



Year 4

Spelling, English, Maths and Foundation Subjects Medium Term Plan **Autumn 1 2025-26**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Words that are homophones: Accept, except, knot, not, peace, piece, plain, plane, whether, weather	Words with the prefix 'in-' meaning 'not': Inability, inactive, inadequate, incorrect, invisible, incurable, inelegant, indefinite, inflexible, insecure	Words with the prefixes 'il-', 'im-' and 'ir-': Illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible	Words with the prefix 'sub-' meaning 'below' or further divided: Subdivide, subheading, subject, submarine, submerge, submit, substandard, subtitle, subtropical, subway	Words with the prefix 'inter-' meaning 'between' or 'among': Interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview	LKS2 Statutory Words: Strength, grammar, calendar, women, appear, straight, interest, opposite, increase, believe	Revision Week
ENGLISH	Core text or inspiration: The Twits						
	Purposes for Writing: To entertain						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	Use capital letters correctly Use full stops Use apostrophe for contraction Use apostrophe for possessive singular Use commas for lists Use plural noun suffixes -s or -es Form adjectives using suffixes such as -ful or -less	Discuss a quality model text to understand its purpose and learn from its structure Discuss and record relevant ideas		Write for different purposes (to entertain) Compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures		Assess the effectiveness of their own and others' writing against the purpose and suggest improvements Propose change to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences Proof-read for spelling and punctuation errors	

	Use the suffixes -er and -est in adjectives Turn adjectives into adverbs using the suffix -ly Use forms of a or an according to whether the next word begins with a consonant or vowel Make sentences with different forms Use coordination to join clauses using and, or, but and so Use subordinating conjunctions for cause, e.g. because Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases Use the present tense correctly and consistently and use progressive form in the present to mark actions in progress Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition			Read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
MATHS	Number and Place Value		Addition and Subtraction	
	Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100 and 1,000 more or less Step 9 Number line to 10,000		Step 1 Add and subtract 1s, 10s, 100s and 1,000s Step 2 Add up to two 4-digit numbers – no exchange Step 3 Add two 4-digit numbers – one exchange Step 4 Add two 4-digit numbers – more than one exchange Step 5 Subtract two 4-digit numbers – no exchange Step 6 Subtract two 4-digit numbers – one exchange Step 7 Subtract two 4-digit numbers – more than one exchange Step 8 Sufficient subtraction Step 9 Estimate answers	

	Step 10 Estimate a number on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 and 1,000				Step 10 Checking strategy	
SCIENCE	Unit: Digestion and Food					
	The human digestive system L.O. – To describe the function of the human digestive system Working scientifically To evaluate a model	Human teeth L.O. – To recognise the different types of human teeth and their roles in eating	Investigating dental hygiene L.O. – To explain how to care for our teeth Working scientifically To plan an enquiry by considering which variables should be controlled, measured and changed	Teeth of carnivores, herbivores and omnivores L.O. – To recognise the differences in teeth relate to an animal’s diet Working scientifically To classify animals based on their diet	Producers, predators and prey in food chains L.O. – To recognise producers, predators and prey in food chains Working scientifically To analyse trends and form conclusions using scientific knowledge	Poo Clues L.O. – To recognise that animal poo can give us clues about digestion, teeth and diet Working scientifically To construct a results table for recording observations
Outcomes	Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult, human teeth, using key vocabulary. Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. Produce a food chain that begins with a plant and has arrows that move up the food chain. Define a producer, predator and prey and identify examples in food chains. Describe digestion, teeth and diets when talking about the observed poo clues. Write a letter that uses a range of scientific vocabulary from the unit. Evaluate a strength or weakness of the digestive system model. Describe an example of evidence that can be used to study teeth.					

