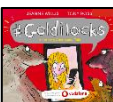


| <div>St Mary Magdalene C of E Primary School</div> <div>Headteacher: Miss S Robinson</div> <div>Deputy Headteacher: Mrs S Pearson</div> <div><div><div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div><div></div></div><div>DIocese of Southwell &amp; Nottingham</div><div>MULTI ACADEMY TRUST</div></div><div><div>ST MARY MAGDALENE<br/>PRIMARY SCHOOL</div><div>1669</div></div></div> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| Year 4 Medium Term Planning Overview 2025-26 Onwards                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Term                                                                                                                                                                                                                                                                                                                                                                                                                                           | Aut 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Aut 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Focus Text                                                                                                                                                                                                                                                                                                                                                                                                                                     | The Whale – Ethan and Vita Murrow<br>Orphans of the Tide – Struan Murray                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Jungle Book – Rudyard Kipling<br>Into the Jungle – Katherine Rundell                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Treason – Berlie Doherty                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Immersive Environment                                                                                                                                                                                                                                                                                                                                                                                                                          | Boat and ocean scene                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Workshop                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Rainforest                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | Castle/Turret                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Academic Study: basic skills                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| English                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Written Outcomes:</b><br><b>Narrative</b> - flashback linked to the sighting<br><i>Exemplar – <a href="#">KS2 Standardisation Exercise 1 2018, Pupil C, Piece D</a></i> Independent write, published piece<br><b>Recount</b> – Newspaper Report about the sighting<br>Independent Write (N.B. published outcome an oral performance/reading).<br><i>Exemplar - <a href="#">2018 KS2 Standardisation Exercise 2, Pupil C, Piece C</a></i><br><b>Instruction Manual</b> – for the Rescue Device in D&T<br><i>Exemplar – <a href="#">2018 KS2 Standardisation Exercise 2, Pupil B, Piece A</a></i> | <b>Written Outcomes:</b><br><b>Recount</b> – journal entries in role as Ellie (The Vessel)<br>Independent Write<br><i>Exemplar - <a href="#">2018 KS2 Standardisation Exercise 2, Pupil C, Piece A</a></i><br><b>Narrative</b> – Missing Chapter (16 ½)<br><i>Exemplar - <a href="#">KS2 Standardisation Exercise 1 – 2020, Pupil C, Piece F</a></i> IC<br>Explanation Water Cycle –<br>Published piece, independent write<br><i>Exemplar – <a href="#">KS2 Standardisation Exercise 1 2020, Pupil C, Piece D</a></i> | <b>Written Outcomes:</b><br><b>Broadcast Transcript</b> – The Return of Shere Khan (N.B. published outcome an oral performance/reading):<br>Independent write<br><i>Exemplar - <a href="#">STA KS2 Moderation Training Pack 1 2017- Activity 1: EXS, Piece E</a></i><br><b>Report</b> – on the discovery of a new animal/species<br>IC<br><i>Exemplar - <a href="#">STA KS2 Moderation Training Pack 1- Activity 3: GDS piece G</a></i><br><b>Narrative Letters</b> - between Mowgli & the Girl at Camp -<br>Published piece, independent write<br><i>Exemplar - <a href="#">KS2 Standardisation Exercise 1 2020, Pupil A, Piece C</a></i> | <b>Written Outcomes:</b><br><b>Information Text</b> - Palm Oil: its uses and impact<br>IC<br><i>Exemplar - <a href="#">2018 KS2 Standardisation Exercise 2, Pupil A, Piece E</a></i><br><b>Persuasive Letters</b><br>– in role as a Plantation Owner & Rainforest Rescue Rep -<br>Independent write<br><i>Exemplar - <a href="#">2020 KS2 Standardisation Exercise 3, Pupil A – Piece A</a></i><br><b>Narrative (Published Piece)</b> –<br>Independent Write setting description (Using Henri Rousseau/Picasso Landscape as a stimulus)<br><i>Exemplar – <a href="#">2020 KS2 Standardisation Exercise 2, Pupil A, Piece E</a></i>       | <b>Written Outcomes:</b><br><b>Narrative</b> - Alternative Opening (N.B. published outcome an oral performance/reading).<br>IC<br><i>Exemplar – <a href="#">2020 Standardisation Exercise 2, Pupil C, Piece F</a></i><br><b>Extended Instructions</b> – How to behead someone! (Comical, Horrible History Style) -<br>Independent write<br><i>Exemplar – <a href="#">2020 Standardisation Exercise 2, Pupil B, Piece E</a></i><br>– Was Henry VIII a good leader?<br>Independent write, published piece<br><i>Exemplar - <a href="#">2020 KS2 Standardisation Exercise 1, Pupil A, Piece B</a></i><br><br><b>Biography</b> – Carl Linnaeus (Science) | <b>Written Outcomes:</b><br><b>Narrative</b> – adventure story set in Tudor times<br>IC<br><i>Exemplar – <a href="#">2019 KS2 Standardisation Exercise 2, Pupil B, Piece A</a></i><br><b>Promotional Leaflet</b> – Haddon Hall<br>Independent Write<br><i>Exemplar - <a href="#">2018 KS2 Standardisation Exercise 2 Pupil C, Piece E</a></i><br><b>Biography</b> – Carl Linnaeus (Science)<br>Published Piece<br>Independent Write<br><i>Exemplar – <a href="#">2020 Standardisation Exercise 1, Pupil C, Piece E</a></i> |
