



Medium Term Plan - Year 4 – Term 4



Horton Kirby CE Primary School is incredibly passionate about ensuring that our children have **opportunities** to develop their **curiosity** through an **aspirational** and **diverse** curriculum which has been developed and adapted to meet the needs of all of our children and community. We provide a rich, broad and balanced curriculum that celebrates individuality, diversity and builds procedural knowledge to nurture talent and prepare children for the challenges and rewards of life and the wider world. Our school values of Respect, Responsibility, Resilience and Reflection are embedded into our curriculum.

| Subject | Week 1 | Week 2 | Week 3 | Week 4 | Week 5 | Week 6 |
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| Class Text: The Lion, the Witch and the Wardrobe by C.S.Lewis | | | | | | |
| English | <p>Character spider diagram – to inform.</p> <p>Thought bubble from the perspective of Lucy – to recount.</p> <p>Lesson 1: LO: To understand the context of the story and emphasise with how the main characters in the story would be feeling. EN SL 2, EN SL 7, EN SL 1 EN SL 3.</p> <p>Lesson 2: LO: To understand the context of the story and emphasise with how the main characters in the story would be feeling. EN SL 2, EN SL 7, EN SL 1 EN SL 3.</p> | <p>Diary Entry as Lucy of her meeting with Mr Tumnus – to recount</p> <p>Lesson 1: LO: To understand how the writer’s choices impact on our understanding of characters and settings. LKS2: EN W C4b, LKS2: EN W C1b, LKS2: EN RC1c.</p> <p>Lesson 2: LO: To write a diary entry in character as Lucy. LKS2: EN W C2a, LKS2: EN W VGP1a, LKS2: EN RC1g, LKS2: EN W VGP1e, LKS2: EN W VGP2a.</p> <p>Lesson 3: LO: To explore the themes of friendship, loyalty and compassion.</p> | <p>Letter Home as Lucy – to reflect and recount.</p> <p>Recount - Writing in the style of the story about what happened to Mr Tumnus – to recount.</p> <p>Lesson 1: LO: To understand how Edmund’s character affects what will happen next in the story. EN SL 11, LKS2: EN RC2b, EN SL 4, LKS2: EN RC1e.</p> <p>Lesson 2: LO: Secure development of characterisation and choose vocabulary to engage and impact the reader. LKS2: EN RC2c, LKS2: EN RC2f, EN SL 4, LKS2: EN RC2d, LKS2: EN RC2a, LKS2:</p> | <p>Mind map of the Key Events of Chapters 7 and 8 – to summarise and recount.</p> <p>Monologue from Edmund’s perspective – to reflect and recount.</p> <p>Lesson 1: LO: To evaluate the events of Chapters 7 and 8. LKS2: EN RC2d, EN SL 9, LKS2: EN RC2b, LKS2: EN RC1e, LKS2: EN RC2c, LKS2: EN RC2e LKS2: EN RC2f.</p> <p>Lesson 2: LO: To explore the theme of betrayal. EN SL 7, EN SL 8, EN SL 9, EN SL 11.</p> | <p>Monologue from Edmund’s perspective – to reflect and recount.</p> <p>Persuasive paragraph.</p> <p>Lesson 1: LO: To write a monologue from the point of view of Edmund explaining the situation he finds himself in. LKS2: EN RC2b, LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p>Lesson 2: LO: To explore the writer’s intentions in portraying character and</p> | <p>Haiku – to recount.</p> <p>Travel guide to Narnia – to inform.</p> <p>Lesson 1: LO: To add well-chosen detail to make sentences more effective and to interest the reader. LKS2: EN RC2e, LKS2: EN W C2a, LKS2: EN W C4a.</p> <p>Lesson 2: LO: To evaluate the text as a whole. LKS2: EN RC2d, LKS2: EN RC4, LKS2: EN RC2b, LKS2: EN RC1e, LKS2: EN RC2c, LKS2: EN RC2e.</p> <p>Lesson 3: LO: To identify and use the features of a travel guide.</p> |