	Identify some of the variables that need to be kept the same, predict an outcome and identify limitations to the experiment. Recall that scientific research needs repeated results before use in society. Identify trends in a predator-prey graph. Draw a results table that has space for observations about different poo samples.					
HISTORY	Unit: How have children's lives changed?					
	L.O. – To identify the changes and continuities to children's lives using a range of sources	L.O. – To investigate why Tudor children worked and what working conditions were like	L.O. – To research and record the working conditions of Victorian children using reports and images	L.O. – To evaluate Lord Shaftesbury's significance to children's lives	L.O. – To explore the changes in children's leisure activities using a range of sources	L.O. – To investigate the diseases children caught and their treatments in the Tudor and Victorian periods
Outcomes	Make inferences and deductions from primary and secondary sources. Explain why children needed to work. Identify the jobs Tudor and Victorian children had. Describe the working conditions of Tudor and Victorian children. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how effective the treatments were.					
GEOGRAPHY	Unit: Not taught until Autumn 2					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -

Outcomes						
ART	Unit: Drawing: Power Prints					
	L.O. – To draw using tone to create a 3D effect	L.O. – To explore proportion and tone when drawing	L.O. – To plan a composition for a mixed-media drawing	L.O. – To use shading techniques to create pattern and contrast	L.O. – To work collaboratively to develop drawings into prints	L.O. -
Outcomes	Create several pencil tones when shading and create a simple 3D effect. Explore the effect of holding a pencil ion different ways and applying different pressures. Use charcoal and rubber to show areas of light and dark in their drawings. Demonstrate an awareness of the relative size of the objects they draw. Use scissors with care and purpose to cut out images. Try out multiple arrangements of cut images to decide on their composition. Use different tools to create marks and patterns when scratching into a painted surface. Show some awareness of how to create a contrast by including areas with more and less marks. Create an interesting finished drawing based on their original composition, including detail such as contrast and pattern. Work co-operatively to create a joint artwork, experimenting with their methods.					

PSHE	Unit: Me and My Relationships					
	L.O. – Human Machines	L.O. – Ok or not ok? (part 1)	L.O. – Ok or not ok? (part 2)	L.O. – An email from Harold!	L.O. – Different feelings	L.O. – Under pressure
Outcomes	Demonstrate strategies for working on a collaborative task. Define successful qualities of teamwork and collaboration. Explain what we mean by a ‘positive, healthy relationship’. Describe some of the qualities that they admire in others. Recognise that there are times when they might need to say 'no' to a friend. Describe appropriate assertive strategies for saying 'no' to a friend. Describe 'good' and 'not so good' feelings and how feelings can affect our physical state. Explain how different words can express the intensity of feelings. Identify a wide range of feelings. Recognise that different people can have different feelings in the same situation. Explain how feelings can be linked to physical state. Give examples of strategies to respond to being bullied, including what people can do and say. Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from.					
MUSIC	Unit: Mamma Mia					
	L.O. – To listen, respond and sing to ‘Mamma Mia’ by Abba	L.O. - To listen, respond and sing to ‘Dancing Queen’ by Abba	L.O. - To listen, respond and sing to ‘Waterloo’ by Abba	L.O. - To listen, respond and sing to ‘Waterloo’ by Abba	L.O. - To listen, respond and sing to ‘Super Trouper’ by Abba	L.O. - To listen, respond and sing to ‘Thank You for the Music’ by Abba

Listen and Appraise:

To know 5 songs from memory and who sang them or wrote them.

To know the style of the 5 songs.

To choose one song and be able to talk about:

- Some of the style indicators of that song (musical characteristics that give the song its style)
- The lyrics (what the song is about)
- Any musical dimensions featured in the song and where they are used (texture, dynamics, tempo, rhythm and pitch)
- Identify the main sections of the song (introduction, verse, chorus, etc)
- Name some of the instruments they have heard in the song

Identify and move to the pulse.

Talk about the musical dimensions, e.g. if the song gets louder in the chorus (dynamics).

Talk about the music and how it makes them feel.

Listen carefully and respectfully to other people's thoughts about the music.

Use musical terminology when talking.

Games:

Know about be able to talk about the pulse, rhythm, pitch and understand how they work together.

Know the difference between pulse and rhythm.

Keep the internal pulse.

Create musical ideas for a group to copy or respond to.

Singing:

Know that singing in a group can be called a choir.

Understand what a leader or conductor is.

Understand that songs can make you feel different things, e.g. happy, energetic, sad.

Understand that you must listen to each other when singing in a group.

Know why you must warm up your voice.