| Maths                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Number</b> - Place Value<br><b>Number</b> - Addition and Subtraction                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Number</b> - Multiplication and Division<br><b>Measures</b> – Area                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Number</b> - Multiplication and Division<br><b>Measures</b> – Length and perimeter                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number</b> - Fractions<br><b>Number</b> – Decimals & place value                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Number</b> - Decimals<br><b>Measures</b> – Money<br><b>Measures</b> –Time                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Statistics</b> - solving data problems<br><b>Geometry</b> – shape<br><b>Geometry</b> –position and direction                                                                                                                                                                                                                                                                                                                                                                                                            |
| Wider Academic Study: taught concepts and learning opportunities                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| RE                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>UC2a.1 Creation /Fall:</b> What do Christians learn from the Creation story? WHOLE UNIT<br><b>Texts:</b> Genesis 1-3<br><b>Christianity</b><br><b>Vocabulary:</b> Adam and Eve, Holy creation, perfect, sin, fall, choices                                                                                                                                                                                                                                                                                                                                                                      | <b>UC2a.3 Incarnation/God:</b> What is the Trinity? (Digging deeper)<br><b>Texts:</b> John 1:1-14 (and accounts in Matthew and Luke)<br><b>Christianity</b><br><b>Vocabulary:</b> Light, darkness, contrast, saviour                                                                                                                                                                                                                                                                                                  | <b>NAS4.4:</b> Religion, family, community, worship, celebration, ways of living<br><b>Hinduism</b><br><b>Vocabulary:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>UC2a.5 Salvation:</b> Why do Christians call the day Jesus died ‘Good Friday’? (Digging deeper)<br><b>Texts:</b> Matthew 26:17-30<br><b>Christianity</b><br><b>Vocabulary:</b> Servant King, love, teaching, preparation, forgiveness<br><b>Major festival:</b> Hinduism – Holi                                                                                                                                                                                                                                                                                                                                                       | <b>UC2a.6 Kingdom of God</b> When Jesus left, what was the impact of Pentecost? WHOLE UNIT<br><b>Texts:</b> Acts 2: 1–15, 22 and 37–41<br><b>Christianity</b><br><b>Vocabulary:</b> Holy Spirit, transformation, church, power, equipping and empowering                                                                                                                                                                                                                                                                                                                                                                                             | <b>NAS 4.2:</b> Symbols and religious expression<br>How do people express their religious and spiritual ideas on pilgrimages?<br><b>Christianity, Islam, Hinduism, Non-religious worldviews</b><br><b>Vocabulary:</b> Journey, Muslim, Hinu, Christian, spiritual, pilgrim, community, journey, pilgrimage,                                                                                                                                                                                                                |
