

Year 4 - Europe Class - Term 1 medium term plan 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
English Literacy Shed Plus	The Barnabus Project Writing outcomes: Narrative Non-chronological report Grammar focus: Similes and metaphors Coordinating and subordinating conjunctions Expanded noun phrases				The Iron Man Writing outcomes: Instructions – dig a hole Menu Grammar focus: Time conjunctions Imperative verbs			
	Punctuation focus: Capital letters and full stops Commas Alan Peat sentences: 2 pairs sentences FANBOYS De:De sentences				Punctuation focus: Bullet points Commas Alan Peat sentences: 2 pairs sentences FANBOYS De:De sentences			
Maths White Rose Maths	Number: Place Value Represent numbers to 1000 Partition numbers to 1000 Number line to 1000 Thousands Represent numbers to 10,000	Number: Place Value To be able to partition a 4-digit number To be able to use and understand a number line to 1000 Recap: Find 1, 10 and 100 more or less than a given number To be able to find 1000 more or less than a given number	Number: Place Value To be able to compare 4-digit numbers To be able to order 4-digit numbers To be able to round to the nearest 1,000 To be able to count in 25s	Number: Place Value/ Addition and Subtraction To be able to use negative numbers To be able to recognise Roman Numerals To be able to add, and subtract 1, 100 and 1000 Recap: Add to 3-digit numbers not crossing 10 or 100	Number: Addition and Subtraction Add two 4-digit numbers with no exchange Recap: Add two 3-digit numbers crossing 10 or 100 To be able to add two 4-digit numbers one exchange To be able to add two 4-digit numbers more than one exchange	Number: Addition and Subtraction Recap: Subtract a 3-digit number from a 3-digit number no exchange To be able to subtract two 4-digit numbers no exchange To be able to subtract two 4-digit numbers – one exchange To be able to subtract two 4-digit numbers – more than one exchange	Number: Addition and Subtraction To be able to select the most efficient method of subtraction To be able to estimate my answers To be able to use different strategies to make sure my work is correct	Consolidation

Science-Sound Kent Agreed Syllabus	How do we hear sounds? Enquiry 1 Know that sounds are caused by vibrations that travel as waves through solids, liquids or gases	How do we hear sounds? Enquiry 1 Know that sounds are caused by vibrations that travel as waves through solids, liquids or gases	What patterns can you find between the strength of vibrations and volume of a sound? Enquiry 2 Know that the volume of sound depends on the strength (size) of vibrations. Stronger vibrations make louder sounds. Weak vibrations make quieter sounds	What patterns can you find between the strength of vibrations and volume of a sound? Enquiry 2 Know that the volume of sound depends on the strength (size) of vibrations. Stronger vibrations make louder sounds. Weak vibrations make quieter sounds	What happens to sound when the distance from the sound source increases? Enquiry 3 Know that sounds decrease in volume as they get further from the sound source because vibrations decrease as they travel through the medium	What happens to sound when the distance from the sound source increases? Enquiry 3 Know that sounds decrease in volume as they get further from the sound source because vibrations decrease as they travel through the medium	What material provides the best insulation against sound? Enquiry 4 Know that some materials absorb sound well e.g., materials with air/space in them as sound vibrations cannot move quickly or easily through it	What material provides the best insulation against sound? Enquiry 4 Know that some materials absorb sound well e.g., materials with air/space in them as sound vibrations cannot move quickly or easily through it
Computing iCompute	iSafe iPrivate	iSafe iPower	iSafe iSearch	iSafe iRespect	iSafe iKnow Spam	iSafe iCommunicate	iSafe iBeat Cyberbullying	DT project
RE	What do Christians learn from the Creation story? Making sense of the text Understanding Christianity	What do Christians learn from the Creation story? Making sense of the text Understanding Christianity	What do Christians learn from the Creation story? Understanding the impact Understanding Christianity	What do Christians learn from the Creation story? Understanding the impact Understanding Christianity	What do Christians learn from the Creation story? Making connections Understanding Christianity	What do Christians learn from the Creation story? Making connections Understanding Christianity	What do Christians learn from the Creation story? Making sense of the text Understanding Christianity	DT project
PE	Elite	Elite	Elite	Elite	Elite	Elite	Elite	Elite
PHSCE Jigsaw scheme of work	Being me in my world Becoming a class team: I know my	Being me in my world Being a school citizen: I understand who is in my school	Being me in my world Rights, Responsibility and Democracy:	Being me in my world Rewards and Consequences:	Being me in my world Our Learning Charter:	Being me in my world Owning our learning charter:	Being me in my world Owning our learning charter:	DT project

	attitudes and actions make a difference to the class team	community, the roles they play and how I fit in	I understand how democracy works through the School Council	I understand that my actions affect myself and others; I care about other people's feelings.	I understand how groups come together to make decisions	I understand how democracy and having a voice benefits the school community.	I understand how democracy and having a voice benefits the school community.	
History <i>Taught over two terms</i> Overall learning question: How have children's lives changed? <i>Taught alternately with Geography.</i>	Lesson 1: What do sources tell us about how children's lives have changed? ✓ To identify the continuities and changes to children's lives using a range of sources.		Lesson 2: Why did Tudor children work and what was it like? ✓ To investigate why Tudor children worked and what working conditions were like.		Lesson 3: What were children's jobs like in Victorian England? ✓ To research and record the working conditions of Victorian children using reports and images.		Lesson 4: How did Lord Shaftesbury help to change the lives of children? ✓ To evaluate Lord Shaftesbury's significance to children's lives.	
Geography <i>Taught over two terms alternately with history.</i>	Climate Zones Why does a place's location in the world affect its climate?		Climate Zones What on earth is a climate zone?		Climate Zones How is the climate in the UK different from that in the tropics?		Climate Zones How does the climate vary around the world?	
French Twinkl	All Around Town Where Do You Live? To develop accurate pronunciation and intonation so that others understand when they are reading aloud or using familiar words and phrases, in the context of	All Around Town In My Town To listen attentively to spoken language and show understanding by joining in and responding, in the context of describing our town.	All Around Town Counting in Tens To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of	All Around Town Counting to 100 To explore the patterns and sounds of language through songs and rhymes and link the spelling, sound and meaning of words, in the context of counting to 100.	All Around Town My Address Is... To present ideas and information orally to a range of audiences, in the context of giving your address.	All Around Town How Do You Say...? To broaden their vocabulary and develop their ability to understand new words that are introduced into familiar written material, including through using a dictionary, in the context of	All Around Town Review and consolidation	

	where people live.		counting in tens.			researching vocabulary in categories.	
Art	Taught by art specialist KR						
Music	Taught by music specialist A B-H						