

Year 4 Medium Term Planning Overview 2025-26 Onwards

Term	Aut 1	Aut 2	Spring	Summer		
Focus Text	The Whale – Ethan and Vita Murrow Orphans of the Tide – Struan Murray		Jungle Book – Rudyard Kipling Into the Jungle – Katherine Rundell	Treason – Berlie Doherty		
Immersive Environment	Boat and ocean scene	Workshop	Rainforest	Castle/Turret		
Academic Study: basic skills						
English	<p>Written Outcomes: Narrative - flashback linked to the sighting Exemplar – KS2 Standardisation Exercise 1 2018, Pupil C, Piece D Independent write, published piece Recount – Newspaper Report about the sighting Independent Write (N.B. published outcome an oral performance/reading). Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil C, Piece C Instruction Manual – for the Rescue Device in D&T Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil B, Piece A</p>	<p>Written Outcomes: Recount – journal entries in role as Ellie (The Vessel) Independent Write Exemplar – 2018 KS2 Standardisation Exercise 2, Pupil C, Piece A Narrative – Missing Chapter (16 ½) Exemplar – KS2 Standardisation Exercise 1 – 2020, Pupil C, Piece F IC Explanation Water Cycle – Published piece, independent write Exemplar – KS2 Standardisation Exercise 1 2020, Pupil C, Piece D</p>	<p>Written Outcomes: Broadcast Transcript – The Return of Shere Khan (N.B. published outcome an oral performance/reading). Independent write Exemplar – STA KS2 Moderation Training Pack 1 2017- Activity 1: EXS, Piece E Report – on the discovery of a new animal/species IC Exemplar – STA KS2 Moderation Training Pack 1- Activity 3: GDS piece G Narrative Letters - between Mowgli & the Girl at Camp - Published piece, independent write Exemplar – KS2 Standardisation Exercise 1 2020, Pupil A, Piece C</p>	<p>Written Outcomes: Information Text - Palm Oil: its uses and impact IC Exemplar - 2018 KS2 Standardisation Exercise 2, Pupil A, Piece E Persuasive Letters – in role as a Plantation Owner & Rainforest Rescue Rep - Independent write Exemplar - 2020 KS2 Standardisation Exercise 3, Pupil A – Piece A Narrative (Published Piece) – Independent Write setting description (Using Henri Rousseau/Picasso Landscape as a stimulus) Exemplar – 2020 KS2 Standardisation Exercise 2, Pupil A, Piece E -</p>	<p>Written Outcomes: Narrative - Alternative Opening (N.B. published outcome an oral performance/reading). IC Exemplar – 2020 Standardisation Exercise 2, Pupil C, Piece F Extended Instructions – How to behead someone! (Comical, Horrible History Style) - Independent write Exemplar – 2020 Standardisation Exercise 2, Pupil B, Piece E – Was Henry VIII a good leader? Independent write, published piece Exemplar - 2020 KS2 Standardisation Exercise 1, Pupil A, Piece B</p> <p>Biography – Carl Linnaeus (Science)</p>	<p>Written Outcomes: Narrative – adventure story set in Tudor times IC Exemplar – 2019 KS2 Standardisation Exercise 2, Pupil B, Piece A Promotional Leaflet – Haddon Hall Independent Write Exemplar - 2018 KS2 Standardisation Exercise 2 Pupil C, Piece E Biography – Carl Linnaeus (Science) Published Piece Independent Write Exemplar – 2020 Standardisation Exercise 1, Pupil C, Piece E</p>
Maths	<p>Number - Place Value Number - Addition and Subtraction</p>	<p>Number - Multiplication and Division Measures – Area</p>	<p>Number - Multiplication and Division Measures– Length and perimeter</p>	<p>Number - Fractions Number – Decimals & place value</p>	<p>Number - Decimals Measures – Money Measures–Time</p>	<p>Statistics- solving data problems Geometry– shape Geometry–position and direction</p>
Wider Academic Study: taught concepts and learning opportunities						
