



Year 4

Spelling, English, Maths and Foundation Subjects
Medium Term Plan Spring 2 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6
SPELLING	<p>ious and eous sounds:</p> <p>Serious, obvious, curious, hideous, spontaneous, courteous, furious, various, composition, contrasting</p>	<p>LKS2 Statutory Words:</p> <p>Extreme, although, breath, caught, different, exercise, medicine, thought, business, possession</p>	<p>Words where 'au' makes an /or/ sound:</p> <p>automatic, August, launch, haul, astronaut, cause, author, applaud, autumn, audience</p>	<p>Words ending in '-tion':</p> <p>invention, injection, action, hesitation, completion, stagnation, selection, nomination, migration, communication</p>	<p>Words ending in '-ssion':</p> <p>expression, discussion, confession, permission, admission, impression, obsession, procession, omission, concussion</p>	<p>Words ending in '-cian':</p> <p>musician, magician, electrician, politician, mathematician, technician, optician, beautician, dietician, physician</p>
ENGLISH	Core text or inspiration: William Shakespeare Biography					
	Purposes for Writing: to inform					
	<p>Vocabulary, Grammar and Punctuation</p> <ul style="list-style-type: none"> Use regular plural noun suffixes –s or –es Use the suffixes –er, –est in adjectives 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] Use standard English forms for verb inflections instead of local 	<p>Composition Planning</p> <p>Plan their writing using the Spotland Planning for Writing Framework by:</p> <ul style="list-style-type: none"> discussing a quality model text to understand its purpose and learn from its structure, vocabulary and grammar discussing and recording ideas 	<p>Composition Drafting and Writing</p> <ul style="list-style-type: none"> write for different purposes (inform, explain, persuade and entertain) compose and rehearse sentences orally, progressively building a varied and rich vocabulary and increasing range of sentence structures (see Sentence Progression document) 	<p>Composition Evaluating and Editing</p> <ul style="list-style-type: none"> propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences proof-read for spelling and punctuation errors read their own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and 		

	<p>spoken forms [for example, we were instead of we was]</p> <ul style="list-style-type: none"> • Use spaces between words • Use capital letters correctly • Use full stops • Use apostrophe ' for contraction • Use apostrophe ' for possessive singular • Use commas , for lists • Use a comma , after fronted adverbials • Make sentences with different forms: statement, exclamation, command • Use coordination to join clauses using <i>and, or, but, so</i> • Use subordinating conjunctions for time / place / cause <i>if, when, although, while, after, before, because, that</i> • Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: <i>the strict maths teacher with curly hair</i>) • Use fronted adverbials followed by a comma • Third person • Clear introduction • Use headings and subheadings • A closing statement to summarise the overall impact of the person • Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition 		<ul style="list-style-type: none"> • organise paragraphs around a theme in non-fiction and to structure narrative • in non-narrative material, using simple organisational devices (for example, headings and sub-headings) 	<p>volume so that the meaning is clear</p>
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MATHS	Fractions			Decimals A		
	<p>Step 1 Understand the whole</p> <p>Step 2 Count beyond 1</p> <p>Step 3 Partition a mixed number</p> <p>Step 4 Number lines with mixed numbers</p> <p>Step 5 Compare and order mixed numbers</p> <p>Step 6 Understand improper fractions</p> <p>Step 7 Convert mixed numbers to improper fractions</p> <p>Step 8 Convert improper fractions to mixed numbers</p> <p>Step 9 Equivalent fractions on a number line</p> <p>Step 10 Equivalent fraction families</p> <p>Step 11 Add two or more fractions</p> <p>Step 12 Add fractions and mixed numbers</p> <p>Step 13 Subtract two fractions</p> <p>Step 14 Subtract from whole amounts</p> <p>Step 15 Subtract from mixed numbers</p>			<p>Step 1 Tenths as fractions</p> <p>Step 2 Tenths as decimals</p> <p>Step 3 Tenths on a place value chart</p> <p>Step 4 Tenths on a number line</p> <p>Step 5 Divide a 1-digit number by 10</p> <p>Step 6 Divide a 2-digit number by 10</p> <p>Step 7 Hundredths as fractions</p> <p>Step 8 Hundredths as decimals</p> <p>Step 9 Hundredths on a place value chart</p> <p>Step 10 Divide a 1- or 2-digit number by 100</p>		
SCIENCE	Unit: Living Things: Sound and vibrations					
	<p>LO: To describe how sounds are made</p> <p>Working Scientifically: To observe closely how different instruments make a sound</p>	<p>LO: To describe how sounds are heard through different mediums</p> <p>Working Scientifically: To research how whales and dolphins communicate underwater</p>	<p>LO: To describe the relationship between vibration strength and volume</p> <p>Working Scientifically: To present results using a bar chart</p>	<p>LO: To describe the relationship between volume and distance</p> <p>Working Scientifically: To suggest which variables to measure and for how long</p>	<p>LO: To describe pitch and how to change it</p> <p>Working Scientifically: To design simple results tables</p>	<p>LO: To describe how insulating materials can be used to muffle sound</p> <p>Working Scientifically: To identify when results or observations do not match predictions</p>

