



Year 4

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Spellings that are ssion: expression discussion confession permission impression obsession procession concussion inspiration texture	Spellings that are cian: musician magician electrician politician optician beautician dietitian mathematician Christianity missionary	Spellings that are ly: reluctantly quickly generously unexpectedly gently curiously furiously seriously Alfred Vikings	Spellings that are LKS2 Statutory Words surprise separate group height potatoes though particular through caught woman	Spellings that are homophones scene who's affect hear whose heal effect here heel seen	Spellings that are 'c' before 'l' and 'e' circle century circus princess voice medicine celebrate pencil classification habitats	Revision Week
ENGLI	Core text or inspiration: Persuasive letter						
	Purposes for Writing: to persuade						
	Vocabulary, Grammar and Punctuation	Composition Planning		Composition Drafting and Writing		Composition Evaluating and Editing	

<ul style="list-style-type: none"> • Use spaces between words • Use capital letters correctly • Use full stops • Use commas , for lists • Use commas , for clarity • Use commas, dashes – and brackets () for parenthesis • 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 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] • Use standard English forms for verb inflections instead of local spoken forms [for example, we were instead of we was] • Make sentences with different forms: statement, question, 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 fronted adverbials followed by a comma 	<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 	<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) • 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) 	<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 volume so that the meaning is clear
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	<ul style="list-style-type: none"> • Use the present tense correctly and consistently • Use paragraphs to organise ideas around a theme • Use pronouns or nouns within and across sentences to aid cohesion and avoid repetition 				
MATHS	Decimals B		Money		Time
	Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals	Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money	Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital Step 4 Convert to the 24 hour clock Step 5 Convert from the 24 hour clock		
SCIENCE	Unit: Classification and Changing Habitats				
	LO: To group animals in various ways Working scientifically – To record data in different ways	LO: To group plants in various ways Working scientifically – To apply and create classification keys	LO: To group plants/animals in various ways Working scientifically – To make careful observations and make/use classification keys	LO: To recognise and describe different habitats and their inhabitants Working scientifically – To gather, record and classify different data	LO: To recognise the impact humans can have on different habitats Working scientifically – To research using an information sheet
Outco	<ul style="list-style-type: none"> • Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates • Group plants in various ways, including flowering and non-flowering plants • Recognise and describe different habitats and their inhabitants • Recognise the impact humans can have on habitats 				

	<ul style="list-style-type: none"> • Recognise the impact of natural disasters on habitats • Record data in different ways • Apply and create classification keys • Make careful observations • Make and use classification keys • Present information in different ways • Research using an information sheet 					
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HISTORY	Unit: Not taught until Summer 2					
	LO:	LO:	LO:	LO:	LO:	LO:

Outcomes						
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GEOGRAPHY	Unit: What are rivers and how are they used?					
	LO: To describe how the water cycle works	LO: To recognise the features and courses of a river	LO: To name and locate some of the world's longest rivers	LO: To describe how rivers are used	LO: To identify and locate human and physical features on a map	LO: To collect data on the features of a local river

O	<ul style="list-style-type: none"> • Identify water stores and processes in the water cycle • Describe the three courses of a river 					
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	<ul style="list-style-type: none"> • Name the physical features of a river • Name some major rivers and their location • Describe different ways a river is used • List some of the problems around rivers • Describe human and physical features around a river • Identify the location of a river on an OS map • Make a judgement on the environmental quality in a river environment • Make suggestions on how a river environment could be improved 					
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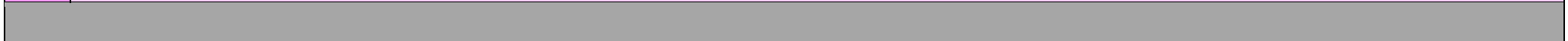
ART	Unit: Not taught until Summer 2					
	LO:	LO:	LO:	LO:	LO:	LO:

Outcomes						
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D.T.	Unit: Digital World: Mindful Moments Timer					
	LO: To evaluate existing products	LO: To develop design criteria	LO: To program and control a product	LO: To develop and communicate ideas	LO: To develop ideas through computer-aided design	LO: To consider feedback and evaluate

