and Christianity)

PE	Swimming/ netball					
Spanish	Recap term 1 & 2	Family	Family	Where do you live?	Where do you live?	Assessment
Music	Glockenspiel 2					
PSHE	Healthy Relationships Acceptable and unacceptable physical contact; solving disputes and conflicts amongst peers.					
Computing	Spreadsheets Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)					

Term 4 Ancient Civilisations	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	
History	<ul style="list-style-type: none"> - Explain how artefacts provide evidence of everyday life in the past. - Use more complex historical terms to explain and present historical information. - Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. - Describe the hierarchy and different roles in ancient civilisations. - Explain in detail the multiple causes and effects of significant events. - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. - Describe the hierarchy and different roles in ancient civilisations. - Construct a profile of a significant leader using a range of historical sources. 			<ul style="list-style-type: none"> - Explain how artefacts provide evidence of everyday life in the past. - Use more complex historical terms to explain and present historical information. - Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. - Answer and ask historically valid questions about changes over time and suggest or plan ways to answer them - Present a thoughtful selection of relevant information in a historical report, fictional narrative, 			

				<p>in-depth study or by answering a range of historical questions.</p> <ul style="list-style-type: none"> - Describe the hierarchy and different roles in ancient civilisations. - Explain in detail the multiple causes and effects of significant events. - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. - Describe the hierarchy and different roles in ancient civilisations. - Construct a profile of a significant leader using a range of historical sources. 		
DT						<p style="text-align: right;">Tomb Builders</p> <p>Explore and use a range of mechanisms (levers, axles, cams, gears and pulleys) in models or products.</p> <p>Choose from a range of materials, showing an understanding of their different characteristics.</p>

					Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.
English					
Maths	Fractions and Decimals – See White Rose				
Whole class Guided Reading	Classroom Secrets				
RE					How do people from religious and non-religious communities celebrate key festivals?
PE	Swimming/ Gymnastics & Dance- See PE HUB				
Spanish	Animals Ice cream Clothes				
Music	Stop!				
PSHE	Environment Sustainability of the environment across the world			Money Role of money; managing money (saving and budgeting); what is meant by interest and loan	
Computing	Writing for a difference Audience -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)				

Term 5 Potions & Sound	Week 1	Week 2	Week 3	Week 4	Week 5
Science Sound	<ul style="list-style-type: none"> -Explain how sounds are made and heard using diagrams, models, written methods or verbally. - Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. - Compare how the volume of a sound changes at different distances from the source. - Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. - Compare and find patterns in the volume of a sound, using a range of equipment, such as musical instruments. - Compare and find patterns in the pitch of a sound, using a range of equipment, such as musical instruments. 				
Science Potions			<ul style="list-style-type: none"> - Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. -Group and sort materials into solids, liquids or gases. - Begin to independently plan, set up and carry out a range of comparative and fair tests, making predictions and following a method accurately. - Take accurate measurements in standard units, using a range of equipment. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. - Use scientific vocabulary to report and answer questions about their findings based on evidence 		

		collected, draw simple conclusions and identify next steps, improvements and further questions. - Observe and explain that some materials change state when they are heated or cooled and measure or research the temperature in degrees Celsius (°C) at which materials change state. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions.	
DT			<p style="text-align: right;">Functional & fancy Fabrics</p> <ul style="list-style-type: none"> -Cut and join wools, threads and other materials to a loom. -Decorate a loom weaving using embellishments, such as natural or silk flowers, tassels and bows. -Choose from a range of materials, showing an understanding of their different characteristics. -Create and complete a comparison table to compare two or more products. -Investigate and identify the design features of a familiar product -Explain how and why a significant designer or inventor shaped the world. -Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. -Hand sew a hem or seam using a running stitch. - Identify what has worked well and what aspects of their products could be improved, acting on their own suggestions and those of others when making improvements.
English	Instructions	Narrative T4W	
Maths	Fractions and Decimals – See White Rose		
Whole class Guided Reading	Classroom Secrets		

RE					What can we learn from religions about deciding what is right and wrong? (Hinduism and Christianity focus)
PE	Swimming/ Athletics				
Spanish	Recap Terms 3 and 4	Actions	Actions	Body	Body
Music	Lean on Me				
PSHE	Valuing Differences Listen and respond effectively to people; share points of view				
Computing	Logo -Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts. (CS) -Use sequence, selection and repetition in programs; work with variables and various forms of input and output. (CS) -Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. (CS)			Animation -Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. (IT)	

Term 6 Misty Mountains & Winding Rivers	Week 1	Week 2	Week 3	Week 4	Week 5 Transition	Week 6	Week 7
Geography	- Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. -Describe and compare aspects of physical features.						

	<ul style="list-style-type: none"> - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. -Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. - Use four or six-figure grid references and keys to describe the location of objects and places on a map. - Explain how the physical processes of a river, sea or ocean have changed a landscape over time. - Describe and explain the transportation of materials by rivers. - Name, locate and explain the importance of significant mountains or rivers. - Explain ways that settlements, land use or water systems are used in the UK and other parts of the world. -Identify, describe and explain the formation of different mountain types. -Identify the topography of an area of the UK using contour lines on a map. -Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. -Name, locate and explain the importance of significant mountains or rivers. 						
Geography/ Science			<ul style="list-style-type: none"> - Use specific geographical vocabulary and diagrams to explain the water cycle. - Describe altitudinal 				

			<p>zonation on mountains.</p> <ul style="list-style-type: none"> - Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. - Describe the properties of different types of soil. - Describe how environments can change due to human and natural influences and the impact this can have on living things. 				
Science				<ul style="list-style-type: none"> -Begin to choose which observations to make and for how long and make systematic, careful observations and comparisons, identifying changes and connections. - Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. - Compare, sort and group living things from a range of environments, in a variety of 			

				<p>ways, based on observable features and behaviour.</p> <ul style="list-style-type: none"> - Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs). - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. - Invertebrates usually have soft bodies or a hard outer shell or covering called an exoskeleton. There are six main groups of invertebrates: annelids, molluscs, arachnids, crustaceans, insects and myriapods. 			
Art						<p>Vista</p> <ul style="list-style-type: none"> -Choose an interesting or unusual perspective or viewpoint for a landscape -Compare and contrast artwork from different times and cultures. -Use the properties of pen, ink and charcoal to create a range of effects in drawing. -Identify, mix and use warm and cool paint colours to evoke warmth or coolness in a painting. -Give constructive feedback to others about ways to improve a piece of artwork. 	

English	Setting Description		Poetry			
Maths	Decimals and Money – See White Rose					
Whole class Guided Reading	Classroom Secrets					
RE					Why do some people think that life is a journey and what significant experiences mark this?	Why do some people think that life is a journey and what significant experiences mark this?
PE	Swimming/ Kick Rounders					
Spanish	Actions	Actions	Body			Body
Music	Blackbird					
PSHE	<u>Rights and Responsibilities</u> Discuss and debate health and wellbeing issues. Appreciating difference and diversity in the UK and around the world					
Computing	Effective Search -Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. (CS) -Use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content. (IT)		Hardware Investigators -Understand computer networks, including the Internet; how they can provide multiple services, such as the World Wide Web; and the opportunities they offer for communication and collaboration. (CS)			