



Year 4

Spelling, English, Maths and Foundation Subjects  
Medium Term Plan Autumn 2 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Words ending in -ation:  Adoration, admiration, coronation, detonation, observation, location, generation, exploration, combination, illustration	Words ending in -ly:  Sadly, completely, wildly, bravely, gently, foolishly, proudly, probably, nervously, angrily	Words ending in -lly:  Usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	Words where 'ch' makes a /sh/ sound:  Chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	LKS2 Statutory words:  Favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	Revision Week	Revision Week
ENGLISH	<b>Core text or inspiration: Hansel and Gretel</b>						
	<b>Purposes for Writing: To entertain</b>						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	
	<ul style="list-style-type: none"> <li>Use spaces between words</li> <li>Use capital letters correctly</li> <li>Use full stops</li> <li>Use ? and !</li> <li>Use apostrophe ' for contraction</li> <li>Use apostrophe ' for possessive singular</li> <li>Use commas , for lists</li> <li>Use speech with " " and other punctuation (e.g. . , ? ! and end punctuation)</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, persuade 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> <li>proof-read for spelling and punctuation errors</li> </ul>	

- Use a comma , after fronted adverbials
- Use regular plural noun suffixes –s or –es
- Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)
- Learn how the prefix un– changes the meaning of verbs and adjectives
- Form nouns using a range of suffixes, prefixes [e.g. super-, anti-, auto-] and compounding
- Form of adjectives using suffixes such as –ful, –less
- Use the suffixes –er, –est in adjectives
- Turn adjectives into adverbs using the suffix –ly
- 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]
- Understand that word families based on common words, show how words are related in form and meaning [for example, solve, solution, solver, dissolve, insoluble]
- Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was]

- organise paragraphs around a theme in non-fiction and to structure narrative
- in narratives, create settings, characters and plot

- 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

<b>MATHS</b>	Area		Multiplication and Division A			
	Step 1 What is area Step 2 Count squares Step 3 Make shapes Step 4 Compare areas		Step 1 Multiples of 3 Step 2 Multiply and divide by 6 Step 3 6 times-table and division facts Step 4 Multiply and divide by 9 Step 5 9 times-table and division facts Step 6 The 3, 6 and 9 times-tables Step 7 Multiply and divide by 7 Step 8 7 times-table and division facts Step 9 11 times-table and division facts Step 10 12 times-table and division facts Step 11 Multiply by 1 and 0 Step 12 Divide a number by 1 and itself Step 13 Multiply three numbers			
<b>SCIENCE</b>	<b>Unit: Electricity and Circuits</b>					
	<b>Using Electricity</b>  <b>L.O.</b> – To recognise how electrical appliances are powered.  <b>Working scientifically</b> – To record and classify qualitative data.	<b>Building Circuits</b>  <b>L.O.</b> – To construct an electrical unit.  <b>Working scientifically</b> – To draw a scientific diagram	<b>Switching on and off</b>  <b>L.O.</b> – To explain the use of switches in a circuit.	<b>Investigating Electrical conductors and insulators</b>  <b>L.O.</b> – To explain the use of materials as electrical conductors or insulators.  <b>Working scientifically</b> – To write a method.	<b>Investigating bulb brightness</b>  <b>L.O.</b> - To investigate what affects bulb brightness.  <b>Working scientifically</b> – To pose questions and plan ways to test them.	<b>Electrical safety</b>  <b>L.O.</b> – To explain how to be safe around electricity.  <b>Science in action</b> – To explore how scientific advances inform safety advice.

<b>Outcomes</b>	<p>Recall a range of electrical appliances and classify them as mains or battery-powered.</p> <p>Explain why something is either mains or battery-powered.</p> <p>Explain how to test if a circuit works and identify when simple electric circuits will work.</p> <p>Identify symbols for open and closed switches.</p> <p>Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit.</p> <p>Give examples of how switches are useful.</p> <p>Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights.</p> <p>Describe that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light.</p> <p>Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators.</p> <p>Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be.</p> <p>Explain that the bulbs will be dimmer when more are added to a circuit, as less energy is transferred to each of them.</p> <p>Describe precautions for working safely with electricity.</p> <p>Explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.</p> <p>Draw a results table and record a range of appliances under the correct headings 'Mains' or 'Batteries'.</p> <p>Identify and draw simplified electric circuit symbols and use these to draw a simplified circuit diagram.</p> <p>Write a method for the investigation that considers appropriate equipment, ordering clearly written steps and considering safety.</p> <p>Pose questions relating to bulbs in an electrical circuit.</p> <p>Explain why a selected question is testable.</p> <p>Suggest that new inventions will change safety advice.</p>
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<b>HISTORY</b>	<b>Unit: Not taught until Spring 1</b>					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -

<b>Outcomes</b>	
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<b>GEOGRAPH</b>	<b>Unit:</b> Where does our food come from?					
	L.O. - How can our food choices impact the environment?	L.O. - What does it mean to trade responsibly?	L.O. - To describe the journey of a cocoa bean.	L.O. - To map and calculate the distance food has travelled.	L.O. - To design and use data collections methods to find where our food comes from.	L.O. - To discuss the advantages and disadvantages of buying both locally and imported food.
<b>Outcomes</b>	<p>Identify that different foods grow in different biomes and say why.</p> <p>Explain which food has the most significant negative impact on the environment.</p> <p>Consider a change people can make to reduce the negative impact of food production.</p> <p>Describe the intentions around trading responsibly.</p> <p>Explain that food imports can be both helpful and harmful.</p> <p>Describe the journey of a cocoa bean.</p> <p>Locate countries on a blank world map using an atlas.</p> <p>Use a scale bar correctly to measure approximate distances.</p> <p>Collect data through an interview process.</p> <p>Analyse interview responses to answer an enquiry question.</p> <p>Discuss any trends in data collected.</p>					
<b>ART</b>	<b>Unit:</b> Not taught until Spring 1					
	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -	L.O. -
<b>Outcome</b>						

D.T.	<b>Unit: Structure: Pavilions/Electrical Systems Torches</b>					
	L.O. – To design a structure	L.O. - To build a frame structure	L.O. - To add cladding to a frame structure	L.O. - To learn about electrical items and how they work	L.O. - To analyse and evaluate electrical products	L.O. – To design a product to fit a set of specific user needs  To make and evaluate a torch
Outcomes	Produce a range of free-standing frame structures of different shapes and sizes. Design a pavilion that is strong, stable and aesthetically pleasing. Select appropriate materials and construction techniques to create a stable, free-standing frame structure. Select appropriate materials and techniques to add cladding to their pavilion					
R.E.	<b>Unit: Why is Jesus inspiring to some people?</b>					
	L.O. – To know the Parable of the Lost Sheep	L.O. – To understand how Christians today try to follow Jesus (Link to Parable of the Lost Sheep)	L.O. – To know what the meaning of Jesus’ good news for Christians is	L.O. – To understand the importance of charity within the lives of Christian people	L.O. – To identify the most important parts of Easter for Christians	L.O. – To describe how Christians celebrate Holy Week and Easter Sunday
Outco	Understand how Christians today try to follow Jesus Find out about Jesus’ actions towards other people and what example these set for the actions of Christians today Describe how Christians celebrate Holy Week and Easter Sunday. Identify the most important parts of Easter for Christians and say why they are important. Give simple definitions of some key Christian terms (e.g. gospel, incarnation, salvation) and illustrate them with events from Holy Week and Easter.					

Understand links between the teachings within the Bible and what the meaning of Jesus' good news for Christians is  
 Know the parable of the Good Samaritan and the importance of charity within the lives of many Christian people



**Unit: Valuing Difference**

<b>PSHE</b>	<b>Unit: Valuing Difference</b>					
	L.O. – Can you sort it?	<b>ANTI-BULLYING WEEK – Race</b>	L.O. – What would I do?	L.O. – The people we share our world with	L.O. – That is such a stereotype!	L.O. – Friend or acquaintance?

**Outcomes**

Define the terms 'negotiation' and 'compromise';  
 Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.  
 List some of the ways that people are different to each other (including differences of race, gender, religion);  
 Recognise potential consequences of aggressive behaviour;  
 Suggest strategies for dealing with someone who is behaving aggressively.  
 List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals);  
 Define the word *respect* and demonstrate ways of showing respect to others' differences.  
 Understand and identify stereotypes, including those promoted in the media.  
 Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);  
 Give examples of features of these different types of relationships, including how they influence what is shared.  
 Understand that they have the right to protect their personal body space;  
 Recognise how others' non-verbal signals indicate how they feel when people are close to their body space;  
 Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.