RE	<p>UC2a.1 Creation /Fall: What do Christians learn from the Creation story? WHOLE UNIT Texts: Genesis 1-3 Christianity Vocabulary: Adam and Eve, Holy creation, perfect, sin, fall, choices</p>	<p>UC2a.3 Incarnation/God: What is the Trinity? (Digging deeper) Texts: John 1:1-14 (and accounts in Matthew and Luke) Christianity Vocabulary: Light, darkness, contrast, saviour</p>	<p>NAS4.4: Religion, family, community, worship, celebration, ways of living Hinduism Vocabulary:</p>	<p>UC2a.5 Salvation: Why do Christians call the day Jesus died 'Good Friday'? (Digging deeper) Texts: Matthew 26:17-30 Christianity Vocabulary: Servant King, love, teaching, preparation, forgiveness Major festival: Hinduism – Holi</p>	<p>UC2a.6 Kingdom of God When Jesus left, what was the impact of Pentecost? WHOLE UNIT Texts: Acts 2: 1–15, 22 and 37–41 Christianity Vocabulary: Holy Spirit, transformation, church, power, equipping and empowering</p>	<p>NAS 4.2: Symbols and religious expression How do people express their religious and spiritual ideas on pilgrimages? Christianity, Islam, Hinduism, Non-religious worldviews Vocabulary: Journey, Muslim, Hinu, Christian, spiritual, pilgrim, community, journey, pilgrimage,</p>
History <i>Time Period</i> <i>Focus:</i> chronological understanding of key events from the Middle Ages	<p>King John and the Magna Carta (1215) Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Magna Carta on the future/Influence of the Pope Human Achievement: Event – Signing of the Magna Carta</p>	<p>The Wars of the Roses (Began 1455) Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Wars of the Roses on the future</p>		<p>Henry VIII and the Reformation (1534) Chronology – Create timelines which show the order in which events happened. Evidence – analyse a range of primary and secondary sources. Significance- describe the impact of the Reformation on the Catholic Church Human Achievement: Event – The Reformation</p>		
Geography		<p>Natural Disasters - Flooding Physical: Establish the location patterns of flooding and give examples of the effects they can have. Place: List and locate major countries of Asia: compare the position of these on the Earth's surface Space: Explain how the features of an environment affect settlement and land use.</p>		<p>Deforestation in the Amazon Rainforest Place: List and locate major countries of South America: compare the position of these on the Earth's surface. Space: Explain how the features of an environment affect settlement and land use. Human: Explain the human contributors to climate change, including fossil fuel use and deforestation Physical: Identify and describe different climate zones and biomes Explain the water cycle. Explain what climate change is and analyse patterns over time. Examine natural landscapes including rivers, vegetation belts and biomes</p>	<p>Cartography and Navigation Outdoor Learning Locate and compare the position of school and Sutton Lawn using 4 figure coordinates & 8 points of the compass. Plan and navigate a journey to Sutton Lawn and create their own maps using OS Map conventions Know the 8 points of the compass, and a greater range of OS Map symbols: golf course, theme park, youth hostel, parking</p>	
Science <i>(See progression map for numbered objectives)</i>	<p>States of Matter Matter – 1-3 Being Scientific 3,6,7</p>	<p>Sound Energy – 3,4 Being Scientific - 4</p>	<p>Electricity Energy – 1,2 Being Scientific – 4</p>	<p>Habitats Outdoor Learning Life – 3, 4 Being Scientific 3,6,7 Human Achievement: Person – David Attenborough</p>	<p>The Human Body Life – 1-3 Being Scientific – 5 Human Achievement: Person – Carl Linnaeus</p>	
Music	<p>Focus Music: Debussy – La Mer Tempo: Know the meaning of accelerando and ritardando: recognise this within Debussy's La Mer. Tempo: Know that Debussy may have used changes in tempo to create or reduce tension in La Mer. Meaning: Say how different sections of 'La Mer' makes them feel using more technical language linked to tempo, and prior</p>	<p>Focus Music: Debussy – La Mer Composition: create and compose music on the keyboards in the same style as Debussy with deliberate choices for tempo. Performance: Perform their composition on the keyboards with deliberate choices for tempo.