| History<br>Time Period<br>Focus: chronological understanding of key events from the Middle Ages                                                                                                                                                                                                                                                                                                                                                | <b>King John and the Magna Carta (1215)</b><br><b>Chronology</b> – Create timelines which show the order in which events happened.<br><b>Evidence</b> – analyse a range of primary and secondary sources.<br><b>Significance</b> - describe the impact of the Magna Carta on the future/Influence of the Pope<br><b>Human Achievement: Event – Signing of the Magna Carta</b>                                                                                                                                                                                                                      | <b>The Wars of the Roses (Began 1455)</b><br><b>Chronology</b> – Create timelines which show the order in which events happened.<br><b>Evidence</b> – analyse a range of primary and secondary sources.<br><b>Significance</b> - describe the impact of the Wars of the Roses on the future                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Henry VIII and the Reformation (1534)</b><br><b>Chronology</b> – Create timelines which show the order in which events happened.<br><b>Evidence</b> – analyse a range of primary and secondary sources.<br><b>Significance</b> - describe the impact of the Reformation on the Catholic Church<br><b>Human Achievement: Event – The Reformation</b>                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Geography                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Natural Disasters - Flooding</b><br><b>Physical:</b> Establish the location patterns of flooding and give examples of the effects they can have.<br><b>Place:</b> List and locate major countries of Asia: compare the position of these on the Earth’s surface<br><b>Space:</b> Explain how the features of an environment affect settlement and land use.                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Deforestation in the Amazon Rainforest</b><br><b>Place:</b> List and locate major countries of South America: compare the position of these on the Earth’s surface.<br><b>Space:</b> Explain how the features of an environment affect settlement and land use.<br><b>Human:</b> Explain the human contributors to climate change, including fossil fuel use and deforestation<br><b>Physical:</b> Identify and describe different climate zones and biomes<br>Explain the water cycle.<br>Explain what climate change is and analyse patterns over time.<br>Examine natural landscapes including rivers, vegetation belts and biomes |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Cartography and Navigation</b><br><b>Outdoor Learning</b><br><b>Locate and compare</b> the position of school and Sutton Lawn using 4 figure coordinates & 8 points of the compass.<br><br><b>Plan and navigate</b> a journey to Sutton Lawn and <b>create</b> their own maps using OS Map conventions<br><br><b>Know</b> the 8 points of the compass, and a greater range of OS Map symbols: golf course, theme park, youth hostel, parking                                                                            |
| Science<br>(See progression map for numbered objectives)                                                                                                                                                                                                                                                                                                                                                                                       | <b>States of Matter</b><br>Matter – 1-3<br>Being Scientific 3,6,7                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Sound</b><br>Energy – 3,4<br>Being Scientific - 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>Electricity</b><br>Energy – 1,2<br>Being Scientific – 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Habitats</b><br><b>Outdoor Learning</b><br>Life – 3, 4<br>Being Scientific 3,6,7<br><b>Human Achievement: Person – David Attenborough</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>The Human Body</b><br>Life – 1-3<br>Being Scientific – 5<br><b>Human Achievement: Person – Carl Linnaeus</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Music                                                                                                                                                                                                                                                                                                                                                                                                                                          | <b>Focus Music: Debussy – La Mer</b><br><b>Tempo:</b> Know the meaning of accelerando and ritardando: recognise this within Debussy’s La Mer.<br><b>Tempo:</b> Know that Debussy may have used changes in tempo to create or reduce tension in La Mer.<br><b>Meaning:</b> Say how different sections of ‘La Mer’ makes them feel using more technical language linked to tempo, and prior                                                                                                                                                                                                          | <b>Focus Music: Debussy – La Mer</b><br><b>Composition:</b> create and compose music on the keyboards in the same style as Debussy with deliberate choices for tempo.<br><b>Performance:</b> Perform their composition on the keyboards with deliberate choices for tempo.                                                                                                                                                                                                                                            | <b>Focus Music: Jai Ho (Slumdog Millionaire) Cultural Heritage Piece</b><br><b>Timbre:</b> Describe the timbre of the 4 different instrument families: identify these in ‘Jai Ho’.