



Year 4

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Spring 1 2026

	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>
<b>SPELLING</b>	Words ending in -sion:  Expansion, erosion, extension, explosion, comprehension, tension, suspension, exclusion, provision,	Words ending in -ous:  Poisonous, dangerous, mountainous, marvellous, perilous, tremendous, enormous, jealous, precious, disastrous	Words ending in -ous inc. those where 'ge' from the base word remains:  Courageous, outrageous, nervous, famous, carnivorous, adventurous, disadvantageous, ridiculous, rapturous, torturous	Words where a suffix is added to words ending in 'y':  Merriment, happiness, plentiful, penniless, happily, prettiest, nastiness, beautiful, pitiful, silliness	Words ending in -ious and -eous:  Serious, obvious, curious, hideous, spontaneous, courteous, furious, various, victorious, gaseous	LKS2 Statutory Words:  Extreme, although, breath, caught, different, exercise, medicine, thought, business, possession
<b>Core text or inspiration:</b> Instructions – how to make crispy cakes / how to make muffins						
<b>Purposes for Writing:</b> to explain						
<b>ENGLISH</b>	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing
	<ul style="list-style-type: none"> <li>• Make sentences with different forms: statement, question, exclamation, command</li> <li>• Use coordination to join clauses using <i>and, or, but, so</i></li> <li>• Use subordinating conjunctions for time / place / cause <i>if, when, although, while, after, before, because, that</i></li> <li>• <b>Use modal verbs or adverbs to indicate degrees of possibility</b></li> </ul>	Plan their writing using the Spotland Planning for Writing Framework by: <ul style="list-style-type: none"> <li>• discussing a quality model text to understand its purpose and learn from its structure, vocabulary and grammar</li> <li>• discussing and recording ideas</li> </ul>		<ul style="list-style-type: none"> <li>• write for different purposes (inform, explain, <b>persuade</b> and entertain)</li> <li>• compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures (see Sentence Progression document)</li> </ul>	<ul style="list-style-type: none"> <li>• assess the effectiveness of their own and others' writing against the purpose and suggest improvements</li> <li>• propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences</li> </ul>	

	<ul style="list-style-type: none"> <li>the present and past tenses correctly and consistently</li> <li>Use of the present perfect form of verbs instead of the simple past</li> <li>Use headings and subheadings</li> <li><b>Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition</b></li> <li>Use spaces between words</li> <li>Use capital letters correctly</li> <li>Use full stops</li> <li>Use apostrophe ' for contraction</li> <li>Use apostrophe ' for possessive singular</li> <li>Use commas , for lists</li> <li><b>Use commas, dashes – and brackets () for parenthesis</b></li> <li><b>Use a dash - between independent clauses</b></li> <li>Turn adjectives into adverbs using the suffix –ly</li> <li>Use of the forms a or an according to whether the next word begins with a consonant or a vowel [for example, a rock, an open box]</li> </ul>		in non-narrative material, using simple organisational devices (for example, headings and sub-headings)	<ul style="list-style-type: none"> <li>proof-read for spelling and punctuation errors</li> </ul> <p>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</p>
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MATHS	Multiplication and Division B	Length and Perimeter
	Step 1 Factor Pairs Step 2 Use Factor Pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related Facts – Multiplication and Division Step 8 Informal Written Methods for Multiplication Step 9 Multiply a 2-digit Number by a 1-digit Number	Step 1 Measure in Kilometres and Metres Step 2 Equivalent Lengths (Kilometres and Metres) Step 3 Perimeter on a Grid Step 4 Perimeter of a Rectangle Step 5 Perimeter of Rectilinear Shapes Step 6 Find Missing Lengths in Rectilinear Shapes Step 7 Calculate the Perimeter of Rectilinear Shapes Step 8 Perimeter of Regular Polygons Step 9 Perimeter of Polygons

