



Year 4

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

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
SPELLING	Words with sol and real: solve, insoluble, real, reality, dissolve, solution, realistic, unreal, human, physical	Words with sign or phon: signal, telephone, assign, microphone, signature, sign, phonics, design, debug, coding	Words with prefixes super, anti and auto: supermarket, superhero, superhuman, anticlockwise, antisocial, autobiography, autograph, automatic, seasonal, observe	Statutory Words: guide, possess, forwards, accident, eighth, occasion, Wednesday, actually, busy, forward	Words with the prefix 'bi-' meaning 'two': bicycle, biplane, biped, bicentennial, biannual, bilingual, biscuit, biceps, binoculars, bisect	Words that are plurals with possessive apostrophes: girls', boys', babies', children's, men's, mice's, ladies', cats', women's, geese's	Revision: expression, musician, reluctantly, group, scene, circle, solve, supermarket, bicycle, except
ENGLISH	Core text or inspiration: Instructions						
	Purposes for Writing: to inform						
	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 ! ? Use apostrophe ' for contraction Use apostrophe ' for possessive singular Use commas , for lists Use a comma , after fronted adverbials Use regular plural noun suffixes –s or –es 	Plan their writing using the Spotland Planning for Writing Framework by: <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 		<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 		

<ul style="list-style-type: none">• Use suffixes that can be added to verbs, including where some change is needed to the spelling (e.g. cried)• 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 subordinating conjunctions for time / place / cause if, when, although, while, after, before, because, that• Use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)• Use fronted adverbials followed by a comma• Use the present and past tenses 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		<ul style="list-style-type: none">• in non-narrative material, using simple organisational devices (for example, headings and sub-headings)	
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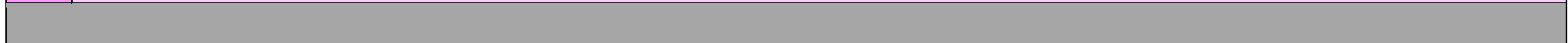
MATHS	Shape		Statistics		Position and Direction	
	Step 1 Understand angles as turns Step 2 Identify angles Step 3 Compare and order angles Step 4 Triangles Step 5 Quadrilaterals Step 6 Polygons Step 7 Lines of symmetry Step 8 Complete a symmetric figure		Step 1 Interpret charts Step 2 Comparison, sum and difference Step 3 Interpret line graphs Step 4 Draw line graphs		Step 1 Describe position using coordinates Step 2 Plot coordinates Step 3 Draw 2-D shapes on a grid Step 4 Translate on a grid Step 5 Describe translation on a grid	
SCIENCE	Unit: Making connections					
	LO: To revise the units 'States of matter' and 'Classification and Changing habitats' Working scientifically – To plan a comparative test	LO: To revise the unit 'Electricity and circuits' Working scientifically – To gather and record data	LO: To revise the units 'States of matter' and 'Sounds and vibrations' Working scientifically – To conclude and evaluate the investigation	LO: To revise the unit 'Digestion and food' Working scientifically – To observe carefully and apply these observations to problem solving	LO: To revise the units 'States of matter' Working scientifically – To report on my findings	
Outcomes	Pupils who are secure will be able to: <ul style="list-style-type: none"> Recall key knowledge from previous units. Apply knowledge in new contexts. When working scientifically, pupils who are secure will be able to: <ul style="list-style-type: none"> Carry out a full scientific enquiry 					

HISTORY	Unit: How did the achievements of the ancient Maya impact their society and beyond?					
	LO: To explore the challenges faced by the ancient Maya when settling in the rainforest	LO: To infer how the ancient Maya valued and used cacao by exploring historical artefacts	LO: To describe the role of Maya gods and goddesses by studying images and scenarios	LO: To develop recording skills through exploration of ancient Maya inventions	LO: To make deductions about an ancient Maya city by exploring remains	LO: To evaluate historians' claims on the decline of the ancient Maya cities
Outcomes	<ul style="list-style-type: none"> • Sequence the key periods of the Ancient Maya civilisation • Identify periods that were happening in Britain at the same time • Explain how the Ancient Maya settled in the rainforest and the challenges they faced • Describe Ancient Maya beliefs • Name the features of the Ancient Maya cities • Make deductions about the Ancient Maya cities • Evaluate the reasons for the decline of the Maya civilisation • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past 					
GEOGRAPHY	Unit: Not taught this half term					
	LO: To recognise human and physical features of a river (trip in the first week)	LO:	LO:	LO:	LO:	LO:
Outcome						