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| | <p>Lesson 3: LO: To understand that each of the children have distinct personalities which affect the story significantly. LKS2: EN RC1e, LKS2: EN RC2c, LKS2: EN RC4.</p> <p>Lesson 4: LO: To empathise with a character. LKS2: EN RC2a, LKS2: EN RC2b, LKS2: EN RC2d LKS2: EN RC1a.</p> <p>Lesson 5: LO: To understand how the writer's choices impact on our understanding of character and setting. LKS2: EN RC1g, LKS2: EN RC2c, LKS2: EN RW1.</p> | <p>EN SL 4, LKS2: EN RC1e, LKS2: EN RC2d, LKS2: EN RC2c.</p> <p>Lesson 4: LO: To explore the writer's intentions in portraying character. LKS2: EN RW1, EN SL 9, EN SL 10.</p> <p>Lesson 5: LO: To explore the writer's intentions in portraying character. LKS2: EN RC1g, LKS2: EN RC2f, EN SL 7 EN SL 6, LKS2: EN RC2b, LKS2: EN RC2c.</p> | <p>EN RC1g, LKS2: EN W VGP1c.</p> <p>Lesson 3: LO: Secure development of characterisation and choose vocabulary to engage and impact the reader. LKS2: EN RC2c, LKS2: EN RC2f, EN SL 4, LKS2: EN RC2d, LKS2: EN RC2a, LKS2: EN RC1g, LKS2: EN W VGP1c.</p> <p>Lesson 4: LO: To write dialogue in the style of the story. LKS2: EN W C2a, EN SL 6, LKS2: EN W VGP2c, LKS2: EN W TS2 LKS2: EN W VGP1d, LKS2: EN W VGP1c.</p> <p>Lesson 5: LO: To write dialogue in the style of the story. LKS2: EN W C2a, EN SL 6, LKS2: EN W VGP2c, LKS2: EN W TS2 LKS2: EN W VGP1d, LKS2: EN W VGP1c.</p> | <p>Lesson 3: LO: To compare and contrast characters to deepen understanding of the themes within the text. EN SL 2, LKS2: EN RC2c, LKS2: EN RC2d, LKS2: EN RC2e.</p> <p>Lesson 4: LO: To plan a monologue. LKS2: EN RC1g, LKS2: EN RC2f EN SL 7 EN SL 6 LKS2: EN RC2c.</p> <p>Lesson 5: LO: To draft a monologue from the point of view of Edmund explaining the situation he finds himself in. LKS2: EN RC2b, LKS2: EN W C2a LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a LKS2: EN W VGP1d LKS2: EN W VGP2a.</p> | <p>how this develops through a narrative. LKS2: EN RC1e, LKS2: EN RC2c LKS2: EN RC2b.</p> <p>Lesson 3: LO: To explore the themes of good versus evil. EN SL 7, EN SL 8, EN SL 9, EN SL 10 EN SL 11.</p> <p>Lesson 4: LO: To understand the importance of the events of Chapter 13. LKS2: EN RC1e, LKS2: EN W C2a LKS2: EN W C4a.</p> <p>Lesson 5: LO: To understand the importance of the events of Chapter 14. LKS2: EN RC1e, LKS2: EN RC1f, LKS2: EN W C2a.</p> | <p>LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p>Lesson 4: LO: To identify and use the features of a travel guide. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> <p>Lesson 5: LO: To produce the final draft of a travel guide. LKS2: EN W C2a, LKS2: EN W C3, LKS2: EN W C4a, LKS2: EN W C4b, LKS2: EN W C5, LKS2: EN W VGP1a, LKS2: EN W VGP1d, LKS2: EN W VGP2a.</p> |
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| | Noun Phrases | Noun Phrases | Noun Phrases | Suffixes | Suffixes | Assessment and Revision |
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| SPAG | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Y4:G3.2 | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Y4:G3.2 | Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Y4:G3.2 | Spell using the suffix –ation. Y4:G6.4 | Spell words with endings which sound like /ʃən/, spelt –tion, –sion, –sion, –cian. Y4:G6.4 | |
| Maths | Compare numbers with the same number of decimal places up to two decimal places Y4:FD9 | Solve simple measure and money problems involving fractions and decimals to two decimal places. Y4:FD10 | Convert between different units of measure [for example, kilometre to metre; hour to minute] Y4:M1 | Estimate, compare and calculate different measures, including money in pounds and pence Y4:M4 | Read, write and convert time between analogue and digital 12- and 24-hour clocks Y4:M5 | Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. Y4:M6 |