	<p>Step 10 Multiply a 3-digit Number by a 1-digit Number  Step 11 Divide a 2-digit Number by a 1-digit Number (1)  Step 12 Divide a 2-digit Number by a 1-digit Number (2)  Step 13 Divide a 3-digit Number by a 1-digit Number  Step 14 Correspondence Problems  Step 15 Efficient Multiplication</p>					
	<p><b>Unit: Materials: States of Matter</b></p>					
<b>SCIENCE</b>	<p><b>Solids</b>   <b>LO:</b> To identify solids using their properties   <b>Working scientifically –</b> To ask relevant questions about the properties of solids</p>	<p><b>Liquids and Gases</b>   <b>LO:</b> To identify liquids and gases using their properties   <b>Working scientifically –</b> To use results to draw simple conclusions about the properties of liquids</p>	<p><b>Melting and Freezing</b>   <b>LO:</b> To describe melting and freezing   <b>Working scientifically –</b> To use thermometers to take accurate measurements before and after melting</p>	<p><b>Condensing and Evaporating</b>   <b>LO:</b> To describe condensing and evaporating   <b>Working scientifically –</b> To make predictions for new values about evaporation rates</p>	<p><b>The Water Cycle</b>   <b>LO:</b> To describe the different stages of the water cycle   <b>Working scientifically –</b> To record the stages of the water cycle using a labelled diagram</p>	<p><b>Climate Change and The Water Cycle</b>   <b>LO:</b> To describe how temperature affects evaporation rates and the water cycle   <b>Science in action –</b> To research climate change and the water cycle</p>
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Identify solids, liquids and gases using their properties.</li> <li>Describe melting, freezing, condensing and evaporating.</li> <li>Describe the different stages of the water cycle.</li> <li>Describe how temperature affects the rate of evaporation and, therefore, the water cycle.</li> <li>Ask relevant questions.</li> <li>Use results to draw simple conclusions.</li> <li>Use thermometers to take accurate measurements.</li> <li>Make predictions for new values.</li> <li>Record findings using labelled diagrams.</li> <li>Research using more than one source.</li> </ul>					

<b>HISTORY</b>	<b>Unit:</b> Not taught until Spring 2					
	LO:	LO:	LO:	LO:	LO:	LO:
<b>Outcomes</b>						
<b>GEOGRAPHY</b>	<b>Unit:</b> Why are Rainforests Important to us?					
	LO: To describe and give examples of a biome and find the location of some features of the Amazon rainforest?	LO: To describe the characteristics of each layer of a tropical rainforest	LO: To understand the lives of indigenous people living in the Amazon rainforest	LO: To describe why tropical rainforests are important and understand the threats to the Amazon	LO: To understand how local woodland is used using a variety of data collection methods	LO: To analyse and present findings on how local woodland is used
<b>Outcomes</b>	<ul style="list-style-type: none"> <li>Describe a biome and give an example.</li> <li>State the location and some key features of the Amazon rainforest.</li> <li>Name and describe the four layers of tropical rainforests.</li> <li>Understand that trees and plants adapt to living in the rainforest and give an example.</li> <li>Define the word indigenous and give an example of how indigenous peoples use the Amazon's resources.</li> <li>Name one way in which the Amazon is changing.</li> <li>Articulate why the Amazon rainforest is important.</li> <li>Give an example of how humans are having a negative impact on the Amazon and an action that can be taken to help.</li> <li>Use a variety of data collection methods with support.</li> <li>Summarise how the local woodland is used and suggest changes to improve the area.</li> </ul>					

ART	<b>Unit: Paintings and Mixed Media: Light and Dark</b>					
	<b>LO:</b> N/A – DT lesson	<b>LO:</b> N/A – DT lesson	<b>LO:</b> N/A – DT lesson	<b>LO:</b> N/A – DT lesson	<b>LO:</b> To understand how to darken or lighten a colour when mixing paint	<b>LO:</b> To use tints and shades to give a three-dimensional effect when painting
Outcomes	<ul style="list-style-type: none"> <li>Share their ideas about a painting.</li> <li>Describe the difference between a tint and a shade.</li> <li>Mix tints and shades by adding black or white paint.</li> <li>Discuss their real-life experiences of how colours can appear different.</li> <li>Use tints and shades to paint an object in 3D.</li> <li>Try different arrangements of objects for a composition, explaining their decisions.</li> <li>Produce a clear sketch that reflects the arrangement of their objects.</li> <li>Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions.</li> <li>Paint with care and control to make a still life with recognisable objects.</li> </ul>					
	<b>Unit: Electrical Systems Torches</b>					
D.T.	<b>LO:</b> To learn about electrical items and how they work	<b>LO:</b> To analyse and evaluate electrical products	<b>LO:</b> To design a product to fit a set of specific user needs	<b>LO:</b> To make and evaluate a torch	N/A – Art lesson	N/A – Art lesson
	<ul style="list-style-type: none"> <li>Identify electrical products and explain why they are useful.</li> <li>Help to make a working switch.</li> <li>Identify the features of a torch and how it works.</li> <li>Describe what makes a torch successful.</li> <li>Create suitable designs that fit the success criteria and their own design criteria.</li> <li>Create a functioning torch with a switch according to their design criteria.</li> </ul>					