Outcomes	<ul style="list-style-type: none"> • Describe how sounds are made • Describe how sounds are heard through different mediums • Explain the relationship between vibration strength and volume • Describe the relationship between volume and distance • Describe pitch and how to change it • Explain how insulating materials can be used to muffle sound • To observe closely how different instruments create a sound • Research how whales and dolphins communicate underwater • Present results using a bar chart • Suggest which variables to measure and for how long • Design simple results tables • Identify when results or observations do not match predictions
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HISTORY	Unit: How hard was it to invade and settle in Britain?					
	LO: To evaluate the causes and consequences of the Anglo-Saxon and Scot invasions of Britain	LO: To identify change and continuity in Iron Age and Anglo-Saxon settlements	LO: To explore Anglo-Saxon beliefs by making inferences about Sutton Hoo	LO: To identify how Christianity spread in Britain in the Anglo-Saxon period	LO: To explore bias by evaluating sources about Alfred the Great	LO: To evaluate how and why Anglo-Saxon rule ended

Outcomes	<ul style="list-style-type: none"> • Explain how the Britons felt when the Romans left Britain • Suggest reasons for the Anglo-Saxon invasion of Britain • Name the key features of Anglo-Saxon settlement • Identify changes and continuities in settlements from prehistoric Britain • Make inferences about artefacts • Describe how Anglo-Saxon beliefs changed • Explain how missionaries spread Christianity • Explain the threat the Vikings posed to the Anglo-Saxons • Identify the qualities needed to be a monarch in 1066
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GEOGRAPHY	Unit: Not taught until Summer 2					
	LO:	LO:	LO:	LO:	LO:	LO:
Outcomes						
ART	Unit: Paintings and Mixed Media: Light and Dark Craft and Design: Fabric of Nature					
	LO: To explore how paint can create very different effects	LO: To consider proportion and composition when planning a still life painting	LO: To apply knowledge of colour mixing and painting techniques to create a finished piece	LO: To understand starting points in a design process	LO: To explore techniques to develop imagery	LO: To explore using a textile technique to develop patterns
Outcomes	Paintings and Mixed Media: Light and Dark <ul style="list-style-type: none"> • Share their ideas about a painting • Describe the difference between a tint and a shade • Mix tints and shades by adding black or white paint • Discuss their real-life experiences of how colours can appear different • Use tints and shades to paint an object in 3D • Try different arrangements of objects for a composition, explaining their decisions • Produce a clear sketch that reflects the arrangement of their objects • Create a final painting that shows an understanding of how colour can be used to show light and dark, and therefore show three dimensions • Paint with care and control to make a still life with recognisable objects 					

Craft and Design: Fabric of Nature

- Describe objects, images and sounds with relevant subject vocabulary
- Create drawings that replicate a selected image
- Select imagery and colours to create a mood board with a defined theme and colour palette
- Complete four drawings, created with confident use of materials and tools to add colour
- Understand the work of William Morris, using subject vocabulary to describe his work and style
- Create a pattern using their drawing, taking inspiration from mood boards and initial research to develop it
- Identify and explain where a pattern repeats
- Follow instructions to create a repeating pattern, adding extra detail
- Understand different methods of creating printed fabric in creative industries
- Use sketchbooks to evaluate patterns
- Produce ideas to illustrate products using their designs

Unit: Not taught until Summer 1

D.T.

LO:

LO:

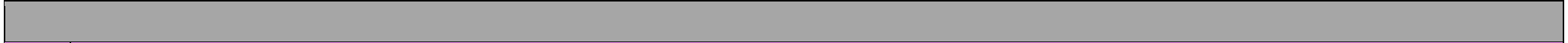
LO:

LO:

