

*Year 4 Autumn Term 2 2025 Medium-term Planning Overview*

	<i>WB – 3.11.25</i>	<i>WB – 10.11.25</i>	<i>WB – 17.11.25</i>	<i>WB – 24.11.25</i>	<i>WB – 1.12.25</i>	<i>WB – 8.12.25</i>	<i>WB – 15.12.25</i>
<i>Maths</i>	<p><i>Power maths - Unit 3 addition and subtraction</i></p> <p><i>LI: problem solving – two steps</i></p> <p><i>LI: problem solving – multi step problems</i></p> <p><i>LI: End of Unit Assessment</i></p> <p><i>LI: Toolkit lesson for misconceptions for either unit</i></p> <p><i>Unit 4 – measurement Area</i></p> <p><i>LI: What is Area?</i></p>	<p><i>Power maths - Unit 4 measurement Area</i></p> <p><i>LI: measuring area using squares</i></p> <p><i>LI: to count squares</i></p> <p><i>LI: to make shapes</i></p> <p><i>LI: to compare area</i></p> <p><i>LI: End of Unit Assessment</i></p>	<p><i>Power maths – Unit 5 multiplication and division</i></p> <p><i>LI: Toolkit lessons for misconceptions with either unit</i></p> <p><i>LI: multiples of 3</i></p> <p><i>LI: multiply and divide by 6</i></p> <p><i>LI: 6 times tables and division facts</i></p> <p><i>LI: multiply and divide by 9</i></p>	<p><i>Power maths – Unit 5 multiplication and division</i></p> <p><i>LI: 9 times table and division facts</i></p> <p><i>LI: the 3-, 6- and 9-times table</i></p> <p><i>LI: multiply and divide by 7</i></p> <p><i>LI: 7 times table and division facts</i></p> <p><i>LI: 11- and 12times table and division facts</i></p>	<p><i>Power maths – Unit 5 multiplication and division</i></p> <p><i>LI: multiply by 1 or 0</i></p> <p><i>LI: divide by 1 and itself</i></p> <p><i>LI: multiply 3 numbers together</i></p> <p><i>LI: End of Unit Assessment</i></p> <p><i>Unit 6 - multiplication and division</i></p> <p><i>LI: to understand factor pairs</i></p>	<p><i>Power maths – Unit 6 multiplication and division</i></p> <p><i>LI: to multiply and divide by 10</i></p> <p><i>LI: to multiply and divide by 100</i></p> <p><i>LI: to find related facts – multiplication</i></p> <p><i>LI: to find related facts – division</i></p> <p><i>LI: to multiply and add</i></p>	<p><i>Power maths – Unit 6 multiplication and division</i></p> <p><i>LI: to use informal written methods</i></p> <p><i>LI: to multiply 1 digit by 2-digit numbers</i></p> <p><i>LI: to multiply 1 digit by 3-digit numbers</i></p> <p><i>LI: to solve multiplication problems</i></p> <p><i>LI: to complete basic division</i></p>
<i>Writing</i>	<p><i>Shackleton’s Journey</i></p> <p><i>LI: To understand the advertisement for Shackleton’s Journey</i></p>	<p><i>Shackleton’s Journey</i></p> <p><i>LI: To use a zone of relevance to show change in emotion</i></p> <p><i>LI: To share write a diary entry</i></p>	<p><i>Shackleton’s Journey Giants</i></p> <p><i>LI: To finish and review our class book</i></p> <p><i>LI: To be able to sequence key events across a story</i></p>	<p><i>Winter’s Child</i></p> <p><i>LI: To make predictions about the themes of our class text.</i></p>	<p><i>Winter’s Child</i></p> <p><i>LI: To review the story and discuss changes you might have made.</i></p> <p><i>LI: To sequence the story</i></p>	<p><i>Winter’s Child</i></p> <p><i>LI: To write the 3<sup>rd</sup> paragraph of our sequel</i></p>	<p><i>Winter’s Child</i></p> <p>Once stories are marked edited and changed the final week will be for the children to create their sequels so that there is a book in school and a book they can take home.</p> <p>(2 extra lessons in case of missed lessons or consolidation needed)</p>