R.E.	<b>Unit: Why do some people think life is like a journey and what significant experiences mark this?</b>					
	<b>LO:</b> No lesson – INSET day	<b>LO:</b> To know how and why people mark significant events in life	<b>LO:</b> To understand what a baptism is and the significance of it	<b>LO:</b> To learn how Jewish people mark being an adult	<b>LO:</b> To understand which ceremonies Hindus celebrate to mark their journey through life	<b>LO:</b> To understand the significance of wedding ceremonies
Outcomes	<ul style="list-style-type: none"> <li>Know the beliefs of people from different worldviews surrounding commitment and promises</li> <li>Discuss the meaning and importance of ceremonies of commitment for religious and non-religious people</li> <li>Consider the links between ideas of love, commitment and promises within the ceremonies</li> <li>Learn about the several rites of passage and use knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones</li> </ul>					
PSHE	<b>Unit: Keeping Safe</b>					
	<b>LO:</b> Danger, risk or hazard?	<b>LO:</b> How dare you!	<b>LO:</b> Keeping ourselves safe	<b>LO:</b> Raisin challenge (2)	<b>LO:</b> Picture wise	<b>LO:</b> Medicines: Check the label
Outcomes	<ul style="list-style-type: none"> <li>Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them;</li> <li>Identify situations which are either dangerous, risky or hazardous;</li> <li>Suggest simple strategies for managing risk.</li> <li>Define what is meant by the word 'dare';</li> <li>Identify from given scenarios which are dares and which are not;</li> <li>Suggest strategies for managing dares.</li> <li>Describe stages of identifying and managing risk;</li> <li>Suggest people they can ask for help in managing risk.</li> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>Understand that we can be influenced both positively and negatively;</li> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> <li>Understand that we can be influenced both positively and negatively;</li> </ul>					

	<ul style="list-style-type: none"> <li>Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way.</li> </ul>						
<b>MUSIC</b>	<p><b>Unit: Bringing Us Together</b></p> <table border="1"> <tr> <td><b>LO:</b> To learn a song and sing using vocal harmony</td><td><b>LO:</b> To appraise songs and recognise the musical instruments within them</td><td><b>LO:</b> To improvise a four bar phrase To record ideas using rhythmic notation and a time signature</td><td><b>LO:</b> To compose with major and minor chords</td><td><b>LO:</b> To recognise, read and draw minims, crotchets, paired quavers and rests</td><td><b>LO:</b> To follow and perform a simple rhythmic score</td></tr> </table>	<b>LO:</b> To learn a song and sing using vocal harmony	<b>LO:</b> To appraise songs and recognise the musical instruments within them	<b>LO:</b> To improvise a four bar phrase To record ideas using rhythmic notation and a time signature	<b>LO:</b> To compose with major and minor chords	<b>LO:</b> To recognise, read and draw minims, crotchets, paired quavers and rests	<b>LO:</b> To follow and perform a simple rhythmic score
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<b>Outcomes</b>	<p>Find and demonstrate the steady beat Identify 2/4, 3/4, and 4/4 metre Identify the tempo as fast, slow or steady Know and understand what a musical introduction is and its purpose Recall by ear memorable phrases heard in the music Identify major and minor tonalities Recognise the sound and notes of the pentatonic scale by ear and from notation Describe legato and staccato Recognise the style of music they are listening to</p> <p><b>Singing:</b> Sing in different time signatures: 2/4, 3/4 and 4/4 Demonstrate good singing posture Sing 'on pitch' and 'in time' Sing expressively, with attention to breathing and phrasing Sing expressively, with attention to staccato and legato Talk about the different styles of singing used for different styles of song</p> <p><b>Playing instruments:</b> Rehearse and learn to play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major, D major and D minor Rehearse and perform their parts within the context of the unit song Play the right notes with secure rhythms Play together as a group while keeping the beat</p>						

