

Year 4 Spring Term 1 Medium-term Planning Overview

	WB – 05.01.26	WB – 12.01.26	WB – 19.01.26	WB – 26.01.26	WB – 02.02.26	WB – 09.02.26
Maths	<p>Power maths - Unit 6 multiplication and division</p> <p>LI: to understand factor pairs</p> <p>LI: to multiply and divide by 10</p> <p>LI: to multiply and divide by 100</p>	<p>Power maths - Unit 6 multiplication and division</p> <p>LI: to understand related facts - multiplication</p> <p>LI: to understand related facts – division</p> <p>LI: to multiply and add</p> <p>LI: to understand and use informal written methods</p> <p>LI: to multiply 2 digits by 1-digit numbers</p>	<p>Power maths – Unit 6 multiplication and division</p> <p>LI: to multiply 3 digits by 1-digit numbers</p> <p>LI: to solve multiplication word problems</p> <p>LI: to understand basic division</p> <p>LI: to divide and find remainders</p> <p>LI: to divide 2-digit numbers</p>	<p>Power maths – Unit 6 multiplication and division</p> <p>LI: to divide 3-digit numbers</p> <p>LI: to understand correspondence problems</p> <p>LI: to use efficient multiplication skills</p> <p>LI: EOUA (end of unit assessment)</p> <p>LI: toolkit lessons based on misconceptions</p>	<p>Power maths – Unit 7 length and perimeter</p> <p>LI: to measure in KM and M</p> <p>LI: to find perimeter on a grid</p> <p>LI: to find the perimeter of a rectangle</p> <p>LI: to find the perimeter of rectilinear shapes</p> <p>LI: to find missing lengths in rectilinear shapes</p>	<p>Power maths – Unit 7 length and perimeter</p> <p>LI: to find the perimeter of regular polygons</p> <p>LI (EOUA) End of Unit Assessment</p> <p>LI: toolkit lesson on misconceptions</p> <p>(two lessons to cover misconceptions or for any lessons missed)</p>
Writing	<p><i>Weslandia</i></p> <p>LI: To create a description using adverbials</p> <p>LI: To accurately use causal conjunctions</p> <p>LI: to understand and use new vocabulary</p> <p>LI: to review our new class story.</p> <p>LI: to use subordinate clauses accurately.</p>	<p><i>Weslandia</i></p> <p>LI: To chronologically order the story</p> <p>LI: To look at the features of persuasive writing</p> <p>LI: To create an engaging introduction</p> <p>LI: To create a theme web for Weslandia</p> <p>LI: To create a theme web for my own civilisation</p>	<p><i>Weslandia</i></p> <p>LI: To draft the introduction and the initial subheadings</p> <p>LI: To write 3 subheadings with their information (1)</p> <p>LI: To write subheadings with their information (2)</p> <p>LI: neat write up converting it into a leaflet and finishing (1)</p> <p>LI: neat write up converting it into a leaflet and finishing (2)</p>	<p><i>Until I met Dudley</i></p> <p>LI: To explore relationships between words</p> <p>LI: to ask questions</p> <p>LI: To write a letter asking for help</p> <p>LI: To write a simple explanation</p> <p>LI: To write a cohesive paragraph using which and where</p>	<p><i>Until I met Dudley</i></p> <p>LI: To understand the features of an explanation text</p> <p>LI: To write an informal explanatory paragraph</p> <p>LI: To research and make notes.</p> <p>LI: To write a formal explanation</p> <p>LI: To write formal instructions as to how a device works.</p>	<p><i>Until I met Dudley</i></p> <p>LI: To write the creative informal version of our invention</p> <p>LI: Neat write up of both sets of explanation texts on A3 paper.</p>