	<p><i>LI: To apply for Shackleton's Journey using words with the suffix ous</i></p> <p>LI: to interview for Shackleton's journey</p> <p><i>LI: to choose the correct equipment for Shackleton's Journey and justify why</i></p> <p><i>LI: to use synonyms to show different strengths of emotion</i></p>	<p>LI: To improve not so simple sentences based on the book.</p> <p>LI: To write a diary entry on the pros and cons of Shackleton's next decision</p> <p>LI: To use the features of speech to show characters thoughts and feelings</p>	<p>LI: To find the features of a diary before writing your final entry on the ship back</p> <p>LI: lesson 2 on drafting</p> <p>LI: To write final versions and tea stain.</p>	<p>LI: to use possessive apostrophes accurately</p> <p>LI: To use propositional phrases to write a recount.</p> <p>LI: To use the features of speech to show how characters are feeling.</p> <p>LI: To use a variety of noun phrases</p>	<p>LI: To adapt a sequence to create a sequel.</p> <p>LI: To role play to develop ideas</p> <p>LI: To plan a story based on a known structure</p> <p>LI: To edit and perfect our sequels</p>	<p>LI: To write the 4<sup>th</sup> paragraph of our sequels focusing on speech</p>	
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<b>Reading</b>	<p><b>Viking voyagers</b></p> <p><i>LI: to answer inference questions using the contents.</i></p>	<p><b>Viking voyagers</b></p> <p><i>LI: complete a spider diagram using Viking opinions</i></p> <p><i>LI: to prove statements as true or false using the text</i></p>	<p><b>Viking voyagers</b></p> <p>LI: to work as a group to understand Viking exploration</p> <p>LI: to answer comprehension questions accurately</p>	<p><b>Two weeks with the Queen</b></p> <p><i>LI: to answer inference questions using the cover</i></p>	<p><b>Two weeks with the Queen</b></p> <p><i>LI: to sequence the story so far</i></p> <p>LI: to answer comprehension questions on chapter 6</p>	<p><b>Two weeks with the Queen</b></p> <p><i>LI: to choose questions I can justify the answers too</i></p> <p><i>LI: to decode creative writing</i></p>	<p><b>Two weeks with the Queen</b></p> <p>LI: to complete a zone of relevance using the key themes of the story</p> <p>LI: create an advertisement poster to convince people of a similar age to read our class book</p>
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	<p><i>LI: to answer comprehension questions on a specific chapter</i></p> <p><i>LI: to chronologically order events of a chapter</i></p> <p><i>LI: to use the text to find the definition of words</i></p> <p><i>LI: to use the text to describe characters</i></p>	<p><i>LI: to understand Viking classes</i></p> <p><i>LI: to understand the roles of Viking men and women</i></p> <p><i>LI: to justify statements</i></p>	<p><i>LI: to use the text to create an opinion</i></p> <p><i>LI: To plan for a debate on why the Viking Era came to an end.</i></p> <p><i>LI: To take part in the debate on why the Viking era came to an end.</i></p>	<p><i>LI: to find comparisons between different characters</i></p> <p><i>LI: to answer comprehension questions using the book</i></p> <p><i>LI: to answer comprehension questions using the book.</i></p> <p><i>LI: to infer the meaning of foreign words</i></p>	<p><i>LI: to evidence an opinion</i></p> <p><i>LI: to use a vend diagram for comparison</i></p> <p><i>LI: to chose the correct answer and justify it using the text.</i></p>	<p><i>LI: to justify that Colin's ideas are farfetched.</i></p> <p><i>LI: answer comprehension questions on a relevant topic in the chapter.</i></p> <p><i>LI: to create a graph to show change of emotions towards another character</i></p>	
