

Year 4 Summer term 1 Medium-term Planning Overview

	WB – 22.4.25	WB – 28.4.25	WB – 6.5.25	WB – 12.5.25	WB – 19.5.25	FIRST WEEK BACK AFTER HALF TERM
Maths	<p>Power maths – Unit 11 decimals (2)</p> <p>LI: Make a whole LI: partitioning decimals</p> <p>LI: flexibly partition decimals</p> <p>LI: compare decimals</p> <p>LI: order decimals</p> <p>LI: round to the nearest whole</p>	<p>Power maths – Unit 11 decimals (2)</p> <p>LI: to halves and quarters as decimals</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>Power maths – Unit 12 money</p> <p>LI: write money using decimals</p> <p>LI: convert between pounds and pence</p>	<p>Power maths – Unit 12 money</p> <p>LI: compare amounts of money</p> <p>LI: estimate with money</p> <p>Power maths – Unit 13 time</p> <p>LI: Years, months, and weeks</p> <p>LI: Hours, minutes, and seconds</p> <p>LI: convert between analogue and digital times</p>	<p>Power maths – Unit 13 time</p> <p>LI: convert to the 24-hour clock</p> <p>LI: problem solving – convert units of time</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>Power maths - Unit 14 Geometry - angles and 2D shapes</p> <p>LI: identifying angles</p>	<p>Power maths - Unit 14 Geometry - angles and 2D shapes</p> <p>LI: compare and order angles</p> <p>LI: triangles</p> <p>LI: quadrilaterals</p> <p>LI: polygons</p> <p>LI: reasoning with polygons</p>	<p>Power maths - Unit 14 Geometry - angles and 2D shapes</p> <p>LI: lines of symmetry</p> <p>LI: complete a symmetric figure</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>Power maths - Unit 15 Statistics</p> <p>LI: interpreting charts</p>
Writing	<p><i>Varmints</i></p> <p>LI: To ask a range of investigative questions</p> <p>Leave a series of clues for the Year 4s before finding a mysterious letter in Mrs Curtis's office. Read the letter aloud to the class with the packet of seeds. Have a discussion as a class before asking the children to ask a question using a least 5 of the talk to the hand question words.</p> <p>LI: To research and understand factual statements</p>	<p><i>Varmints</i></p> <p>LI: To use a variety of persuasive techniques</p> <p>Continue to read the story until "he hurried home" the video can also be watching to 13:14 in this lesson. Model a persuasive poster that could be used to try and rid the world of pollution with the new found plant. Show different sentence types and lengths whilst also using rhetorical questions and statistics. Read these at the end of the lesson and see which are most convincing</p> <p>LI: To understand and use the perfect present tense</p> <p>This lesson just watches the video up until 14:52. When the</p>	<p><i>Varmints</i></p> <p>LI: To plan the stages of an explanation text</p> <p>Look at some examples of explanation texts and work out what they are used for and why they are helpful. Use an ipad and the circular planning format ask the children to find all the steps to the life cycle of their favourite plant or tree. Find all the steps and once done ask the children to make sure to add any extra information and explain why it is important to know.</p> <p>LI: To draft the introduction and beginnings of our explanation texts</p> <p>Children to look at a modelled version for my plant before</p>	<p><i>Jabberwocky</i></p> <p>LI: To explore nonsense words and find meanings for them</p> <p>Show the children a variety of words from the poem and ask the children to try and work out their definitions. Is there anything that they share or anything that we have seen before. Once organised ask the children to predict their meaning and decide whether it is an adjective, noun, adverb, or verb, discuss this as a class at the end of the lesson.</p> <p>LI: to understand how poets manipulate words</p> <p>Children to see some of their nonsense words in sentences. Do the definitions guessed yesterday</p>	<p><i>Jabberwocky</i></p> <p>LI: To perform the Jabberwocky</p> <p>Put the poem on the interactive whiteboard and sound for effect give each table a section to perform. Make sure to emphasise tone, tempo, rhyme, pause and volume where necessary before bringing altogether and recording.</p> <p>LI: To write a description to warn others</p> <p>As a class write descriptive sentences warning people of the features of the Jabberwock</p> <p><i>Beware the Jabberwock! He has jaws that bite like steel knives but not only that, his</i></p>	<p><i>Jabberwocky</i></p> <p>LI: To edit and improve our poems</p> <p>Discuss as a class what we did well during our performances and what could have been improved on the board. Provide the children with a copy of their poems but on this occasion, they will need to mark where they intend to pause, change volume, change pitch, change pace and also add at least one action. This lesson will be exclusively for practicing and making sure that it is written on paper.</p> <p>LI: To perform our poems to the class</p>