Outcomes

R.E.	Unit: Significant events in life's journey					
	LO: To understand an important event in the life of a humanist – naming ceremony	LO: To understand the important of Holi to Hindus	LO: To understand the importance of Diwali to Hindus	LO: To understand the importance of Ramadan to Muslims	LO: To understand what the Hajj pilgrimage is	LO: To explain why these significant events are important in life's journey
Outco	<ul style="list-style-type: none"> • Can name different religions • Can name significant events that are important for different religions • Understand that life is a journey • Know significant events in the life of a humanist (non-religious) • Explain why significant events are important in the life of a religious/non-religious person 					
PSHE	Unit: Rights and Respects					
	LO: Who helps us stay healthy and safe?	LO: It's your right!	LO: How do we make a difference?	LO: In the news!	LO: Safety in numbers	LO: Why pay taxes?
Outcomes	<ul style="list-style-type: none"> • Explain how different people in the school and local community help them stay healthy and safe • Define what is meant by 'being responsible' • Describe the various responsibilities of those who help them stay healthy and safe • Suggest ways they can help the people who keep them healthy and safe • Understand that humans have rights and also responsibilities • Identify some rights and also responsibilities that come with these • Understand the reason we have rules • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council) • Recognise that everyone can make a difference within a democratic process • Define the word <i>influence</i> • Recognise that reports in the media can influence the way they think about a topic • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour • Recognise that they can play a role in influencing outcomes of situations by their actions 					

	<ul style="list-style-type: none"> • Explain what is meant by the terms 'income tax', 'National Insurance' and 'VAT' • Understand how a payslip is laid out showing both pay and deductions • Prioritise public services from most essential to least essential
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MUSIC	Unit:					
	LO: To sing in tune and with vocal harmony	LO: To sing with a good sense of pulse, rhythm and pitch To sing in tune and with vocal harmony	LO: To give reasons for likes and dislikes in music and draw pictures to compliment appraisal work	LO: To recognise, read and draw minims, crotchets, paired quavers and rests To follow and perform simple rhythmic scores	LO: To recognise an increasing number of instruments	LO: To perform as a choir in school assembly

Outcome	Can sing in tune and with vocal harmony Can sing with a good sense of pulse, rhythm and pitch Appraise pieces of music and give reasons for likes and dislikes Recognise different musical notes Follow and perform simple rhythmic scores Recognise and increasing number of instruments Perform as a choir in a school assembly
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Indoor P.E.	Unit: 4H – Dance 4K – Swimming					
	LO: To recreate a routine	LO: To recreate a routine whilst adding different levels and pathways	LO: I can recreate a routine using agility, balance and co-ordination	LO: To work well in groups	LO: To work well in groups	LO: To understand what makes a good performance

Outcomes	<p>Dance: Recreate a routine demonstrating some agility, balance, co-ordination and precision Show different levels and pathways when I travel Communicate effectively with a partner and/or group Improve my ideas based on feedback from others Watch, describe and evaluate the effectiveness of a performance, giving ideas for improvements</p>	<p>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.</p>
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Unit: Sound Stories						
COMPUTING	<p>LO: To understand what makes audiobooks effective and identify the key features that make them engaging.</p>	<p>LO: To plan and write a script for an engaging audiobook.</p>	<p>LO: To understand what a search engine is, how it works and how to use simple keywords to find information online.</p>	<p>LO: To understand how search engines collect, sort and rank results, and why some results appear first.</p>	<p>LO: To learn advanced ways to improve searches so we can find the most accurate and useful results quickly.</p>	<p>LO: To develop strategies to judge whether information online is true and if sources can be trusted.</p>

Outcomes	<p>Sound Stories:</p> <ul style="list-style-type: none"> • I can describe what an audiobook is and why people enjoy them. • I can identify features that make audiobooks interesting to listen to. • I can suggest improvements for an audiobook using sound effects and music. • I can recognise the key features of an audiobook script. • I can work in a group to identify roles for creating a group audiobook. • I can help write a script, marking out the narration, dialogue and sound effect cues. • I can name at least one search engine. • I can describe how a search engine finds and shows information. • I can use simple keywords to look something up online. • I can explain that search engines find and sort information from many websites.
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- I can describe in simple terms how search engines decide the order of results.
- I can explain why the first result might not always be the best.
- I can refine a search to make it more specific.
- I can use filters to find the type of results I need (e.g. images, news, videos, date).
- I can check result snippets before clicking to choose the most useful link.
- I can tell the difference between a fact, an opinion and a belief.
- I can explain what fake news is and why someone might create it.
- I can use clues to decide if something online is trustworthy or not.

FRENCH	Unit: 4K – Spring 2 Numbers 1-31 Basic classroom language Alphabet Months of the year Seasonal events				
	LO: To write familiar words with support (numbers 1-31)	LO: To apply known grammar to write sentences (numbers 1-31)	LO: To understand by joining in and responding (basic classroom language)	LO: To begin to speak in sentences using familiar vocabulary (pets)	LO: To appreciate stories, songs, poems and rhymes in French (alphabets and months of the year)
Outcomes	Can write familiar words with support Know numbers in French Apply grammar to write sentences Understand by joining in and responding Speak in sentences using familiar vocabulary Appreciate songs, stories, poems and rhymes in French Present information and ideas orally				