

Year 4 Summer term 2 Medium Term Plan 2026

| | WB – 1.6.26 | WB – 8.6.26 | WB – 15.6.26 | WB – 22.6.26 | WB – 29.6.26 | WB – 6.7.26 | WB – 13.7.26 |
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| Maths | <p>Power maths – Unit 14 geometry and 2D shapes</p> <p>LI: understand polygons</p> <p>LI: reasoning with polygons</p> <p>LI: to understand lines of symmetry</p> <p>LI: complete a symmetric figure</p> <p>LI: EOUA (End of Unit Assessment)</p> | <p>Power maths – Unit 14 geometry and 2D shapes</p> <p>LI: Toolkit lesson</p> <p>Power maths – Unit 15 statistics</p> <p>LI: to interpret charts</p> <p>LI: to solve problems with charts (1)</p> <p>LI: to solve problems with charts (2)</p> <p>LI: to interpret line graphs (1)</p> | <p>Power maths – Unit 15 statistics</p> <p>LI: to interpret line graphs (2)</p> <p>LI: draw lines graphs</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>Power maths – Unit 16 geometry position and direction</p> <p>LI: to describe position</p> | <p>Power maths – Unit 16 geometry position and direction</p> <p>LI: to describe position using coordination</p> <p>LI: plot coordinates</p> <p>LI: draw 2D shapes on a grid</p> <p>LI: translate on a grid</p> <p>LI: describe translation on a grid</p> | <p>Power maths – Unit 16 geometry position and direction</p> <p>LI: EOUA</p> <p>LI: toolkit lesson</p> <p>LI: completion of books and tasks lesson</p> <p>Complete maths test to show areas with misconceptions so that relevant lessons can be taught</p> | <p>Test week and Misconception lessons - Catch up week</p> | <p>Misconception lessons – catch up week</p> |

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| Writing | <i>Iron man</i> | <i>Iron man</i> | <i>Iron man</i> | <i>Iron man</i> | <i>The selfish giant</i> | <i>The selfish giant</i> | <i>The selfish giant</i> |
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| | <p>LI: To write a character description based on the text</p> <p>LI: To use fronted adverbials to show where, when, or how something happened</p> <p>LI: to understand the features of persuasive writing</p> <p>LI: to create a persuasive leaflet</p> <p>LI: to use a variety of sentence types to create poster</p> | <p>LI: To write a Logbook</p> <p>LI: To create a persuasive leaflet</p> <p>LI: To create a logbook entry for Brobdingnag</p> <p>LI: To compare the settings of the story</p> | <p>LI: To write a log book as the story is being read</p> <p>LI: To create 3 fantasy lands of our own</p> <p>LI: To write the beginning of our adventure</p> <p>LI: To communicate without nouns</p> <p>LI: to use adverbs to travel to my second destination</p> | <p>LI: To conclude the story</p> <p>LI: to edit our stories</p> <p>LI: To edit and publish stories (1)</p> <p>LI: To edit and publish stories (2)</p> <p>LI: To edit and publish stories (3)</p> | <p>LI: To understand a divide</p> <p>LI: To write a description with a warning</p> <p>LI: To use adjectives to create inference</p> <p>LI: To understand how an author has used personification</p> <p>LI: To respond to a letter from the giant</p> | <p>LI: To make inferences to the Giant's thoughts and feelings</p> <p>LI: To identify themes within the story</p> <p>LI: to review and justify opinions on a book</p> <p>LI: to understand the importance of walls</p> <p>LI: to create a missing poster</p> | <p>LI: To plan the main events of a narrative</p> <p>LI: to begin writing my story using speech</p> <p>LI: To write paragraphs 3 and 4</p> <p>LI: To write an effective ending</p> |

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| Reading | <i>Zombierella</i> | <i>Zombierella</i> | <i>Zombierella</i> | <i>The story of flight</i> | <i>The story of flight</i> | <i>The story of flight</i> | <i>The story of flight</i> |
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| | <p>LI: to understand the features of a prologue</p> <p>LI: to understand definitions and word classes.</p> <p>LI: to compare conventional princes</p> <p>LI: to justify opinions</p> <p>LI: to understand the meaning in poems</p> | <p>LI: to answer comprehension questions</p> <p>LI: to answer inference questions</p> <p>LI: to locate related words</p> <p>LI: to understand words in context.</p> <p>LI: to understand why verbs are used deliberately</p> | <p>LI: to understand the mother character within our story.</p> <p>LI: to understand “shifts” and locate them</p> <p>LI: to understand what an epilogue is.</p> <p>LI: to complete a review of the story</p> <p>LI: To write the plot to a sequel</p> | <p>LI: to chronologically order items for context</p> <p>LI: to fact find within the text</p> <p>LI: to understand the meaning of key vocabulary</p> <p>LI: to understand the science of flight</p> <p>LI: to create a fact file on a key aviantionist</p> | <p>LI: to compare the advancements in flight between both world wars</p> <p>LI: to chronologically order key events</p> <p>LI: to use the book to find the definitions of words</p> <p>LI: to find information to justify statements</p> <p>LI: to answer true or false questions</p> | <p>LI: to fact find as a group</p> <p>LI: to understand fact and opinion</p> <p>LI: to debate the question “do you think that planes are a force for good?”</p> <p>LI: to debate the question “do you think that planes are a force for good?”</p> <p>LI: to form opinions based on the text.</p> | <p>LI: to create a glossary based on the new vocabulary we have learnt</p> <p>LI: to create an informative and presentable glossary for others</p> <p>LI: to create an informative and presentable glossary for others (2)</p> <p>(2 lessons left for missed lessons or misconceptions during the topic)</p> |