<p>Revisit the letter from yesterday focusing on “learn all you can about these so that maybe you can grow a new world” at this point reveal a flower and ask the children to guess the different parts of a flower before looking at them together as a class. After each part has been labelled work as a class to understand and write a sentence for each part of the flower and what its job is.</p> <p>LI: to use our senses to describe nouns with adjectives</p> <p>Introduce our new class book and ask the children to make predictions. Read up to “who paused and cared to listen” and ask the children to brain storm adjectives so far. Use the adjectives to describe nouns from the story before revealing that there is a video version of the book and watch up to 2:50. What is the same and what is different?</p> <p>LI: to use time adverbials to write a diary entry.</p> <p>Ask the children what a gardener does? Once collected explain that these are mostly verbs because that is what the gardener is</p>	<p>creature sits under the tree and blossoms does this happen? (it’s the imagination). Discover a second letter from the secret society of gardeners and share write a letter together in response. Model using the perfect present tense (using have or has to talk about what happened in the past effects what is happening now)</p> <p>LI: To use the perfect present tense in a letter</p> <p>Read the response to the letter that we wrote yesterday and revisit the perfect present tense before asking the children to write a letter of their own. The difference this time being that the children can choose whether they want to join but they will have to justify why.</p> <p>LI: To write and perform a speech</p> <p>As the children enter the classroom have the children’s chairs in a horse shoe position and explain that they are going to have 20 minutes to write a speech on their opinion to the following question. What to do about the Varmints? Those that want to fight back against the varmints and those that do not want to do anything about it. Read the speeches and come to the conclusion that they need to be stopped.</p> <p>LI: To review the story.</p>	<p>beginning to write their introduction and the opening stages of their explanation texts. Make sure to focus on: Paragraphs Time adverbials Perfect present tense Imperative verbs Relevant adjectives Punctuation and grammar</p> <p>LI: To continue to writing the draft of our explanation text</p> <p>Use the rest of the modelled version to finish the explanation text and check that they have all the relevant features.</p> <p>LI: write up fully marked versions 1 and 2</p>	<p>help us? What can we do to work out what type of words they are now (purple pen where minds have been changed) ask the children to translate at least 2 of the sentences into what we would write in modern English and discuss this as a class.</p> <p>LI: To find the meaning of words using prefixes, suffixes, and context.</p> <p>Introduce the lesson by showing opinions of the poem at the time “Is he ill? This is all nonsense! He is just trying to confuse us! It’s ridiculous – that’s not a proper poem.”</p> <p>Look at the word nonsense and think about prefixes like non that do a similar job. Un/mis/anti.</p> <p>Using all the skills we have learnt so far explore the poem the Jabberwocky and see if any other words can have their definition guessed. Explore humpty dumpty opinion on the poem from Alice in Wonderland before asking the children to share their opinions of the poem too, is it all nonsense?</p> <p>LI: To review the poem and locate information</p> <p>Read the poem in its entirety and ask the children to review just ask we have with our other books so far. Ask the children if that makes it trickier than a book or not?</p>	<p><i>eyes of flame could bore vicious holes into your brain.</i> Ask the children to make description of their own for the JubJub bird or for the Bandersnatch.</p> <p>LI: To imagine and create a fantasy character</p> <p>Ask the children in 5 minutes to try and draw what they think the Jabberwock looks like based on all we have learnt so far.</p> <p>Ask the children to think of a creature that could be considered scary and then create 9 nonsense words, 3 nouns, 3 verbs and 3 adjectives using the rules we have learnt so far. Ask the children to write as many as they can and at the end draw their new creature.</p> <p>LI: To draft a poem in the style of the Jabberwocky</p> <p>Model a version of the Jabberwocky with a similar structure but for the creature we have looked at as a class (the Snatcherobby) model a version before expecting the children to write a version of their own. The children can decide if they want it to rhyme as this is more about the descriptive features and the nonsense words.</p> <p>LI: To finish and perform our poems</p> <p>Allow the children 20 minutes to finish their poems before</p>	<p>Use the final three lessons to organise a class for groups of 5 to visit and perform their poems. Also use this time for any lessons missed for visitors or if more writing time for either book is needed.</p>