**M Unit: Explore feelings when you play**  
**Social question: How does Music connect us with our past?**

	<p><b>L.O.</b> – Listen, respond and sing to ‘Looking In The Mirror’ by Joanna Mangona and Chris Taylor and play instrumental parts</p>	<p><b>L.O.</b> – Listen and respond to ‘It’s All About Love’ by Joanna Mangona and Chris Taylor Sing and improvise to ‘Looking In The Mirror’ by Joanna Mangona and Chris Taylor</p>	<p><b>L.O.</b> – Listen respond and sing to ‘Take Time in Life’ arranged by Chris Taylor and play instrumental parts</p>	<p><b>L.O.</b> – Listen and respond to ‘Perdido’ by Juan Tizol, etc. Sing and compose to ‘Take Time in Life’ arranged by Chris Taylor</p>	<p><b>L.O.</b> – Listen, respond and sing to ‘Scarborough Fair’ arranged by Nick Coates</p>	<p><b>L.O.</b> – Listen and respond to ‘It’s All About Love’ by Joanna Mangona and Chris Taylor Revisit a song of our choice to play instrumental parts and improvise with</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);"><b>Outcomes</b></p>	<p><b>Listening:</b> Talk about the words of the song. Think about why the song or piece of music was written. Find and demonstrate the steady beat. Identify 2/4, 3/4, and 4/4 metre. Identify the tempo as fast, slow or steady. Discuss the structures of songs. Explain what a main theme is and identify when it is repeated. Identify:</p> <ul style="list-style-type: none"> <li>● Call and response</li> <li>● A solo vocal/instrumental line and the rest of the ensemble</li> <li>● A change in texture – The articulation of certain words</li> <li>● Programme music</li> </ul> <p>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. Recognise the following styles and any important musical features that distinguish each style: 20<sup>th</sup> and 21st Century Orchestral, Reggae, Soul, R&amp;B, Pop, Folk, Jazz, Disco, Musicals, Classical, Rock, Gospel, Romantic, Choral, Funk and Electronic Dance Music.</p> <p><b>Singing:</b> Sing as part of a choir with awareness of size: the larger the choir, the thicker and richer the musical texture. Rehearse and learn songs from memory and/or with notation. Sing in different time signatures: 2/4, 3/4 and 4/4. Demonstrate good singing posture. Demonstrate vowel sounds, blended sounds and consonants. Sing ‘on pitch’ and ‘in time’. Sing expressively, with attention to breathing and phrasing.</p>					

<p>Sing expressively, with attention to staccato and legato. Talk about the different styles of singing used for different styles of song. Talk about how the songs and their styles connect to the world.</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. Treat instruments carefully and with respect. Play the right notes with secure rhythms. Play together as a group while keeping the beat. Listen to and follow musical instructions from a leader. Play their instruments with good posture and technique.</p>
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<b>Indoor P.E.</b>	<b>Unit: Gymnastics &amp; Football 4K (Beech)</b> <b>Swimming 4H (Hazel)</b>					
	<b>CHILDREN IN NEED DANCE-A-THON AND BEARPEES CHALLENGE</b>	<b>L.O.</b> – I can do a half turn from the floor and apparatus	<b>L.O.</b> – Review and consolidation lesson	<b>L.O.</b> – To create a sequence which incorporates everything the children have learned	<b>L.O.</b> – To perform routine to the class	<b>L.O.</b> – Review lesson
<b>Outdoor P.E.</b>	<b>L.O.</b> – I can attack with a ball	<b>L.O.</b> – I can defend my area and steal the ball from the opposition	<b>L.O.</b> – I can take part in a circuit of skills	<b>L.O.</b> – I can take part in a football match	<b>L.O.</b> – Review and consolidation	<b>L.O.</b> – I can take part in a football match
<b>Outco</b>	<b>Gymnastics:</b> Recreate a routine by demonstrating agility, balance, co-ordination and precision Communicate effectively with a partner or in a group		<b>Football:</b> Receive a small ball Hit targets with different equipment Strike a ball between partners		<b>Swimming:</b> By the end of KS2, children are expected to: Swim confidently, competently and efficiently over a distance of at least 25m.	

	Improve ideas based on feedback from others Show different levels and pathways to travel	Move effectively with or without the ball, in a game situation Know the importance of finding a space in a game situation	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.
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<b>COMPUTING</b>	<b>Unit: Animation (3 lessons)</b> <b>Logo (3 lessons)</b>					
	L.O. – To plan an animation.	L.O. – To create a narrative.	L.O. – To evaluate animations.	L.O. – To know key commands and input simple instructions.	L.O. – To use a variety of commands to create shapes using multi-line mode.	L.O. – To use the Repeat command and to change the line thickness and colour.

<b>Outcomes</b>	<p><b>Animation:</b></p> <ul style="list-style-type: none"> <li>• I can identify the features of a successful short animation.</li> <li>• I can explore example animations to gather ideas.</li> <li>• I can use a storyboard to plan a short animation.</li> <li>• I can use a storyboard to create an animation that tells a story or process.</li> <li>• I can use onion skinning, backgrounds and sound to enhance my animation.</li> <li>• I can evaluate an animation based on set criteria.</li> <li>• I can identify successes and areas for development.</li> <li>• I am able to use a display board to share work and view others' work.</li> </ul>
	<p><b>Logo:</b></p> <ul style="list-style-type: none"> <li>• <b>I can use commands to create onscreen shapes.</b></li> <li>• <b>I can make predictions about outputs.</b></li> <li>• I can use the PU and PD commands.</li> <li>• I can use the multi-line mode to write instructions.</li> <li>• I can write instructions to draw letters.</li> <li>• I can use the 'Repeat' function.</li> <li>• I can change the colour of the line.</li> <li>• I can change the thickness of the line.</li> </ul>

<b>FRENCH</b>	<b>Unit:</b>					
	L.O. – To learn parts of the body	L.O. – To learn parts of the body	L.O. – To learn different types of clothing	L.O. – To learn different types of clothing	L.O. – To learn about Noël	L.O. – To learn about Noël
<b>Outcomes</b>	<p>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 apply known grammar to build sentences.</p>					