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| <p>Spelling</p> | <p>Accept/except Affect/effect Groan/grown Medal/meddle Heel/heal/he'll Peace/piece Weather/whether Whose/who's Scene/seen Rin/rein/reign Berry/bury</p> <p>Active spelling learning techniques</p> | <p>Expression Discussion Confession Permission Admission Compassion Emission Omission Compression Progression</p> <p>Active spelling learning techniques.</p> | <p>Exercise Experience Extreme Experiment Heart Heard Earth Increase Learn guard Guide</p> <p>Active spelling learning techniques.</p> | <p>Accidentally Address Arrive Business Different Difficult Grammar Opposite Possible Pressure</p> <p>Active spelling learning techniques.</p> | <p>Suppose Possess appear actually probably early February History Century Naughty</p> <p>Active spelling learning techniques.</p> | <p>Ordinary Library Busy Promise Surprise Particular Peculiar Popular Regular Consider</p> <p>Active spelling learning techniques.</p> | <p>Test of the Year 4 curriculum words before using the remaining lessons to address misconceptions</p> |
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| <p>Science</p> | <p>LI: to understand who Gerald Durrell is and what conservation is</p> | <p>LI: to understand who Alexander Graham Bell was and why he was important</p> | <p>LI: to understand what the solar oven was and how Maria Telkes</p> | <p>LI: to understand how Garrett Morgan made the traffic light</p> | <p>LI: to understand how oxygen was discovered</p> | <p>LI: to understand who Thomas Edinson was</p> | <p>LI: to research and present findings on an inventor of choice</p> |
| <p>Geography (see Quigley resources)</p> | <p>To learn how different mountains are formed including fold, block and volcanic. Draw diagrams and write notes.</p> | <p>To know how tsunamis are formed. (vocab – magnitude, meteoric, intensity, tsunami)</p> | <p>To research and find out about earthquakes that have had the most impact. (To include the 2004 Tsunami on boxing day). Locate and label on a map.</p> | <p>To find out about cloud formation – how they are formed and the different types of clouds – draw and label.</p> <p><i>precipitation: rain, snow, sleet or hail falling from clouds cumulonimbus: thunder clouds stratus: featureless rain clouds in layers cumulus: small puffy clouds cirrus: thin wispy cloud</i></p> | <p>To define and understand climate change.</p> <p>To describe the main causes of climate change.</p> <p>Research the animals that are being affected and what might happen to them.</p> | <p>To research plastic waste and how it is affecting our oceans. Research the animals that are being affected and what is happening to them.</p> | <p>Geographical 'pleading' poems.</p> <p>If the earth could speak, what would it say?</p> |