| Science | <p>Science: Living things and their habitats.</p> <p>Lesson 1: Grouping Living Things</p> <p>LO: To group living things in a range of ways and use a range of methods to sort living things. Y4:Sc: LT1, Sc:WS4</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning, Gather & record data)</p> | <p>Science: Living things and their habitats.</p> <p>Lesson 2: Classifying Vertebrates</p> <p>LO: To generate questions to use in a classification key and identify vertebrates by observing their similarities and differences. Y4:Sc: LT2, Sc:WS8</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning, Gather & record data)</p> | <p>Science: Living things and their habitats.</p> <p>Lesson 3: Invertebrate Hunt</p> <p>LO: To create a classification key use evidence to identify an invertebrate. Y4:Sc: LT2, Sc:WS9</p> <p>Big Idea (Aspect): Nature (Identification & classification)</p> | <p>Science: Living things and their habitats.</p> <p>Lesson 4: Classification Keys</p> <p>LO: To create a classification key and show the characteristics of living things in a table and a key. Y4:Sc: LT2, Sc:WS4</p> <p>Big Idea (Aspect): Nature (Identification & classification) Investigation (Questioning, Gather & record data)</p> | <p>Science: Living things and their habitats.</p> <p>Lesson 5: Local Habitat Survey</p> <p>LO: To recognise positive and negative changes to the local environment and record my observations in different ways. Y4:Sc: LT3, Sc:WS5</p> <p>Big Idea (Aspect): Nature (Identification & classification, Nutrition) Change (Living things) Place (Habitats)</p> | <p>Science: Living things and their habitats.</p> <p>Lesson 6: Environmental Changes</p> <p>LO: To describe environmental dangers to endangered species and present my findings orally and in writing. Y4:Sc: LT3, Sc:WS6</p> <p>Big Idea (Aspect): Nature (Identification & classification, Nutrition) Change (Living things) Place (Habitats)</p> |



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| | Creativity (Gather & record data) | Creativity (Gather & record data) | | Creativity (Gather & record data) | | | |
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| Geog. | <p>Geography: Why are rainforests important to us?</p> <p>Lesson 1: Where in the world are tropical rainforests?</p> <p>LO: To describe and give examples of a biome and find the location and some features of the Amazon rainforest. KS2: Ge: LK1; KS2: Ge: LK3; KS2: Ge: PK1; KS2: Ge: HP1; KS2: Ge: SF1</p> <p>Big Idea (Aspect): Place (world, location) Processes (climate and weather) Nature (environment) Materials (natural and man-made)</p> | <p>Geography: Why are rainforests important to us?</p> <p>Lesson 2: What is the Amazon rainforest like?</p> <p>LO: To describe the characteristics of each layer of a tropical rainforest. KS2: Ge: LK1; KS2: Ge: PK1; KS2: Ge: HP1; KS2: Ge: SF1</p> <p>Big Idea (Aspect): Place (world) Processes (climate and weather) Nature (environment) Investigation (geographical resources) Significance (significant places) Materials (natural and man-made)</p> | <p>Geography: Why are rainforests important to us?</p> <p>Lesson 3: Who lives in the rainforest?</p> <p>LO: To understand the lives of indigenous peoples living in the Amazon rainforest. KS2: Ge: LK1; KS2: Ge: PK1; KS2: Ge: HP2</p> <p>Big Idea (Aspect): Place (world) Comparison (compare and contrast) Nature (physical features, sustainability) Investigation (geographical resources) Humankind (settlements and land use, human features and landmarks) Change (geographical change)</p> | <p>Geography: Why are rainforests important to us?</p> <p>Lesson 4: How are rainforests changing?</p> <p>LO: To describe why tropical rainforests are important and understand the threats to the Amazon. KS2: Ge: PK1; KS2: Ge: HP2</p> <p>Big Idea (Aspect): Nature (physical features, sustainability) Humankind (settlements and land use, human features and landmarks) Change (geographical change)</p> | <p>Geography: Why are rainforests important to us?