<br><b>Texture:</b> 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.                                                                                                                                                                                                                                                                      | <b>Focus Music: Jai Ho (Slumdog Millionaire) Cultural Heritage Piece</b><br><b>Composition:</b> Create and compose their own version of Jai Ho with deliberate choices of timbre, texture and dynamics.<br><b>Performance:</b> Perform Jai Ho, executing deliberate choices in dynamics accurately.                                                                                                                                                                                                                                                                                                                                      | <b>Focus Music: The Blackadder Theme</b><br><b>Duration:</b> Know the duration of crotchets, minims and semibreves: identify these in musical notation on a staff<br><b>Pitch:</b> Know how to represent high and low pitch in musical notation on a staff.                                                                                                                                                                                                                                                                                                                                                                                          | <b>Focus Music: The Blackadder Theme</b><br><b>Composition:</b> Create and compose music on the recorder with deliberate choices of duration (crotchets, minims and semibreves) and pitch<br><b>Composition:</b> Record their compositions using informal graphic scores<br><b>Performance:</b> Perform their own compositions,                                                                                                                                                                                            |

## Year 4 Medium Term Planning Overview 2025-26 Onwards

| Term                                                                                                                                                                                   | Aut 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Aut 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Spring                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Summer                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                             |
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|                                                                                                                                                                                        | knowledge of musical shape to justify their response.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Texture:</b> Listen for, and recognise a chord (or harmony) in the chorus of 'Jai Ho'<br><b>Dynamics:</b> Know the meaning of crescendo and diminuendo: recognise this within Jai Ho.<br><b>Dynamics:</b> 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                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Focus Artist/Piece:</b> <u>Georgia O'Keefe – Kiss from a Rose</u><br><b>Outdoor Learning</b><br><b>Outcome:</b> Watercolour pencil sketch<br><b>Composition</b> (formal elements):<br><b>Colour/Tone</b> – to combine knowledge of colour mixing, tints and shades to accurately match colours from a focus piece.<br><b>Shape and Form</b> – Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.<br><b>Pattern</b> – Explore spiral patterns to support the construction of a 3D image<br><b>Y4 Comprehension Skills</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Focus Artist/Piece:</b> <u>Pablo Picasso – Landscape 1908</u><br><b>Outcome:</b> Oil Pastel Cubist Landscape<br><b>Composition</b> (formal elements):<br><b>Colour/Tone</b> – to combine knowledge of colour mixing, tints and shades to accurately match colours from a focus piece.<br><b>Shape and Form</b> – Follow the contours of a shape to show its shape. Capture its form in an implied 3D space using directional shading.<br><b>Y4 Comprehension Skills</b>                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b>Focus Artist/Piece:</b> <u>Hans Holbein – Henry VIII.</u><br><b>Outcome:</b> Self Portrait – half digitalised, half sketched<br><b>Composition</b> (formal elements):<br><b>Line/tone/texture</b> – use hatching and gradings of pencil to represent tone<br><b>Proportion</b> – Recognise how artists use proportion to represent human facial features<br><b>Y4 Comprehension Skills</b>                               |
| DT                                                                                                                                                                                     | <b>Structures:</b> <u>Rescue Device - Pulleys</u><br><b>User needs:</b> rescue device - book character<br><b>Implementation techniques &amp; mechanisms:</b> wooden joints to ensure a stable and rigid structure, pulleys<br><b>Innovation research:</b> pulley mechanisms, rescue vehicles.<br><b>Evaluation:</b> written evaluation with accompanying labelled diagrams                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Textiles:</b> <u>Embroidery of leaves and flowers</u><br><b>Outdoor Learning</b><br><b>User needs:</b> the class – immersive area<br><b>Implementation techniques &amp; mechanisms:</b> 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.<br><b>Innovation research:</b> cross stitch technique, patterns/designs. Impact of textiles in Derwent Valley.<br><b>Evaluation:</b> written evaluation with accompanying labelled diagrams. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Food:</b> <u>Tudor Inspired Meet Pie</u><br><b>User needs:</b> Tudor inspired for topic<br><b>Implementation techniques &amp; mechanisms:</b> making pastry, browning meat.<br><b>Innovation research:</b> pastry/pie recipes<br><b>Evaluation:</b> written evaluation with accompanying labelled diagrams                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| PE                                                                                                                                                                                     | <b>Handball</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Competition</b><br><b>Skill</b> – Shoulder and bounce pass, shooting from stationary position, aiming at targets – no goalkeeper                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Sportshall Athletics</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Competition</b><br><b>Skill</b> – 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                                                                                                                                                                                                                                                                                                                | <b>Gymnastics</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Skill</b> – 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                                                                                                                                                                                                                                                                                   | <b>Basketball</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Competition</b><br><b>Skill</b> – passes – chest, shoulder, one handed bounce pass, dribbling one hand and v pass dribble<br><br><b>Dance</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Competition</b><br><b>Skill</b> – 32 bars, no repeats, incorporating Rec – Y4 knowledge. Danced independently – whole class                                                                                                                                                                                           | <b>Tennis</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Competition</b><br><b>Skill</b> – reaction, forehand/backhand stroke, hitting/receiving ball over net                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Cricket</b><br><b>Resilience</b><br><b>Fitness</b><br><b>Competition</b><br><b>Skill</b> – bowling under arm – aiming for targets, hitting the ball after one bounce with the bat, fielding – catching technique and barrier                                                                                                                                                                                             |
| Computing                                                                                                                                                                              | <b>Safety:</b><br>Project Evolve – Y4 Self Image and identity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Safety:</b><br>Project Evolve – Y4 Health, Wellbeing and Lifestyle                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>Safety:</b><br>Project Evolve – Y4 Online Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Safety:</b><br>Project Evolve – Y4 Privacy and Security                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>Safety:</b><br>Project Evolve – Y4 Managing Online Information                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>Safety:</b><br>Project Evolve – Y4 Online Bullying                                                                                                                                                                                                                                                                                                                                                                       |
|                                                                                                                                                                                        | <b>Coding:</b><br>2 Code (4.1)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Creation:</b><br>Animations (4.6)<br>Effective Searching (4.7)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Creation:</b><br>Making Music (4.8)<br>Databases (5.4)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Languages                                                                                                                                                                              | <b>Birthday Celebrations</b><br><b>Outcome:</b> Birthday party invitations, cards and roleplay                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Spanish Culture – Pablo Picasso</b><br><b>Outcome:</b> Picasso art labelled display<br><b>Art – 'Weeping Woman' by Picasso</b>                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>Talking about Family</b><br><b>Outcome:</b> Labelled family portrait & family member survey                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| RSE                                                                                                                                                                                    | <b>Consent – LKS2 1,2</b><br><i>Magna Carta - 'no free man shall be imprisoned without the lawful judgment of his equals'</i><br><br><b>Safety – LKS2 1-3</b><br><b>The Black