Year 4 Medium Term Plan Autumn 2 2026- 27

SUBJECT	WEEK 1 Article 17: You have the right to get information that is important to your well being from TV, radio, newspaper, books and computers. An adult should make sure that the information you are getting is not harmful	WEEK 2 Article 38: You have the right to protection and freedom from war	WEEK 3 Article 39: You have the right to help if you've been hurt, neglected or badly treated.	WEEK 4 *Article 15: You have the right to choose your own friends and join or set up groups as long as it isn't harmful to others.*	WEEK 5 Article 1: Everyone under 18 has rights..	WEEK 6 Article 13: You have the right to find out about things and share what you think with others by talking, drawing, writing or in any other way unless it harms or offends other people	Week 7 **Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you**	Week 8 **Article 14: You have the right to choose your own religion and beliefs. Your parents should help you decide what is right and wrong, and what is best for you**
ENGLISH Genres	Text: A river Genre: Setting and character descriptions GP&S: descriptions designed to provoke a particular feeling in the reader. Year 3/4 spelling list	Text: A river Genre: Recount GP&S: sequences events clearly , Year 3/4 spelling list **P4C DISCUSSION—river stimulus**	Text: A river (imitate) Genre: Adventure story GP&S: Figurative language, Year 3/4 spelling list	Text: A river (innovation) Genre: Adventure story GP&S: Figurative language, Year 3/4 spelling list	Text: The River Singers (independent) Genre: Non Chronological animal reports GP&S: taking account of different audiences and purposes .Year 3/4 spelling list	Text: A river Genre: Non Chronological animal reports GP&S: taking account of different audiences and purposes .Year 3/4 spelling list	Text: A river Genre: explanation text - water cycle GP&S: taking account of different audiences and purposes .Year 3/4 spelling list	Text: A river Genre: explanation text—Water cycle taking account of different audiences and purposes .Year 3/4 spelling list
MATHS	Numbers to 10,000	Perimeter	Perimeter	3, 6, 9 times tables	3, 6, 9 times tables	3, 6, 9 times tables	3, 6, 9 times tables	3, 6, 9 times tables
SCIENCE	Knowledge Harvest– KWL States of matter	To understand that materials can be classified into different states and begin to use simple practical enquiries and scientific evidence to support their findings	To answer questions about gas using evidence from scientific enquiries and to record findings using drawings	To understand, through practical tasks, that materials change state when they are heated or cooled and to describe this process using scientific language	To ask a question about evaporation and set up a practical enquiry that will provide the scientific evidence to answer it	To know that water moves in a cycle due to changes in temperature causing the water to change from one state to another	**To be able to identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.** **P4C DISCUSSION - target activity**	Assessment
COMPUTING	Creating online safety messages	Coding—design and write a programme	Coding—learning to use variables and if/ else statements	Coding—using repetition &user inputs	Coding—debugging codes	Coding—using variables	Review and consolidation week	Assessment
HUMANITIES	KWL– rivers **P4C—would you rather**	understand the key processes of the water cycle.	identify the features of a river system. **P4C concept line—order the most important feature**	identify the characteristics of the three stages of a river.	To investigate features of the River Nile on maps and satellite photos.	Understand the importance of the River Nile to Ancient Egyptians	Understanding the impacts of floods and droughts	Assessment
ART / DT	What is a Shaduf?	Research about why Egyptians used a shaduf	Plan the shaduf	Design their shaduf	Make the shaduf	Make the shaduf **P4C DISCUSSION—always/ sometimes/never**	make their Shaduf	Evaluate their Shaduf
PE / DANCE	Netball/swimming/ invasion games	Netball/swimming/ invasion games	Netball/invasion games	Netball/invasion games	Netball/invasion games	Netball/invasion games	Netball/invasion games	Netball/invasion games
RE	understand the historical context of Jesus' life	understand Jesus' birth and its meaning	understand the role of Jesus' baptism	recall Jesus' followers **P4C DISCUSSION - list the qualities of a disciple**	understand how Jesus taught	understand how Jesus taught	understand Jesus' miracles	Assessment
SMSC	Jigsaw: Judging by appearances/Health and wellbeing	Jigsaw: Understanding influences	Jigsaw: Understanding bullying **P4C DISCUSSION**	Jigsaw: Problem solving	Jigsaw: Special me **P4C DISCUSSION**	Jigsaw: Celebrating difference	Review and consolidation week	Assessment
MUSIC	Taught by MMF	Taught by MMF	Taught by MMF	Taught by MMF	Taught by MMF	Taught by MMF	Taught by MMF	Taught by MMF
FRENCH	INSET	write my own fireworks poem.	read and understand commands.	say and understand classroom instructions.	say and recognise places in town	ask 'where is?' and classify nouns (masculine and feminine).'	identify and name shops in French.	Assessment