

## Year 4 Medium Term Plan Autumn 1: 2025-2026

 <b>SUBJECT</b>	<b>WEEK 1</b>	<b>WEEK 2</b> Article 28: You have the right to a good quality education. You should be encouraged to go to school to the highest level you can. <b>GG4</b> – Quality Education	<b>WEEK 3</b> Article 23: You have the right to special education and care if you have a disability, so you can live a full and independent life. <b>GG10</b> – Reduced Inequalities	<b>WEEK 4</b> Article 30: You have the right to practice your own culture, language and religion. <b>GG16</b> – Peace, Justice & Strong Institutions	<b>WEEK 5</b> Article 29: Your education should help you use and develop your talents and abilities. <b>GG13</b> - Climate Action	<b>WEEK 6</b> Article 2: No child should be treated unfairly on any basis. <b>GG3</b> – Good Health & Wellbeing	<b>WEEK 7</b> Article 27: You have the right to food, clothing, a safe place to live and have your basic needs met. <b>GG2</b> – Zero Hunger
<b>ENGLISH Genres</b>	Highlighting English expectations	Text: The Heart scarab Genre: Newspaper report GP&S: direct speech Time and place adverbials	Text: The Heart scarab Genre: Newspaper report GP&S: speech punctuation Fronted adverbials Contractions– proper nouns Endings —-cious	Text: The Heart scarab Genre: Diary Entry GP&S: Endings —-tious Sentence structures adverbials Paragraphs	Text: The Heart scarab Genre: Diary Entry GP&S: fronted adverbials followed by a comma; Rhetorical question Cohesion , past tense	Text: Poetry Genre: Descriptive writing GP&S: adjectives/descriptive language; Endings —- tial Noun phrases expanded by the addition of modifying adjectives	Text: Poetry Genre: Descriptive writing GP&S: adjectives/descriptive language; Endings—tious/cious/tial/cial.
<b>MATHS</b>	Review of column addition and subtraction	Review of column addition and subtraction	Review of column addition and subtraction	Numbers to 10,000	Numbers to 10,000	Numbers to 10,000	Numbers to 10,000
<b>SCIENCE</b>	Knowledge harvest—generate ideas of the topic.	To recognise that sounds get fainter as the distance from the sound source increases. <b>Skill : to use a scientific enquiry to answer a question.</b>	To identify how sounds are made, associating some of them with something vibrating. <b>Skill: to set up a simple practical enquiry.</b>	To identify how sounds are made, associating some of them with something vibrating. <b>Skill: to set up a simple practical enquiry.</b>	To recognise that vibrations from a sound travel through a medium to the ear. <b>Skill: to report on findings from an enquiry.</b>	To find patterns between the volume of a sound and the strength of the vibrations that produced it. <b>Skill: identify differences, similarities or changes related to simple scientific ideas.</b>	Find patterns between the pitch of a sound and features of the object that produced it  <b>Skill: To set up simple fair tests.</b>
<b>COMPUTING</b>	Online Safety Lesson - Coding unit	To review coding vocabulary and knowledge. • To create a simple computer program.	To begin to understand selection in computer programming. • To understand how an IF statement works.	To understand how to use coordinates in computer programming. • To understand how an IF statement works.	To understand the Repeat until command. • To begin to understand selection in computer programming. • To understand how an IF/ ELSE statement works.	To understand what a variable is in programming. • To use a number variable.	To review vocabulary and concepts learnt in Year 4 Coding. • To create a playable game.
<b>HUMANITIES</b>	Knowledge Harvest—Generate ideas of topic	Ancient Egyptians – timeline of Ancient Egyptians Skills: Compare and contrast	Ancient Egyptians – daily life of Ancient Egyptians (Diary entry) <b>P4C— WOULD YOU WANT TO BE AN ANCIENT EGYPTIAN</b>	Ancient Egyptians - religious beliefs Skills: Interpret historical sources	Ancient Egyptians— Mummification Skills: Observational drawings	Ancient Egyptians— significant people Skills: Observational drawings	Ancient Egyptians— burial rituals Skills: Observational drawings
<b>ART / DT</b>	Flag lesson /Self portrait	Introduction to Egyptian art	Hieroglyphics	Research about Cartouches/ Label a cartouche	Plan/ Design a cartouche	Make a cartouche	Evaluate product
<b>PE</b>	Basketball/ <b>Athletics</b>	Basketball/ <b>Athletics</b>	Basketball/ <b>Athletics</b>	Basketball/ <b>Athletics</b>	Basketball/ <b>Athletics</b>	Basketball/ <b>Athletics</b>	Basketball/ <b>Athletics</b>
<b>RE</b>	Belonging and identity <b>P4C—WHERE DO YOU THINK YOU BELONG?</b>	Belonging and identity Know that there are a number of religions in the world to which people belong.	Belonging and identity Know that believers have different ways of showing they belong to different religions.	Belonging and identity Belonging in the community and how people belong to certain groups	Belonging and identity Religions have different ways of welcoming people into communities.	Belonging and identity Belonging in the Christian community and how babies are baptised and the symbolism of the cross and candle.	Belonging and identity The story of Jesus’ baptism.
<b>SMSC</b>	Becoming a Class ‘Team’	Being a School Citizen	Rights, Responsibilities and Democracy	Rewards and Consequences <b>P4C—WOULD YOU RATHER</b>	Our Learning Charter	Owning Our Learning Charter	Jigsaw: Managing worries
<b>MUSIC</b>	Recorders with Merton Music Foundation	Recorders with Merton Music Foundation	Recorders with Merton Music Foundation	Recorders with Merton Music Foundation	Recorders with Merton Music Foundation	Recorders with Merton Music Foundation	Recorders with Merton Music Foundation
<b>FRENCH</b>	Ask and answer several questions	Recall numbers 1 to 10.	Say and read numbers 0 to 20.	remember days and months.	say and write the names of rooms in my school.	say and write nouns for classroom items.	say and write nouns for classroom items.