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	<p>doing. Ask the children what time adverbials are and collect these too. Model a diary entry as a gardener and allow children to write too before sharing them.</p> <p>LI: to use time adverbials and imperative verbs to write instructions</p> <p>Read up to “a little piece of wilderness”. As a class put together the steps for planting a seed so that it can grow into a flower. Share write this so that children can use these at a later point. Make sure to underline time adverbials at the beginning and imperative verbs to make sure that the actions are clear. Explain that these are going to be used to plant a flower as a class per table.</p>	<p>Read the book from start to finish and also watch the film from start to finish. What was similar and what was different? Which did you prefer. Finish with a book review sheet.</p>		<p>What different challenges might we face? Once this is completed see which questions can be answered.</p> <p>What was the sword like? Did it make a noise? Where were the toves? What was the weather like? How do we know he paused before he saw the Jabberwock? How did the Jabberwock move? What noise did the Jabberwock make?</p> <p>LI: To modernise the Jabberwocky</p> <p>Discuss how some of the words in the poem are onomatopoeic like burbled and snick snack (the make the sound when you say them).</p> <p>Model using this to modernise the first line of the poem.</p> <p>Give the children the poem on a piece of paper and using the skills we have learnt so far and our knowledge of onomatopoeia to try and translate the poem before discussing it as a class.</p>	<p>sharing and listening to some examples. Give feedback to each performance in terms of the writing of the poem but also the performance itself.</p>	
Reading	<p>Skygazing</p> <p>LI: to colour code vocabulary by understanding What do children notice is strange about this book? What is unique about the layout? Look at both contents pages for the night and day sections. Turn to page 32 and find where the</p>	<p>Skygazing</p> <p>LI: to consider how information can change your opinion Show the children the statement “I think bats are aggressive creatures that are harmful to humans. If you see bats, you should run away.” Read the chapter dedicated to bats before having a discussion</p>	<p>Skygazing</p> <p>LI: to answer comprehension questions Read pages 6-9 before answering comprehension questions independently.</p> <p>LI: to understand the change in opinion on the earth Read pages 8 – 11 and look at the changes of opinion on the sky and the earth.</p>	<p>The Wild Robot</p> <p>LI: to make predictions Look at the front cover with children and ask them to take note of all the things that they can see. What is unusual about the front cover? What is unusual about the title? Note with children that the author and illustrator are the same person. How do they think</p>	<p>The Wild Robot</p> <p>LI: to answer locating questions Read chapters 26-30 with the children and make sure the children have a copy of the book per table so that they can use the pages to answer 4 locating questions in their reading books.</p>	<p>The Wild Robot</p> <p>LI: to answer comprehension questions Read chapters 52 to 56 with the children whilst expecting them to answer 4 comprehension questions on the text.</p>

<p>book divides (Dawn and Dusk) chapters. Why does the book divide here and not anywhere else? Why do you think the book is designed like this? Give children the following vocabulary grid and ask them to discuss the different words. They could colour code them depending on how well they know the words and phrases</p> <p>LI: to understand how night and day occurs Before reading ask children the questions: what causes night and day to happen? Why are the nights longer in winter? Discuss any initial ideas they may have. Read the chapters 'Night Falls' and 'Dark Skies' (pages 4 – 7) and allow children to take notes to answer the questions from the initial discussion. Discuss possible answers and model how to retrieve information from the text to form a concise answer. For example: <i>Night and day occur because the Earth rotates once on its axis every 24 hours. When the world faces the sun it is day</i></p>	<p>and seeing if opinions have changed.</p> <p>LI: to identify why satellites are important Read pages 24- to 27 before asking the children identify 4 ways in which satellites are important and then discuss how Yuri Gargarin would have felt about modern space exploration.</p> <p>LI: to find the pros and cons of light pollution Read as a class page 28 to 31 before asking the children to find 2 pros and 2 cons of light pollution and discussing it.</p> <p>LI: to show our understanding of vocabulary Flip the book over and look at the day section now. Give children the following vocabulary grid and ask them to discuss the different words. As in session 1, ask children to colour code the words and phrases depending on how well they know them.</p> <p>LI: to justify opinions Read the chapter Day begins (pages 4 and 5). What do children notice about the illustration on these pages and the first illustration in the night section? Provide children with a copy of the page and ask them to highlight the adjectives used to describe the sky. Ask, what is the</p>	<p>LI: to understand consequences in temperature change Read the chapters Water from the Sky and Stormy Skies (pages 14 – 17). Look at the arrows on pages 14 and 15. Why are they there? How do they help the reader understand the information on the page? Explain that there are a lot of cause-and-effect relationships to explain different weather phenomenon, i.e. one thing can cause another to happen. Look together at the first example below and model how to find a link between the two - record the cause and effect in the arrow.