Outcomes	<ul style="list-style-type: none"> • State and/or describe the advantages and disadvantages of existing products (timers) • Understand how virtual micro:bit features could be used as part of a design idea • Use research to inform design criteria • Write a program that displays a timer on the virtual micro:bit based on their chosen seconds/minutes • Suggest where the errors are, if testing is unsuccessful, by comparing the correct code to their own • State key features in the program editor (e.g. loops) • Evaluate the immediate appeal of the virtual micro:bit timer and how it might function • Express which stages of the project they enjoyed or found more challenging • Explain the need for a company to stand out against competition and/or state the importance of logos in business • Recall and describe the name and use of key tools used in Sketchpad (CAD) software • Fulfil the design requirements of the logo • Evaluate the product using feedback from the user
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R.E.	Unit: Hinduism					
	LO: To understand the values of Hindu people	LO: To understand the importance of respect in Hindu communities	LO: To understand what it is to belong in a Hindu community	LO: To know other people's opinions about right and wrong	LO: To offer my own opinions about right and wrong	LO: N/A

Outcomes	<p>Know the values of Hindu people</p> <p>Understand what Hindu people believe</p> <p>Understand the importance of respect in Hindu communities</p> <p>Explain how Hindus feel belonging to a community</p> <p>Understand what people believe about right and wrong</p> <p>Offer own opinions about what is right and wrong</p>
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PSHE	Unit: Being my Best					
	LO: What makes me ME!	LO: Making choices	LO: SCARF hotel	LO: Harold's Seven Rs	LO: My School Community	LO: Basic First Aid
Outcomes	<ul style="list-style-type: none"> Identify ways in which everyone is unique Appreciate their own uniqueness Recognise that there are times when they will make the same choices as their friends and times when they will choose differently Give examples of choices they make for themselves and choices others make for them Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health Plan a menu which gives a healthy balance of foods from across the food groups on the Eatwell Guide Define what is meant by the word 'community' Suggest ways in which different people support the school community Identify qualities and attributes of people who support the school community 					
MUSIC	Unit: N/A					
	LO: To sing rounds and call and response songs	LO: To improvise on a four bar phrase	LO: To record creative ideas using rhythm notation and a time signature	LO: To compose 2 or 4 bars of music	LO: To understand and use musical features – legato and staccato and crescendo and diminuendo	LO: N/A
Outcome	<p>Sing rounds Sing call and response songs Sing in tune and using perfect pitch Improvise music and create four bar phrases Record creatives ideas using rhythm notation Record music using the correct time signature</p>					

	<p>Compose bards of music and play them</p> <p>Understand musical features and show these when performing music</p>
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	<p>Unit: Gymnastics and Football Maple</p> <p>Swimming Beech</p>
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P.E.	<p>LO: I can crab walk I can crab walk on apparatus</p>	<p>LO: I can recreate a routine demonstrating some agility, balance, co-ordination and some precision</p>	<p>LO: I can balance on apparatus I can crab walk on apparatus</p>	<p>LO: I can crab walk I can do a pike sit with straight legs</p>	<p>LO: I can do a teddy bear roll</p>	<p>LO: I can do a half turn from the floor and apparatus</p>

Outcomes	<p>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</p>	<p>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</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>



C	Unit: Coding
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	<p>LO: To create a simple computer program using coding structures previously encountered.</p>	<p>LO: To know what selection means in computer programming.</p>	<p>LO: To know how to use co-ordinates in computer programming.</p>	<p>LO: To explore methods that introduce loops in coding.</p>	<p>LO: To understand what a variable is in programming.</p>	<p>LO: To create a game that keeps score.</p>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Outcomes</p>	<ul style="list-style-type: none"> • I can explore the different object types in 2Code Gibbon level. • I can use a background and objects to create the design view for a program. • I can plan an algorithm for a simple program and use 2Code to program it. • I can create a program that includes selection with an 'if' statement. • I can create a program that includes selection with an 'if/else' statement. • I can use the X and Y attributes of objects when coding. • I can incorporate the use of co-ordinates into a program with selection. • I understand what a looping code structure is. • I can use the 'Repeat' command to make a looping program. • I can use the 'Repeat Until' command to make a looping program • I can explain what a variable is in programming. • I can create and use variables when programming. • I can use variables and tags to code a program with a score system. • I can use the random control to introduce chance to a game. 					
<p>F</p>	<p>Unit: N/A</p>					

	LO: To know the French vocabulary for weather	LO: To know the French vocabulary for weather	LO: To identify France, Paris and other cities on a map	LO: To speak about me using appropriate vocabulary	LO: To talk about family in French	LO: To talk about family in French
Outcom	Learn vocabulary for weather Identify France and other cities on a map Use appropriate vocabulary to speak about family Speak in simple sentences Use the correct grammar Read and write simple words in french					