ART	Unit: Sculpture and 3D: Mega materials					
	LO: To develop ideas for 3D work through drawing and visualisation in 2D	LO: To use more complex techniques to shape materials	LO: To explore how shapes can be formed and joined in wire	LO: To consider the effect of how sculpture is displayed	LO: To choose and join a variety of materials to make sculptures	
Outcomes	<ul style="list-style-type: none"> • Try drawing in an unfamiliar way and take risks in their work • Use familiar shapes to create simple 3D drawings and describe the shapes they use • Draw a simple design with consideration for how its shape could be cut from soap • Transfer a drawn idea successfully to a soap carving • Make informed choices about their use of tools • Successfully bend wire to follow a simple template, adding details for stability and aesthetics • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp • Show they are considering alternative ways to display their sculpture when photographing it • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials • Describe how their work has been influenced by the work of El Anatsui 					
D.T.	Unit: Not taught this half term					
	LO:	LO:	LO:	LO:	LO:	LO:
Outco						

R.E.	Unit: What does it mean to be a Hindu in Britain today?					
	LO: N/A – Geography trip	LO: To understand the key elements of Hindu belief	LO: To understand why Hindus perform puja	LO: To understand what dharma is	LO: To understand what the Ramayana tells Hindus about dharma	LO: To present findings about the Hindu religion
Outco	<ul style="list-style-type: none"> • Children understand key elements of Hindu beliefs including karma and dharma • Children understand what puja is and why Hindus perform it • Children understand the importance of dharma and can give examples of how Hindus show it • Children can explore different Hindu writings and understand why they are important 					
PSHE	Unit: Growing and Changing					
	LO: Basic First Aid	LO: Moving house	LO: Secret or surprise?	LO: Why pay taxes? From Spring 2	LO: Logo quiz From Spring 2	LO: Know the norms From Spring 1
Outcomes	<ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives • Explain how the Learning Line can be used as a tool to help them manage change more easily • Suggest people who may be able to help them deal with change • Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret • Recognise how different surprises and secrets might make them feel • Know who they could ask for help if a secret made them feel uncomfortable or unsafe • 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 • Understand some of the ways that various national and international environmental organisations work to help take care of the environment 					

	<ul style="list-style-type: none"> • Understand and explain the value of this work • Understand some of the key risks and effects of smoking and drinking alcohol • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory)
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MUSIC	Unit: N/A					
	LO: To recognise different styles of music	LO: To recognise different styles of music	LO: To sing partner songs in different time signatures To understand crescendo and diminuendo	LO: To compose music to create a specific mood	LO: To compose music to create a specific mood	LO: To perform a piece of music

Outcomes	<ul style="list-style-type: none"> • Children recognise different styles of music and can name some of them • Children can sing partner songs in different time signatures • Children can understand what crescendo and diminuendo is • Children can compose music to create a specific mood • Children can compose 2 or 4 bar pentatonic phrases • Children can perform a simple rhythmic score • Children can read and write minims, crotchets, paired quavers and rests
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P.E.	Unit: Gymnastics/ Football Swimming 4K					
	LO: I can crab walk I can crab walk on apparatus	LO: I can recreate a routine demonstrating some agility, balance, co-ordination and some precision	LO: I can balance on apparatus I can crab walk on apparatus	LO: I can crab walk I can do a pike sit with straight legs	LO: I can do a teddy bear roll	LO: I can do a half turn from the floor and apparatus
	LO: I can receive a small ball	LO: I can strike a ball	LO: I can pass	LO: I can shoot	LO: I can move effectively to receive the ball	LO: I can find space in a game

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: Composing Beats/Introduction to AI					
	LO: To identify and discuss the main elements of music.	LO: To understand and experiment with rhythm and tempo.	LO: To create a melodic phrase using varied notes and pitch.	LO: To compose a piece of electronic music.	LO: To understand what Artificial Intelligence is and some of the tasks it can carry out.	LO: To learn to communicate effectively with AI tools by writing clear and precise prompts.
Outcomes	Composing Beats: <ul style="list-style-type: none"> I can use appropriate musical language to discuss a piece of music. I can identify sounds in a piece of music. I can explain how a piece of music makes me feel. I can identify and recall a simple rhythm. I can explain what tempo is and how it affects the feel of music. I can create my own rhythm using Busy Beats. I can show an understanding of melody. I can create a simple melodic pattern using 2Sequence and Busy Beats. I can use a variety of notes and experiment with pitch. I can experiment with pitch, rhythm and melody to create a piece of electronic music. 					

- I can add different layers to build up the music through adding multiple patches.
- I can record a piece of music.
- I can explain how digital citizenship applies when using AI.
- I can make responsible choices in scenarios involving AI.
- I can describe ways AI might be used in the future.
- I can explain that humans design and control AI.
- I can think about how to use AI responsibly to make the future fair and helpful for everyone.



FRENCH	Unit: N/A					
	LO: To know the vocabulary for different fruits	LO: To know the vocabulary for different vegetables	LO: To use new vocabulary in a conversation	LO: To express likes and dislikes in a conversation	LO: To know vocabulary for emotions	LO: To have a conversation in French

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| Outcom | <ul style="list-style-type: none"> • Know the vocabulary for a range of food in French • Can speak about likes and dislikes in relation to food • Can hold a simple conversation in French • Know the vocabulary for a range of emotions • Can ask and answer simple questions in French • To recognise masculine and feminine articles and use them correctly |
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