</p> <p>LI: to find evidence to justify opinions Read the chapters Balloons and Blimps and Planes and Helicopters (pages 26 - 29). Explain that the skills of skimming and scanning are useful when trying to find specific information on a page. Scanning is particularly helpful when answering retrieval questions as we can search the text for specific words taken from the question.</p> <p>LI: To create a glossary Ask the children to create a glossary of 5 words that they have learnt that they did not know before to read to a partner.</p>	<p>the robot got there? How did the robot come to be "wild"? Ask children about their predictions for the story. Ask children to make one sensible prediction and one wilder prediction in small groups and write them on post-it notes. Display these predictions on the board and see if there are any similarities. Which do children think – take a vote on this – is the most likely prediction? Read the first 5 chapters.</p> <p>LI: to answer comprehension questions Whilst reading chapters 6 to 10 ask the children to answer any 4 of the comprehensions.</p> <p>LI: to complete a Ven diagram on the characters of the story Read chapters 11- 15 and see the similarities and differences between Roz and other animals.</p> <p>LI: to answer an inference question Read chapters 16 to 20 with one question on the board "How are Roz and the Stick insect similar?" ask the children to find a similarity and a difference before including their opinion at the end.</p> <p>LI: to identify how characters communicate Give the children 3 characters from the story and ask for examples on how they</p>	<p>LI: to answer inference questions Whilst reading chapters 31 to 35 asking the children to answer 4 inference questions that rely on the children knowing the story before adding their opinion to the answer.</p> <p>LI: to make a prediction Ask the children to use today's reading to look for clues to making a prediction as to what will happen in the lesson tomorrow. Use the next lesson to see how accurate their predictions were.</p> <p>LI: to separate a character's emotions and think about why they may be feeling that way Read chapters 42 to 46 whilst asking the children to write why Brightbill has been confused in love and angry with evidence to show this.</p> <p>LI: to answer true or false questions on the story Read chapters 47 to 51 and ask the children to organise true or false statements before discussing as a class which are accurate and which are not.</p>	<p>LI: to summarise recent chapters Read chapters 57 to 61 and ask the children to write a sentence summary for each chapter that is read.</p> <p>LI: to think about a characters actions Read chapters 62 – 66 but focus on Brightbill's journey in chapter 63. While reading, pose the following questions: What was one of the most interesting discoveries the geese made? What have we learned about robots and how they are used? What did Brightbill realise about his own mother? How does Roz differ from the other robots? How is she the same? Do you think it was a good experience for Brightbill to leave home?</p> <p>LI: to compare RECOs and Roz Whilst reading 67 to 72 ask the children to compare the two characters and how they are similar and different</p> <p>LI: to predict and enjoy the ending Ask the children to predict what will happen at the end</p>
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	<p><i>time and when the world faces away from the sun it is night time.</i></p> <p>LI: to answer comprehension questions Before reading this chapter ask children if they fear the dark. Explain that, for hundreds of thousands of years, humans have been afraid of the dark for many valid reasons. Can children think why this might have been? In talk partners, ask children to create a mind map of reasons why our ancestors might have feared the dark. After this answer the 5 comprehension questions.</p> <p>LI: to work as a group to answer fact finding questions Read pages 10 to 13 with the children before handing out all 8 questions per table and making sure as team they have an answer for each one before a discussion at the end.</p> <p>LI: to organise true and false statements Read pages 14 to 17 whilst in pairs the children organise the statements into true or false before discussing this as a class.</p>	<p>author's opinion of the daytime sky? How do you know?</p>		<p>communicate since they can not talk. Does this make it easier or trickier for them to communicate?</p>		<p>before reading to chapter 77 at the end.</p>
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Spelling	Abysmal Catalyst Cygnet Apocalypse Synagogue Cryptic Alyssum Lynch Sycamore Cataclysm Active spelling learning techniques	Antiseptic Anticlockwise Antisocial Antibiotic Antibacterial Antigravity Antifreeze Antiaircraft Antiviral Antidote Active spelling learning techniques.	Disappear Disappoint Disappoint Disobey Disagree Disinfect Dishonest Distrust Disallow Disgrace Active spelling learning techniques.	Accept/except Affect/effect Groan/grown Medal/meddle Heel/heal/he'll Peace/piece Weather/whether Whose/who's Scene/seen Rain/rein/reign Active spelling learning techniques.	Expression Discussion Confession Permission Admission Compassion Emission Omission Compression Progression Active spelling learning techniques.	Enough Thought Though Through Straight Caught Length Strength Circle Bicycle Active spelling learning techniques.