Indoor P.E.	<p><b>Unit: Beech Class – Basketball and Dance up until 02.02.26 then Swimming</b>  <b>Maple Class – Swimming (last session 26.01.26) then Basketball and Dance</b></p>					
	<b>LO:</b> To recreate a routine	<b>LO:</b> To recreate a routine whilst adding different levels and pathways	<b>LO:</b> I can recreate a routine using agility, balance and co-ordination	<b>LO:</b> To work well in groups	<b>LO:</b> To work well in groups	<b>LO:</b> To understand what makes a good performance
Outdoor P. E	<b>LO:</b> To dribble effectively	<b>LO:</b> To pass the ball using a chest pass	<b>LO:</b> To pass the ball using a bounce pass	<b>LO:</b> To pass and dribble a ball	<b>LO:</b> To learn how to shoot into a net	<b>LO:</b> To participate in a mini basketball match
Outcomes	<p><b>Dance:</b>  I can recreate a routine demonstrating some agility, balance, co-ordination and precision  I can recreate a routine demonstrating some agility, balance, co-ordination and precision  I can show different levels and pathways when I travel  I can recreate a routine demonstrating some agility, balance, co-ordination and precision  I can communicate effectively with a partner and/or group  I can show different levels and pathways when I travel  I can recreate a routine demonstrating some agility, balance, co-ordination and precision  I can communicate effectively with a partner and/or group  I can recreate a routine demonstrating some agility, balance, co-ordination and precision  I can communicate effectively with a partner and/or group</p>		<p><b>Basketball:</b>  Receive a small ball  Hit targets with different equipment at different heights  Strike a ball between partners  Move effectively, with or without the ball, in a game situation  Know the importance of finding space in a game situation  Take part in a wider range of competitive games and activities</p>			<p><b>Swimming:</b>  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.</p>

	<p>I can improve my ideas based on feedback from others</p> <p>I can communicate effectively with a partner and/or group</p> <p>I can improve my ideas based on feedback from others</p> <p>I can watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements</p>		
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COMPUTING	<b>Unit: Sound Stories (4 lessons)</b> <b>Effective Searching (2 Lessons)</b>					
	<b>LO:</b> To understand what makes audiobooks effective and identify the key features that make them engaging.	<b>LO:</b> To plan and write a script for an engaging audiobook.	<b>LO:</b> To record clear narration and add sound effects to an audiobook.	<b>LO:</b> To edit, improve, and finalise an audiobook using recording and sound design tools.	<b>LO:</b> To understand what a search engine is, how it works and how to use simple keywords to find information online.	<b>LO:</b> To understand how search engines collect, sort and rank results, and why some results appear first.

Outcomes	<b>Sound Stories:</b> <ul style="list-style-type: none"> <li>I can describe what an audiobook is and why people enjoy them.</li> <li>I can identify features that make audiobooks interesting to listen to.</li> <li>I can suggest improvements for an audiobook using sound effects and music.</li> <li>I can recognise the key features of an audiobook script.</li> <li>I can work in a group to identify roles for creating a group audiobook.</li> <li>I can help write a script, marking out the narration, dialogue and sound effect cues.</li> <li>I know what a clear, expressive voice should sound like for narration.</li> <li>I know how to use 2Cast to record audio for an audiobook.</li> <li>I can help select and add appropriate sound effects to an audiobook.</li> <li>I can help use software tools to edit audio and remove mistakes.</li> <li>I can help arrange narration, sound effects, and music to match the story.</li> <li>I can help review and improve our audiobook.</li> </ul>
	<b>Effective Searching:</b>

	<ul style="list-style-type: none"> <li>• I can name at least one search engine.</li> <li>• I can describe how a search engine finds and shows information.</li> <li>• I can use simple keywords to look something up online.</li> <li>• I can explain that search engines find and sort information from many websites.</li> <li>• I can describe in simple terms how search engines decide the order of results.</li> <li>• I can explain why the first result might not always be the best.</li> </ul>
<b>FRENCH</b>	<p><b>Unit:</b></p> <p><b>LO:</b> To know numbers from 1-21    <b>LO:</b> To know numbers up to 31    <b>LO:</b> To know classroom language    <b>LO:</b> To know classroom language    <b>LO:</b> To know the alphabet in french    <b>LO:</b> To know the months of the year in french</p>
<b>Outcomes</b>	<p><b>Recap:</b>      Numbers 1 – 21      Basic classroom language / objects      Alphabet      Months of the year</p> <p><b>Introduce new vocabulary:</b>      Numbers to 31      Continue classroom language / objects      Alphabet – spelling      Dates – birthdays      Pets/ Common animals</p>