</p>	<p>Focus Music: Jai Ho (Slumdog Millionaire) Cultural Heritage Piece Timbre: Describe the timbre of the 4 different instrument families: identify these in 'Jai Ho'. Texture: Know that a chord (or harmony) is made up of a combination of two or more unique notes at different pitches: these are recorded at different points on a stave.</p>	<p>Focus Music: Jai Ho (Slumdog Millionaire) Cultural Heritage Piece Composition: Create and compose their own version of Jai Ho with deliberate choices of timbre, texture and dynamics. Performance: Perform Jai Ho, executing deliberate choices in dynamics accurately.</p>	<p>Focus Music: The Blackadder Theme Duration: Know the duration of crotchets, minims and semibreves: identify these in musical notation on a staff Pitch: Know how to represent high and low pitch in musical notation on a staff.</p>	<p>Focus Music: The Blackadder Theme Composition: Create and compose music on the recorder with deliberate choices of duration (crotchets, minims and semibreves) and pitch Composition: Record their compositions using informal graphic scores Performance: Perform their own compositions,</p>

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	knowledge of musical shape to justify their response.		Texture: Listen for, and recognise a chord (or harmony) in the chorus of 'Jai Ho' Dynamics: Know the meaning of crescendo and diminuendo: recognise this within Jai Ho. Dynamics: Know that the composer may have used changes in dynamics to create moments of change, tension or reflect emotions in 'Jai Ho'.	executing deliberate choices for duration and pitch accurately.	
Art and Design		Focus Artist/Piece: Georgia O'Keefe – Kiss from a Rose Outdoor Learning Outcome: Watercolour pencil sketch Composition (formal elements): Colour/Tone – to combine knowledge of colour mixing, tints and shades to accurately match colours from a focus piece. Shape and Form – Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. Pattern – Explore spiral patterns to support the construction of a 3D image Y4 Comprehension Skills	Focus Artist/Piece: Pablo Picasso – Landscape 1908 Outcome: Oil Pastel Cubist Landscape Composition (formal elements): Colour/Tone – to combine knowledge of colour mixing, tints and shades to accurately match colours from a focus piece. Shape and Form – Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading. Y4 Comprehension Skills	Focus Artist/Piece: Hans Holbein – Henry VIII. Outcome: Self Portrait – half digitalised, half sketched Composition (formal elements): Line/tone/texture – use hatching and gradings of pencil to represent tone Proportion – Recognise how artists use proportion to represent human facial features Y4 Comprehension Skills	
DT	Structures: Rescue Device - Pulleys User needs: rescue device - book character Implementation techniques & mechanisms: wooden joints to ensure a stable and rigid structure, pulleys Innovation research: pulley mechanisms, rescue vehicles. Evaluation: written evaluation with accompanying labelled diagrams		Textiles: Embroidery of leaves and flowers Outdoor Learning User needs: the class – immersive area Implementation techniques & mechanisms: use of cross stitch to embroider flowers and leaves onto an embroidery hoop, to display as part of the class immersive environment. Add buttons as embellishment. Innovation research: cross stitch technique, patterns/designs. Impact of textiles in Derwent Valley. Evaluation: written evaluation with accompanying labelled diagrams.	Food: Tudor Inspired Meet Pie User needs: Tudor inspired for topic Implementation techniques & mechanisms: making pastry, browning meat. Innovation research: pastry/pie recipes Evaluation: written evaluation with accompanying labelled diagrams	