</p> <p>Lesson 5: How is our local woodland used?: Data collection</p> <p>LO: To understand how local woodland is used using a variety of data collection methods. KS2: Ge: LK2; KS2: Ge: PK1; KS2: Ge: HP1; KS2: Ge: SF1; KS2: Ge: SF3</p> <p>Big Idea (Aspect): Place (UK and position) Investigation (fieldwork)</p> | <p>Geography: Why are rainforests important to us?</p> <p>Lesson 6: How is our local woodland used?: Findings</p> <p>LO: To analyse and present findings on how local woodland is used. KS2: Ge: LK2; KS2: Ge: PK1; KS2: Ge: HP2; KS2: Ge: SF1; KS2: Ge: SF3</p> <p>Big Idea (Aspect): Nature (physical features) Investigation (fieldwork and data analysis) Significance (significant places) Humankind (settlements and land use, human features and landmarks)</p> | |



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| <p>DT</p> | <p>DT: Digital World – Mindful Moments Timer.</p> <p>Lesson 1: Analysing Timers</p> <p>LO: To evaluate existing products</p> <p>KS2:DT E 1 KS2:DT E 2</p> <p>Big Idea (Aspect):</p> <p>Creativity (Generation of ideas) Comparison (Compare & Contrast) Humankind (Everyday Products)</p> | <p>DT: Digital World – Mindful Moments Timer.</p> <p>Lesson 2: Designing for the users</p> <p>LO: To develop design criteria.</p> <p>KS2:DT D 1</p> <p>Big Idea (Aspect):</p> <p>Creativity (Generation of ideas) Humankind (Everyday Products)</p> | <p>DT: Digital World – Mindful Moments Timer.</p> <p>Lesson 3: Programming the timer</p> <p>LO: To program and control a product.</p> <p>KS2:DT D 1 KS2:DT TK 4 KS2:DT E 2</p> <p>Big Idea (Aspect):</p> <p>Creativity (Use of ICT)</p> | <p>DT: Digital World – Mindful Moments Timer.</p> <p>Lesson 4: Prototypes</p> <p>LO: To develop and communicate ideas.</p> <p>KS2:DT D 2</p> <p>Big Idea (Aspect):</p> <p>Humankind (Everyday Products)</p> <p>Materials (Materials for Purpose) Creativity (Generation of ideas)</p> | <p>DT: Digital World – Mindful Moments Timer.</p> <p>Lesson 5: Brand Identity</p> <p>LO: To develop ideas through computer-aided design.</p> <p>KS2:DT D 2</p> <p>Big Idea (Aspect):</p> <p>Humankind (Everyday Products) Creativity (Use of ICT) Creativity (Generation of ideas)</p> | |
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| <p>MFL</p> | <p>MFL (French):Numbers, calendars and birthdays</p> <p>Lesson 1: Learning numbers 1-31</p> <p>LO: To learn the numbers to 31 and do Maths calculations in French. LKS2:MFL5 , LKS2:MFL7</p> | <p>MFL (French):Numbers, calendars and birthdays</p> <p>Lesson 2: Days of the week</p> <p>LO: To say the days of the week in French. LKS2:MFL2, LKS2:MFL7</p> | <p>MFL (French):Numbers, calendars and birthdays</p> <p>Lesson 3: Months of the year</p> <p>LO: To say the months of the year. LKS2:MFL1, LKS2:MFL3, LKS2:MFL7, LKS2:MFL9</p> | <p>MFL (French):Numbers, calendars and birthdays</p> <p>Lesson 4: Seasons and dates</p> <p>LO: To know how to ask what the date is and to write down the date. LKS2:MFL3, LKS2:MFL5</p> | <p>MFL (French):Numbers, calendars and birthdays</p> <p>Lesson 5: Celebrating a French birthday</p> <p>LO: To learn about the similarities and differences between traditional birthday celebrations in France and England. LKS2:MFL6, LKS2:MFL9</p> | |