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<i>Spelling</i>	<p><i>Revisit the Year ¾ words</i></p>	<p><i>Completely</i> <i>Hurriedly</i> <i>Wrongly</i> <i>Correctly</i> <i>Brightly</i> <i>Sweetly</i> <i>Softly</i> <i>Sweetly</i> <i>Strangely</i> <i>Dearly</i></p> <p><i>Active spelling learning techniques.</i></p>	<p><i>Astound</i> <i>Fountain</i> <i>Account</i> <i>Mountain</i> <i>Amount</i> <i>Announce</i> <i>Armour</i> <i>Bounce</i> <i>Bound</i> <i>sound</i></p> <p><i>Active spelling learning techniques.</i></p>	<p><i>Chemist</i> <i>Chemistry</i> <i>Chorus</i> <i>Mechanic</i> <i>Scheme</i> <i>Character</i> <i>Stomach</i> <i>Technology</i> <i>Technical</i> <i>technique</i></p> <p><i>Active spelling learning techniques.</i></p>	<p><i>Intrigue</i> <i>Prologue</i> <i>Technique</i> <i>Analogue</i> <i>Monologue</i> <i>Epilogue</i> <i>Oblique</i> <i>Synagogue</i> <i>Brogue</i> <i>Morgue</i></p> <p><i>Active spelling learning techniques.</i></p>	<p><i>Rhyme</i> <i>Rhythm</i> <i>Syrup</i> <i>Symptom</i> <i>Symbol</i> <i>Physics</i> <i>Crystal</i> <i>Physical</i> <i>System</i> <i>Crypt</i></p> <p><i>Active spelling learning techniques.</i></p>	<p><i>Interact</i> <i>International</i> <i>Interrelated</i> <i>Interfere</i> <i>Intercept</i> <i>Interchange</i> <i>Interconnect</i> <i>Interrupt</i> <i>Intersect</i> <i>Intermission</i></p> <p><i>Active spelling learning techniques.</i></p>
<i>Science</i>		<p><i>LI: to think about pitch – tightness of drum skin, string on a guitar. How does this affect the pitch of the sound?</i></p>	<p><i>LI: to find the best insulators of sound. Compare and graph results using a decibel meter.</i></p>	<p><i>LI: to complete spider diagram for sound and start of topic map for teeth</i></p>	<p><i>LI: To learn about teeth through music / song. To understand the job of different teeth</i></p>	<p><i>LI: to compare human teeth to that of different animals</i></p>	<p><i>LI – To understand how to look after your teeth effectively.</i></p>



<i>RE</i>	World views Spirituality can be expressed in a number of different ways	World views Spirituality can be expressed in a number of different ways The way in which a person expresses their spirituality is affected by context	World views Spirituality can be expressed in a number of different ways The way in which a person expresses their spirituality is affected by context	World views Spirituality can be expressed in a number of different ways The way in which a person expresses their spirituality is affected by context	World views Spirituality can be expressed in a number of different ways The way in which a person expresses their spirituality is affected by context	World views Both religious and non-religious people can be spiritual Spirituality can be expressed in a number of different ways The way in which a person expresses their spirituality is affected by context.	World views Review the learning this term.  Look into the spirituality of Christmas.
<i>COMP UTING</i>	<i>Basic skills session- Copy, paste, font changes.</i>	<i>Creating media – Audio production LI: to understand digital recording</i>	<i>Creating media – Audio production LI: to record sounds to a computer</i>	<i>Creating media – Audio production LI: to create a podcast</i>	<i>Creating media – Audio production LI: to edit a digital recording</i>	<i>Creating media – Audio production LI: to combine and plan a recording</i>	<i>Creating media – Audio production LI: to produce a finished and edited podcast</i>
<i>PHSE</i>	<i>Introduce Jigsaw and the puzzle pieces and take part in get to know your games. Introduce the jigsaw journal  (Celebrating difference)</i>	<i>LI: I understand how families are difference and can draw a family tree of my own</i>	<i>LI: I understand that family conflict can arise and how to discuss and feel about it</i>	<i>LI: I understand what it means to witness something and how I can offer solutions</i>	<i>LI: I understand that my words have weight and that things I say can harm others</i>	<i>LI: I understand that difference is good and it is a nice thing to celebrate differences in others</i>	<i>LI: I can celebrate the differences of others and show this in the work I create.</i>