Reading	The undefeated LI: to understand why we celebrate black history LI: to understand the root word union LI: to make predictions LI: to understand the prefix un LI: to understand why Jesse Owens is an important figure	The undefeated LI: to understand multiple meanings of one word LI: to prove statements as true or false using the text LI: to use evidence to justify opinions LI: to answer comprehension questions LI: to understand the structure of a page	The undefeated LI: to creatively infer LI: to complete a wheel of sports LI: to debate a controversial sentence LI: To answer true or false questions LI: To understand an underdog	The Humans LI: to define words and order them LI: to find definitions LI: to complete a genius triangle LI: to select comprehension questions to answer LI: to use adjectives to organise	The humans LI: to evidence an opinion LI: to answer comprehension questions LI: to understand the Sumerian civilisation LI: to write a postcard to the future LI: to answer “why?” questions accurately	The humans LI: to write a fact file on Genghis Khan LI: to match vocabulary to its definitions LI: to infer vocabulary meaning LI: to answer true or false questions LI: to answer Viking comprehension
Spelling	Revisit the Year ¾ words	Puncture Sculpture Structure Torture Vulture Adventure Departure Agriculture Moisture Furniture Active spelling learning techniques.	Gently Simply Humbly Nobly Wriggly Fiddly Muscly Prickly Grizzly Simply Active spelling learning techniques.	Humorous Poisonous Tremendous Glamorous Courteous Spontaneous Ambitious Dangerous Enormous Delicious Active spelling learning techniques.	Cliché Crochet Quiche Chandelier Cliché Moustache Champagne Ricochet Chivalry Chauffeur Active spelling learning techniques.	Quality Quantity Quarry Critique Picturesque Boutique Antique Squeeze Cheque Mosque Active spelling learning techniques.
Science		LI: to understand how and why appliances run on electricity	LI: to make complete circuits	LI: to understand and find conductors and insulators	LI: to understand switches	LI: to create an experiment using electrical components
Geography (see Quigley resources)		Ongoing provision – locate the world’s countries using maps to focus on Europe. Rivers and their features, deposition, transportation and the coast. The features of the river. What is erosion? Is it a good thing or a bad thing? What can we do to stop it or start it?				
The History	LI: to use a timeline to order the start of the stone age	LI: to understand and try stone age foods	LI: to understand the difference between scavenging and hunting	LI: to understand the settlement of Skara Brae	LI: to understand how we know about the stone age and the job of an archaeologist.	LI: to use a timeline to order the end of the stone age and what happened next.

		Discuss the context of why stone age society could not eat the food we eat today before trying stone aged samples.	Ask the children to use technology to find the answer to this question before presenting it in front of the class.	Research and discuss Skara Brae before completing a comprehension task to show understanding	Understand answer what the sunstone was for before attempting to make one	Complete a timeline for the end of the stone age and complete the end of unit assessment.
Art/DT	Stephen Morris – to research and understand who he is and what he is known for.	Stephen Morris – use charcoal pencils to create a variety of shades in only one colour	Stephen Morris – create cave shadings based on what we have learnt	Stephen Morris – create cave shadings that relate to modern day	Stephen Morris – use shading techniques to draw 3-d shapes	Stephen Morris – create a shaded 3 – piece in the style of Stephen morris
Music	SING UP Scheme Lesson 1: Get to know the song 1.	SING UP Scheme Lesson 2: Get to know the song 2.	SING UP Scheme Lesson 3: Progression snapshot 2. Make a video recording of children singing.	SING UP Scheme Lesson 4: Listen and compare acoustic styles and practise playing and singing the song.	SING UP Scheme Lesson 5: Improvise melodies over chords in the song.	SING UP Scheme Lesson 6: Create an arrangement of The doot doot song and perform as a class band.
	<p>Key words Duration: beat/pulse, 4-beats, 8-beats. Pitch: chords (Am, F, C), melody, part. Structure: intro, verse, chorus, middle 8, 2-bar phrases. Timbre: tuned percussion, dampen the sound, acoustic guitar, piano, drums, bass guitar. Style: acoustic pop, country, folk, pop. Other: improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs).</p>					
PE	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.Friday –	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.	Thursday – Synergy sports for PPA time – Invasion games. Monday – team games (attack/defence) and co-ordination skills.
World views	Can spirituality make things better? Human Beings and the Natural World Context Meaning and Purpose	Can spirituality make things better? Spirituality and Non-Religious Worldviews Meaning and Purpose	Can spirituality make things better? Humanist Beliefs about the Natural World Meaning and Purpose Values and Morality	Can spirituality make things better? Humanist Climate Action Context Meaning and Purpose Identity and Belonging Values and Morality	Can spirituality make things better? Local Survey 1 Context Meaning and Purpose Identity and Belonging Values and Morality	Can spirituality make things better? Local Survey 2 Context Meaning and Purpose Identity and Belonging Values and Morality

COMPUTING	Programming A – Repetition in shapes LI: to programme a screen turtle	Programming A – Repetition in shapes LI: to programme letters	Programming A – Repetition in shapes LI: to understand patterns and repetitions	Programming A – Repetition in shapes LI: to use loops to create shapes	Programming A – Repetition in shapes LI: to break coding down	Programming A – Repetition in shapes LI: to create a program
PHSE Dreams and goals	LI: to stay motivated when trying something challenging	LI: to keep trying even when it is difficult to do so	LI: to understand and overcome disappointment	LI: to create new dreams that are achievable	LI: to ensure we achieve our goals	LI We did it!