| <p>PE</p> | <p>Gymnastics Lesson 1: Introducing bridges</p> <p>LO: To create individual bridge balances. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p> | <p>Gymnastics Lesson 2: Creating pair bridge balances</p> <p>LO: To create bridge balances with a partner. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p> | <p>Gymnastics Lesson 3: Creating bridge balances on apparatus</p> <p>LO: To create interesting bridge balances on apparatus. KS2:PE3</p> <p>Big Idea (Aspect): Processes (Gymnastics) Creativity (Evaluation)</p> | <p>Tennis Lesson 1: Developing the forehand aiming for spaces</p> <p>LO: To hit the ball using a forehand, and land it on the inside of their opponent’s court. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p> | <p>Tennis Lesson 2: Rally and Return</p> <p>LO: To understand why they need to return to the ready position after playing their shot. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p> | <p>Tennis Lesson 3: Radar</p> <p>LO: To understand why we need to make our opponent move around the court. KS2:PE2</p> <p>Big Idea (Aspect): Processes (Sending & Striking) Processes (Team Games) Creativity (Evaluation)</p> |



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| <p>PSHE</p> | <p>Healthy Me</p> <p>Lesson 1: My Friends and Me</p> <p>LO: To recognise how different friendship groups are formed, how I fit into them and the friends I value the most</p> <p>Big Idea (Aspect): Significance (Significant people)</p> | <p>Healthy Me</p> <p>Lesson 2: Group Dynamics</p> <p>LO: To understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations</p> <p>Big Idea (Aspect): Significance (Significant people)</p> | <p>Healthy Me</p> <p>Lesson 3: Smoking</p> <p>LO: To understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke</p> <p>Big Idea (Aspect): Place (Place in the world) Humankind (Wellbeing) Creativity (Vocabulary)</p> | <p>Healthy Me</p> <p>Lesson 4: Alcohol</p> <p>LO: To understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol</p> <p>Big Idea (Aspect): Place (Place in the world) Humankind (Wellbeing) Creativity (Vocabulary)</p> | <p>Healthy Me</p> <p>Lesson 5: Healthy Friendships</p> <p>LO: To recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Creativity (Vocabulary) Significance (Relationships)</p> | <p>Healthy Me</p> <p>Lesson 6: Celebrating My Inner Strength and Assertiveness</p> <p>LO: To know myself well enough to have a clear picture of what I believe is right and wrong.</p> <p>Big Idea (Aspect): Humankind (Wellbeing) Creativity (Vocabulary) Significance (Relationships)</p> |
| <p>Computing</p> | <p>Data and information – Data logging</p> <p>Lesson 1: LO: To explain that data gathered over time can be used to answer questions KS2: CO 2, 6</p> <p>Big Idea (Aspect): Place (Real world) Materials (Hardware) Nature (Real world)</p> | <p>Data and information – Data logging</p> <p>Lesson 2: LO: To use a digital device to collect data automatically KS2: CO 2, 6</p> <p>Big Idea (Aspect): Place (Real world) Materials (Hardware) Nature (Real world)</p> | <p>Data and information – Data logging</p> <p>Lesson 3: LO: To explain that a data logger collects ‘data points’ from sensors over time KS2: CO 2, 6</p> <p>Big Idea (Aspect): Place (Real world) Materials (Hardware) Nature (Real world)</p> | <p>Data and information – Data logging</p> <p>Lesson 4: LO: To recognise how a computer can help us analyse data KS2: CO 2, 6</p> <p>Big Idea (Aspect): Place (Real world) Materials (Hardware) Nature (Real world)</p> | <p>Data and information – Data logging</p> <p>Lesson 5: LO: To identify the data needed to answer questions KS2: CO 2, 6</p> <p>Big Idea (Aspect): Place (Real world) Materials (Hardware) Nature (Real world)</p> | <p>Data and information – Data logging</p> <p>Lesson 6: LO: To use data from sensors to answer questions KS2: CO 2, 6</p> <p>Big Idea (Aspect): Place (Real world) Materials (Hardware) Nature (Real world)</p> |



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| | Lesson 1: | Lesson 2: | Lesson 3: | Lesson 4: | Lesson 5: | Lesson 6: |
| | LO: ? | LO: ? | LO: ? | LO: ? | LO: ? | LO: ? |
| | Y5: ? Lesson 1 | Y5: ? Lesson 2 | Y5: ? Lesson 3 | Y5: ? Lesson 4 | Y5: ? Lesson 5 | Y5: ? Lesson 6 |