

Year 4 Summer term 1 Medium-term Planning Overview 2026

	WB – 20.4.26	WB – 27.4.26	WB – 4.5.26	WB – 11.5.26	WB – 18.5.26	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>LI: To research and understand factual statements</p> <p>LI: to use our senses to describe nouns with adjectives</p> <p>LI: to use time adverbials to write a diary entry.</p> <p>LI: to use time adverbials and imperative verbs to write instructions</p>	<p><i>Varmints</i></p> <p>LI: To use a variety of persuasive techniques</p> <p>LI: To understand and use the perfect present tense</p> <p>LI: To use the perfect present tense in a letter</p> <p>LI: To write and perform a speech</p> <p>LI: To review the story.</p>	<p><i>Varmints</i></p> <p>LI: To plan the stages of an explanation text</p> <p>LI: To draft the introduction and beginnings of our explanation texts</p> <p>LI: To continue to writing the draft of our explanation text</p> <p>LI: write up fully marked versions 1 and 2</p>	<p><i>Jabberwocky</i></p> <p>LI: To explore nonsense words and find meanings for them</p> <p>LI: to understand how poets manipulate words</p> <p>LI: To find the meaning of words using prefixes, suffixes, and context.</p> <p>LI: To review the poem and locate information</p> <p>LI: To modernise the Jabberwocky</p>	<p><i>Jabberwocky</i></p> <p>LI: To perform the Jabberwocky</p> <p>LI: To write a description to warn others</p> <p>LI: To imagine and create a fantasy character</p> <p>LI: To draft a poem in the style of the Jabberwocky</p> <p>LI: To finish and perform our poems</p>	<p><i>Jabberwocky</i></p> <p>LI: To edit and improve our poems</p> <p>LI: To perform our poems to the class</p>

Reading	Skygazing LI: to colour code vocabulary by understanding LI: to understand how night and day occurs LI: to answer comprehension questions LI: to work as a group to answer fact finding questions LI: to organise true and false statements	Skygazing LI: to consider how information can change your opinion LI: to identify why satellites are important LI: to find the pros and cons of light pollution LI: to show our understanding of vocabulary LI: to justify opinions	Skygazing LI: to answer comprehension questions LI: to understand the change in opinion on the earth LI: to understand consequences in temperature change LI: to find evidence to justify opinions LI: To create a glossary	The Wild Robot LI: to make predictions LI: to answer comprehension questions LI: to complete a Ven diagram on the characters of the story LI: to answer an inference question LI: to identify how characters communicate	The Wild Robot LI: to answer locating questions LI: to answer inference questions LI: to make a prediction LI: to separate a character's emotions and think about why they may be feeling that way LI: to answer true or false questions on the story	The Wild Robot LI: to answer comprehension questions LI: to summarise recent chapters LI: to think about a character's actions LI: to compare RECOs and Roz LI: to predict and enjoy the ending
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		LI: to group living things on their characteristics	LI: to classify vertebrates and invertebrates	LI: to understand the features of different invertebrates	LI: to use classification keys to organise living things	LI: to understand environmental changes and habitats
Geography (see Quigley resources)	Ongoing provision – earthquakes a volcanoes Introduce tectonic plates – What are they? Where are they? 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) 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.					

World views	<p>How do people express their spirituality together? Rivers can have significance to religious people</p>	<p>How do people express their spirituality together? Pilgrimage is a journey to a special place or a journey carried out for a special reason</p>	<p>How do people express their spirituality together? Many Hindus and Muslims believe it is important to go on pilgrimage Pilgrimage is one way in which Hindus and Muslims can grow spiritually</p>	<p>How do people express their spirituality together? Many Hindus believe it is important to go on pilgrimage Pilgrimage is one way in which Hindus can grow spiritually Going on pilgrimage has an impact on the natural world</p>	<p>How do people express their spirituality together? Many Muslims believe it is important to go on pilgrimage Pilgrimage is one way in which Muslims can grow spiritually Going on pilgrimage has an impact on the natural world</p>	<p>How do people express their spirituality together? Pilgrimage is a journey to a special place or a journey carried out for a special reason</p>
COMPUTING	<p>Creating media – Photo editing LI: to change digital images</p>	<p>Creating media – Photo editing LI: to change the composition of images</p>	<p>Creating media – Photo editing LI: to change images for different users</p>	<p>Creating media – Photo editing LI: to retouch images</p>	<p>Creating media – Photo editing LI: to understand fake images</p>	<p>Creating media – Photo editing LI: to make and evaluate a picture</p>
PHSE	<p>LI: to understand jealousy and its effects (Healthy relationships)</p>	<p>LI: to understand love and loss</p>	<p>LI: to understand the importance of memories</p>	<p>LI: to understand getting on and falling out</p>	<p>LI: to understand girlfriends and boyfriends</p>	<p>LI: to celebrate relationships</p>