Sing in unison and in simple two-parts.

Demonstrate a good singing posture.

Follow a leader when singing.

Enjoy exploring singing solo.

Sing with awareness of being 'in tune'.

Rejoin a song if lost.

Listen to the group when singing.

Playing:

Know and be able to talk about the instruments used in class or other instruments that might be played in a band or orchestra or by their friends.

Treat instruments carefully and with respect.

	Play any one, or all four, differentiated parts on a tuned instrument. Rehearse and perform their part within the context of a song. Listen to and follow musical instructions from a leader.					
Indoor P.E	Unit: Gymnastics & Football 4K Swimming 4H					
	L.O. – I can crab walk I can crab walk on apparatus	L.O. – I can recreate a routine demonstrating some agility, balance, co-ordination and some precision	L.O. – I can balance on apparatus I can crab walk on apparatus	L.O. – I can crab walk I can do a pike sit with straight legs	L.O. – I can do a teddy bear roll	L.O. – I can do a half turn from the floor and apparatus
Outdoor P.E	L.O. – I can dribble a ball around equipment	L.O. – I can dribble the ball to an obstacle	L.O. – To turn with the ball in the face of the opposition	L.O. – To pass the ball successfully	L.O. – To move effectively with or without a ball	L.O. – To shoot with power and accuracy
Outcomes	Gymnastics: Recreate a routine by demonstrating agility, balance, co-ordination and precision Communicate effectively with a partner or in a group Improve ideas based on feedback from others Show different levels and pathways to travel		Football: Receive a small ball Hit targets with different equipment Strike a ball between partners Move effectively with or without the ball, in a game situation Know the importance of finding a space in a game situation		Swimming: By the end of KS2, children are expected to: Swim confidently, competently and efficiently over a distance of at least 25m. Can use a range of strokes effectively, e.g. front crawl, backstroke and breaststroke. Be able to perform safe self-rescue in different water based situations.	

COMPUTING	Unit: Unpacking Hardware and Software and Animation					
	L.O. – To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond.	L.O. – To identify and describe different pieces of computer hardware and understand their functions.	L.O. – To understand what software is and how we use it to complete tasks.	L.O. – To explore how hardware and software interact to complete everyday tasks.	L.O. – To understand what animation is.	L.O. – To understand the term onion skinning and be able to use this technique for 2D computer animations.
Outcomes	- I can describe what technology means. - I can identify examples of different technology around me. - I can explain how technology helps us in different ways. - I can name parts of a computer system. - I can explain the difference between internal components and external peripherals. - I can group hardware as input, output, or storage. - I can describe what each component or peripheral does. - I can explain what software is. - I can name different types of software. - I can describe how software helps me complete tasks. - I can describe how hardware and software work together. - I can explain a simple process using both. - I can identify what would happen if one part didn't work. - I can describe what is meant by an animation. - I can describe some common techniques used for creating animations. - I can make a simple animation using a flick book. - I can create a simple animation using animation software. - I can describe what onion skinning is. - I can create a smooth sequence of frames using the onion skinning feature.					

	I can use the copy frame feature to help with creating a smooth animation.					
FRENCH	Unit:					
	L.O. – To learn different feelings	L.O. – To learn different feelings	L.O. – To learn colours	L.O. – To learn colours	L.O. – To know the days of the week	L.O. – To know the days of the week
Outcomes	Listen attentively to spoken language. Show understanding by joining in and responding. Explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words. Engage in conversations; ask and answer simple questions. Begin to speak in sentences, using familiar vocabulary, phrases and basic language structures. Continue to develop accurate pronunciation with familiar words and phrases. Present ideas and information orally in group and class work. Read and begin to understand familiar words in written form. Appreciate stories, songs, poems and rhymes in French. Develop the ability to read and write new words. Write simple familiar words and phrases with prompts and support as needed (e.g. word bank, words with missing letters). Relate relevant grammar in French to known grammar in English (e.g. nouns, verbs, sentence punctuation). Recognise masculine and feminine articles and know that they relate to feminine and masculine forms. Discuss key features and patterns of the language. Begin to apply known grammar to build sentences.					