PE	Handball Resilience Fitness Competition Skill – Shoulder and bounce pass, shooting from stationary position, aiming at targets – no goalkeeper	Sportshall Athletics Resilience Fitness Competition Skill – Chest push and long distance throw with bean bags, standing long jump and 3 step jump, introduction to hurdling technique for higher hurdles, change over in relays	Gymnastics Resilience Fitness Skill – shapes – tuck, pike, straddle, star, dish, arch, front/back support, rolls to stand – tuck, pike, teddy, bear and partnered teddy bear, vaulting onto heights, jumps – stretch star and tuck	Basketball Resilience Fitness Competition Skill – passes – chest, shoulder, one handed bounce pass, dribbling one hand and v pass dribble Dance Resilience Fitness Competition Skill – 32 bars, no repeats, incorporating Rec – Y4 knowledge. Danced independently – whole class	Tennis Resilience Fitness Competition Skill – reaction, forehand/backhand stroke, hitting/receiving ball over net
Computing	Safety: Project Evolve – Y4 Self Image and identity Coding: 2 Code (4.1)	Safety: Project Evolve – Y4 Health, Wellbeing and Lifestyle	Safety: Project Evolve – Y4 Online Relationships Creation: Animations (4.6) Effective Searching (4.7)	Safety: Project Evolve – Y4 Privacy and Security Creation: Making Music (4.8) Databases (5.4)	
Languages	Birthday Celebrations Outcome: Birthday party invitations, cards and roleplay	Spanish Culture – Pablo Picasso Outcome: Picasso art labelled display Art – 'Weeping Woman' by Picasso	Talking about Family Outcome: Labelled family portrait & family member survey		
RSE	Consent – LKS2 1,2 Magna Carta - 'no free man shall be imprisoned without the lawful judgment of his equals' Safety – LKS2 1-3 The Black Hole – https://www.youtube.com/watch?v=P5_Msrdg3HK Physical Health – LKS2 1,2 BBC Newsround - https://www.bbc.co.uk/newsround/52546937	Consent – LKS2 3,4 Making friends online - the risks – BBC Newsround https://www.bbc.co.uk/programmes/p011m59s Mental Health - LKS2 1,2 #Goldilocks – Jeanne Willis and Tony Ross Equality – LKS2 1-3 Equality vs Equity – Hometalk 42	Consent – LKS2 2,3 Jungle Book – Mowgli running away https://www.youtube.com/watch?v=IFY5D87_QHI Identity – LKS2 1-3 Willy the Dreamer – Anthony Browne Equality – LKS2 1,2,4 Image: George and the Dragon	Consent – LKS2 1,4 BBC News - https://www.bbc.co.uk/news/world-latin-america-35606354 Relationships & Friendships – LKS2 1,3,4 John Brown, Rose and the Midnight Cat – Jenny Wagner Mental Health – LKS2 1,2 Can I be your friend? https://www.youtube.com/watch?v=aDycZH0CA4I	Consent – LKS2 1-4 Article 12 - We are all born free – UDHR. Relationships & Friendships – LKS2 2,5 Cyberbullying – BBC Newsround https://www.bbc.co.uk/programmes/p011n2r4 Physical Health – LKS2 1,2 BBC Newsround - Four out of five young people are not exercising enough https://www.bbc.co.uk/newsround/50513679
Cultural Capital and Entitlement Outcomes					
**Please note that these experiences are an aspiration and not a guarantee; leaders have to carefully consider the context of fieldwork visits and activities before they can go ahead					
Entitlement Activity	Visit Church Pantomime Perform in front of an audience – Christmas Service	Play a recorder Sew on a button Visit Church Learn to sew	Plan and navigate a short journey Visit Church Cook a meal from scratch		



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Knowledge of Human Achievement	Event – Signing of the Magna Carta Arts - La Mer by Debussy		Person – David Attenborough Art – ‘Weeping Woman’ by Picasso Major festival: Hinduism – Holi	Event – The Reformation Person – Carl Linnaeus	
Fieldwork – so that pupils develop disciplinary subject knowledge	Newark Town Lock/Trent Lock – development of disciplinary knowledge in Geography https://canalrivertrust.org.uk/explorers/educational-sites/newark-town-lock		Derwent Valley Mills World Heritage Site – development of disciplinary knowledge in DT http://www.derwentvalleymills.org/discover/learning-for-all/learning-schools/visits-and-trips/	Haddon Hall – development of disciplinary knowledge in History https://www.haddonhall.co.uk/visit/learning/	Sutton Lawn –development of disciplinary knowledge in Geography