Science		<i>LI: to group living things on their characteristics</i>	<i>LI: to classify vertebrates and invertebrates</i>	<i>LI: to understand the features of different invertebrates</i>	<i>LI: to use classification keys to organise living things</i>	<i>LI: to understand environmental changes and habitats</i>
Geography (see Quigley resources)	<p>Ongoing provision – earthquakes a volcanoes</p> <p><i>Introduce tectonic plates – What are they? Where are they?</i></p> <p><i>Recap structure of the Earth. Look at the main plate boundaries. How do the fault lines move? What is the effect of the movement? (Earthquakes, volcanoes, mountain ranges etc)</i></p> <p><i>What is the Pacific Ring of Fire? Identify and show it on a map. Describe its location in terms hemispheres, equator, longitude and latitude lines. Explore how the Pacific Ring of Fire was formed.</i></p> <p><i>Volcanoes- Locate areas of high volcanic activity. Explore the impact of natural disasters caused by earthquakes and volcanoes – 2004 earthquake which led to 30m tsunami / 1906 San Francisco earthquake etc.</i></p>					
History	<i>LI: to understand who were the Celts and how did they make Iron?</i> Complete a diamond 9 to show the important of Iron when it arrived	<i>LI: to understand why people-built hill forts in the Iron Age</i> Watch a video and look at the features before drawing and labelling the features of an Iron age hill fort	<i>LI: to understand an iron age diet and make Celtic Oatcakes</i> Look at the available foods and organise the foods into those available and those that were before making oatcakes	<i>LI: to understand Iron Age weapons and how they were more effective and how they were used.</i> Look at and discuss Iron Age weapons and how they had changed from the Stone Age. Before picking a weapon of choice as a soldier you would choose and why	<i>LI: to complete a timeline of key events from the Stone Age to the Iron Age</i> As a class complete a timeline of events from Stone Age to Iron Age	<i>LI: to compare the lives of the rich and poor during the Iron Age (EOUA – spider diagram)</i> Discuss and debate the lives of the rich and poor and then create a table of the differences before having a debate about this

Art/DT	Wassily Kandinsky – To research Wassily Kandinsky and create a creative fact file on him.	Wassily Kandinsky – To design an Iron Age hill fort in pencil labelled with the colours used	Wassily Kandinsky - Have a partner change the colours of the drawing (abstract art) and then use fingers to paint	Wassily Kandinsky – Add detail in Pen to our dried art to add effect and depth	Wassily Kandinsky – To create a colour wheel a plan the colour that they will use to paint	Wassily Kandinsky – To use someone else's finger to paint the colour wheel
Music		Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.	Music express scheme.
PE	Thursday – Synergy sports for PPA time – Invasion games. Friday – Swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday – Swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday – Swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday – Swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday – Swimming	Thursday – Synergy sports for PPA time – Invasion games. Friday – Swimming
RE	Community – What is pilgrimage? LI: to understand what pilgrimage is Use this lesson to look at the features of a pilgrimage and why they are important to people religious beliefs	Community – What is pilgrimage? LI: to understand the Jewish pilgrimage to Jerusalem Understand why Jews take pilgrimage to Jerusalem and how this relates to our previous topic	Community – What is pilgrimage? LI: to understand the Christian pilgrimage to Walsingham and Lourdes Explain what the pilgrimage to Walsingham is and see if it can be ordered chronologically as a class.	Community – What is pilgrimage? LI: to understand the Muslim Pilgrimage to Makkah Understand as to why Muslims make pilgrimage and answer a comprehension to show understanding	Community – What is pilgrimage? LI: to understand the Hindu Pilgrimage to Ganges Children to create a piece of drama on the decision to make a pilgrimage to the Ganges, others to point out the features for accuracy.	Community – What is pilgrimage? LI: to consider what a personal pilgrimage may look like Look at the features of pilgrimages and consider if the children were to go on a pilgrimage what would it look like, where would they go and why would they go there?
COMPUTING	Creating media – Photo editing LI: to change digital images	Creating media – Photo editing LI: to change the composition of images	Creating media – Photo editing LI: to change images for different users	Creating media – Photo editing LI: to retouch images	Creating media – Photo editing LI: to understand fake images	Creating media – Photo editing LI: to make and evaluate a picture
PHSE	LI: to understand jealousy and its effects (Healthy relationships)	LI: to understand love and loss	LI: to understand the importance of memories	LI: to understand getting on and falling out	LI: to understand girlfriends and boyfriends	LI: to celebrate relationships