Hole</b> – <a href="https://www.youtube.com/watch?v=P5_Msrdg3Hk">https://www.youtube.com/watch?v=P5_Msrdg3Hk</a><br><br><b>Physical Health – LKS2 1,2</b><br><b>BBC Newsround -</b> <a href="https://www.bbc.co.uk/newsround/52546937">https://www.bbc.co.uk/newsround/52546937</a><br><br> | <b>Consent – LKS2 3,4</b><br><b>Making friends online - the risks</b> – BBC Newsround<br><a href="https://www.bbc.co.uk/programmes/p0111m59s">https://www.bbc.co.uk/programmes/p0111m59s</a><br><br><b>Mental Health - LKS2 1,2</b><br><b>#Goldilocks</b> – Jeanne Willis and Tony Ross<br><br><br><b>Equality – LKS2 1-3</b><br><b>Equality vs Equity</b> – Hometalk 42<br>                                            | <b>Consent – LKS2 2,3</b><br><b>Jungle Book – Mowgli running away</b><br><a href="https://www.youtube.com/watch?v=IFY5D87_QHI">https://www.youtube.com/watch?v=IFY5D87_QHI</a><br><br><b>Identity – LKS2 1-3</b><br><b>Willy the Dreamer</b> – Anthony Browne<br><br><br><b>Equality – LKS2 1,2,4</b><br><b>Image:</b> George and the Dragon<br>                                | <b>Consent – LKS2 1,4</b><br><b>BBC News -</b> <a href="https://www.bbc.co.uk/news/world-latin-america-35606354">https://www.bbc.co.uk/news/world-latin-america-35606354</a><br><br><b>Relationships &amp; Friendships – LKS2 1,3,4</b><br><b>John Brown, Rose and the Midnight Cat</b> – Jenny Wagner<br><br><br><b>Mental Health – LKS2 1,2</b><br><b>Can I be your friend?</b><br><a href="https://www.youtube.com/watch?v=aDycZH0CA4I">https://www.youtube.com/watch?v=aDycZH0CA4I</a> | <b>Consent – LKS2 1-4</b><br><b>Article 12 - We are all born free</b> – UDHR.<br><br><br><b>Relationships &amp; Friendships – LKS2 2,5</b><br><b>Cyberbullying</b> – BBC Newsround<br><a href="https://www.bbc.co.uk/programmes/p0111n2r4">https://www.bbc.co.uk/programmes/p0111n2r4</a><br><br><b>Physical Health – LKS2 1,2</b><br><b>BBC Newsround -</b> Four out of five young people are not exercising enough<br><a href="https://www.bbc.co.uk/newsround/50513679">https://www.bbc.co.uk/newsround/50513679</a> | <b>Consent – LKS2 1-4</b><br><b>Henry VIII</b> – Katherine refusing consent to divorce<br><br><b>Safety – LKS2 1-3</b><br><b>Harry Potter: Chambers of Secrets</b> – J. K. Rowling 'It is our choices, Harry, that show what we truly are, far more than our abilities'<br><b>Identity – LKS2 4</b><br><b>Zoom</b> – Istvan Banyai<br> |
| <b>Cultural Capital and Entitlement Outcomes</b>                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                             |
| **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<br>Pantomime<br>Perform in front of an audience – Christmas Service                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | Play a recorder<br>Sew on a button<br>Visit Church<br>Learn to sew                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Plan and navigate a short journey<br>Visit Church<br>Cook a meal from scratch                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                             |



Year 4 Medium Term Planning Overview 2025-26 Onwards

| Term                                                              | Aut 1                                                                                                                                                                                                                                                    | Aut 2 | Spring                                                                                                                                                                                                                                                                                                | Summer                                                                                                                                                                    |                                                                 |
|-------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|
| Knowledge of Human Achievement                                    | Event – Signing of the Magna Carta<br>Arts - La Mer by Debussy                                                                                                                                                                                           |       | Person – David Attenborough<br>Art – ‘Weeping Woman’ by Picasso<br>Major festival: Hinduism – Holi                                                                                                                                                                                                    | Event – The Reformation<br>Person – Carl Linnaeus                                                                                                                         |                                                                 |
| Fieldwork – so that pupils develop disciplinary subject knowledge | Newark Town Lock/Trent Lock– development of disciplinary knowledge in Geography<br><a href="https://canalrivertrust.org.uk/explorers/educational-sites/newark-town-lock">https://canalrivertrust.org.uk/explorers/educational-sites/newark-town-lock</a> |       | Derwent Valley Mills World Heritage Site – development of disciplinary knowledge in DT<br><a href="http://www.derwentvalleymills.org/discover/learning-for-all/learning-schools/visits-and-trips/">http://www.derwentvalleymills.org/discover/learning-for-all/learning-schools/visits-and-trips/</a> | Haddon Hall – development of disciplinary knowledge in History<br><a href="https://www.haddonhall.co.uk/visit/learning/">https://www.haddonhall.co.uk/visit/learning/</a> | Sutton Lawn –development of disciplinary knowledge in Geography |