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| <p>History</p> | <p>LI: to understand who were the Celts and how did they make Iron?</p> <p>Complete a diamond 9 to show the important of Iron when it arrived</p> | <p>LI: to understand why people-built hill forts in the Iron Age</p> <p>Watch a video and look at the features before drawing and labelling the features of an Iron age hill fort</p> | <p>LI: to understand an iron age diet and make Celtic Oatcakes</p> <p>Look at the available foods and organise the foods into those available and those that were before making oatcakes</p> | <p>LI: to understand Iron Age weapons and how they were more effective and how they were used.</p> <p>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</p> | <p>LI: to complete a timeline of key events from the Stone Age to the Iron Age</p> <p>As a class complete a timeline of events from Stone Age to Iron Age</p> | <p>LI: to compare the lives of the rich and poor during the Iron Age (EOUA – spider diagram)</p> <p>Discuss and debate the lives of the rich and poor and then create a table of the differences before having a debate about this</p> | <p>LI: to complete an EOUA and create an information poster on changes through the stone, iron and bronze ages.</p> |
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| <p>Art/DT</p> | <p>Wassily Kandinsky –</p> <p>LI: To express emotion through colour.</p> <p>Children are to use chalk to express emotion through colour in a variety of scenarios.</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> | <p>Wassily Kandinsky –</p> <p>LI: To express emotion through thought line.</p> <p>Using chalk, the children will use texture, shape and curve to show emotions</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> | <p>Wassily Kandinsky -</p> <p>LI: To create abstract art using shape</p> <p>Use this lesson to plan a piece of art work completely created by 2-D shapes</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> | <p>Wassily Kandinsky –</p> <p>LI: To create abstract art using shape</p> <p>Use this time to use stencils to cut the shapes out in a variety of different colours to create abstract art.</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> | <p>Wassily Kandinsky –</p> <p>LI: To use finger painting to create an information poster</p> <p>Use this lesson to create a poster with relevant information on protecting the environment</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> | <p>Wassily Kandinsky –</p> <p>LI: To use finger painting to create an information poster</p> <p>Use this lesson to paint the poster with only their hands</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> | <p>Wassily Kandinsky –</p> <p>LI: To use finger painting to create an information poster</p> <p>Use this lesson to go over this poster in pen to add definition and detail</p> <p>D&T will run along side this - to make a paper circuit with a design that lights up an LED.</p> |
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| Music | Sing up | Sing up | Sing up | Sing up | Sing up | Sing up | Sing up |
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| PE | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> | <p>Thursday – Synergy sports for PPA time – Invasion games. Monday– athletics/sports day practice Friday – Lincoln City PSHE/Sports activity</p> |
| | <p>Warm up bodies with an action sequence to <i>Favourite song</i>.</p> <p>Listen to <i>Favourite song</i> and talk about the structure of the music using appropriate vocabulary (intro, verse, chorus, instrumental).</p> <p>Begin to learn to sing the song – Verse 1.</p> <p>Recap playing chords and triads C major and A minor, and learn G major.</p> <p>Play the chords of the verse with a slowed-down performance track.</p> | <p>Warm up bodies with an action sequence to <i>Favourite song</i>.</p> <p>Begin to learn to sing the song – the Chorus.</p> <p>Learn to play the chords of the Chorus.</p> <p>Play the Chorus along with the performance track.</p> | <p>Perform the partner song <i>I wanna sing</i> scat in two parts, rhythmically and from memory.</p> <p>Make a video of their singing.</p> | <p>Practise the chords used in the song: C, F, G major, and A minor.</p> <p>Play the chords for the Verse and Chorus, keeping a steady beat.</p> <p>Learn about folk-rock and compare two versions of the same song.</p> | <p>Sing <i>Rain on the green grass</i>.</p> <p>Learn Verse 2 of <i>Favourite song</i> and practise singing the whole song.</p> <p>Practise playing the chords of <i>Favourite song</i>.</p> <p>Work out the melody of <i>Rain on the green grass</i> by ear.</p> | <p>Sing <i>Rain on the green grass</i> in a two-part round.</p> <p>Rehearse and perform <i>Favourite song</i>.</p> | <p>Rhythm stick work</p> |

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| <p>World Views</p> | <p>Community – What is pilgrimage? LI: to understand what pilgrimage is</p> <p>Use this lesson to look at the features of a pilgrimage and why they are important to people religious beliefs</p> | <p>Community – What is pilgrimage? LI: to understand the Jewish pilgrimage to Jerusalem</p> <p>Understand why Jews take pilgrimage to Jerusalem and how this relates to our previous topic</p> | <p>Community – What is pilgrimage? LI: to understand the Christian pilgrimage to Walsingham and Lourdes</p> <p>Explain what the pilgrimage to Walsingham is and see if it can be ordered chronologically as a class.</p> | <p>Community – What is pilgrimage? LI: to understand the Muslim Pilgrimage to Makkah</p> <p>Understand as to why Muslims make pilgrimage and answer a comprehension to show understanding</p> | <p>Community – What is pilgrimage? LI: to understand the Hindu Pilgrimage to Ganges</p> <p>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.</p> | <p>Community – What is pilgrimage? LI: to consider what a personal pilgrimage may look like</p> <p>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?</p> | |
| <p>COMPUTING</p> | <p>Programming B – Repetition in games LI: to use loops to create different shapes</p> | <p>Programming B – Repetition in games LI: to use different loops</p> | <p>Programming B – Repetition in games LI: to animate your name</p> | <p>Programming B – Repetition in games LI: to modify a game</p> | <p>Programming B – Repetition in games LI: to design a game</p> | <p>Programming B – Repetition in games LI: to create a game</p> | <p>Programming B – Repetition in games LI: to test a partners game and give feedback</p> |
| <p>PHSE</p> | <p>LI: to understand how I am unique (Changing me)</p> | <p>LI: to understand that our bodies can change and why and how someone may have a baby</p> | <p>LI: to understand what puberty and menstruation is</p> | <p>LI: to understand that other people are changing and that I should respect this</p> | <p>LI: to understand who to talk to when we are worried about change</p> | <p>LI: to celebrate and be positive about change</p> | <p>LI: to discuss any misconceptions about change before creating a presentation for the next Year 4s</p> |