



Year 4 Medium Term Plan – Blue Abyss

Spring 2 2026



Intended Outcome of Topic

Children will use their knowledge of the local area to compare with areas further afield, including comparisons of villages, to towns and cities. They will explore and discover more about how humans live, using natural resources and how they have created physical features to survive. They will also look into how humans have impacted on the planet and ways in which they can do their bit to protect our environment.

SMSC Links

- experience the joy of discovery
- respond with a sense of awe and wonder at scientific discoveries
- see the need to draw conclusions using observation and evidence rather than preconception or prejudice
- recognise how the formation of opinion and the justification of decisions can be informed by experimental evidence
- consider the lives, writings and influence of inspirational figures from the past learn about the historical roots of our own culture

Subject	Week beginning 23.2.26	Week beginning 2.3.26	Week beginning 9.3.26	Week beginning 16.3.26	Week beginning 23.3.26	
Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express	Engage/ Develop/ Innovate/ Express
English	Genre: Explanation Text: Various examples Phase of writing: reading, speaking and listening and planning Objectives: • consider why we need explanations and explanations you have used and found useful • identify the difference between instructions and an explanation • evaluate different organisational features of text • summarise a sentence or paragraph by identifying the most important elements and rewording them in a limited number of words (research layers of ocean) • plan the steps in the explanation and check that all necessary information has been included •	Genre: Explanation Text: Various examples Phase of writing: planning and writing Objectives: • turn notes into sentences • organise texts into paragraphs to distinguish between different information, events or processes • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • understand the term tense. (i.e. that it refers to time) in relation to verbs and use it appropriately • expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause	Genre: Explanation Text: Various examples Phase of writing: writing, proof-reading and editing Objectives: • use of paragraphs to organise ideas around a theme (sub-headings) • clarify meaning and point of view by using phrases, clauses and adverbials • identify the intended audience and consider level of formality/technical language required • discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences.	Genre: Persuasion Text: Various examples Phase of writing: reading, speaking and listening and planning Objectives: • turn notes into sentences • organise texts into paragraphs to distinguish between different information, events or processes • appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition • understand the term tense. (i.e. that it refers to time) in relation to verbs and use it appropriately • expressing time, place and cause using conjunctions e.g. use a developing range of connecting adverbs to express cause	Genre: Persuasion Text: Various examples Phase of writing: planning and writing Objectives: • use of paragraphs to organise ideas around a theme (sub-headings) • clarify meaning and point of view by using phrases, clauses and adverbials • identify the intended audience and consider level of formality/technical language required • discuss, proof-read and edit their own writing for clarity and correctness, e.g. by creating more complex sentences.	
Spelling	Focus: To understand how suffixes change the function of words. SCHEME: Support for Spelling	Focus: To understand how suffixes change the function of words. SCHEME: Support for Spelling	Focus: To understand how suffixes change the function of words. SCHEME: Support for Spelling	Focus: To understand how suffixes change the function of words. SCHEME: Support for Spelling	Focus: To understand how suffixes change the function of words. SCHEME: Support for Spelling	
Reading	Text: The Indian in the Cupboard	Text: The Indian in the Cupboard	Text: The Indian in the Cupboard	Text: The Indian in the Cupboard	Text: The Indian in the Cupboard	
Maths	Multiplication & Division	Shape: Length and Perimeter	Fractions	Fractions	Fractions	

	WE ARE LEARNING TO: - Correspondence problem - Efficient multiplication - Measure kilometres and metres - Find equivalent lengths (km and m) - Explore perimeter on a grid	WE ARE LEARNING TO: - Explore perimeter of rectilinear shapes - Find missing lengths in rectilinear shapes - Calculate the perimeter of rectilinear shapes - Perimeter of regular and irregular polygons.	WE ARE LEARNING TO: - Understand the whole - Count beyond 1 - Partition a mixed number - Number lines with mixed numbers	WE ARE LEARNING TO: - Compare and order mixed numbers - Understand improper fractions - Convert mixed numbers to improper fractions - Convert fractions to mixed numbers.	WE ARE LEARNING TO: - Equivalent fractions on a number line - Add two or more fractions - Subtract two fractions - Subtract fractions from whole numbers - Subtract from mixed numbers.	
Science	WE ARE LEARNING TO: understand human impact on the environment through deforestation.	WE ARE LEARNING TO: explore air pollution.	WE ARE LEARNING TO: understand water pollution.	WE ARE LEARNING TO: explore methods that can be used to conserve water.	WE ARE LEARNING TO: understand that humans can have a positive impact on nature.	
	SCHEME: Developing Experts	SCHEME: Developing Experts	SCHEME: Developing Experts	SCHEME: Developing Experts	SCHEME: Developing Experts	
CPHSE	Focus: Healthy Me WE ARE LEARNING TO: recognise how different friendship groups are formed, how I fit into them and the friends I value the most.	Focus: Healthy Me WE ARE LEARNING 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.	Focus: Healthy Me WE ARE LEARNING TO: understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke.	Focus: Healthy Me WE ARE LEARNING TO: understand the facts about alcohol and its effects on health, particularly the liver, and also some of the reasons some people drink alcohol.	Focus: Healthy Me WE ARE LEARNING TO: recognise when people are putting me under pressure and can explain ways to resist this when I want.	
	SCHEME: Jigsaw	SCHEME: Jigsaw	SCHEME: Jigsaw	SCHEME: Jigsaw	SCHEME: Jigsaw	
PE	Netball WE ARE LEARNING TO: Get into good positions to pass the ball and get into good positions to receive the ball.	Netball WE ARE LEARNING TO: Show an increasing consistency and control during games and develop the understanding of the importance of speed when playing invasion games.	Netball WE ARE LEARNING TO: Pass the ball using different techniques.	Netball WE ARE LEARNING TO: Get into good positions to shoot the ball and shoot and score with increased success.	Netball WE ARE LEARNING TO: Know and explain the tactics and skills they are confident with and use well during games.	
	Cricket WE ARE LEARNING TO: Perform the basic skills needed for the games with control and accuracy and take up space/positions that make it difficult for opponents	Cricket WE ARE LEARNING TO: Throw a ball increased accuracy. 2. Catch a ball with increasing consistency.	Cricket WE ARE LEARNING TO: Hit a ball with increasing control from a tee and hit a ball with increasing control.	Cricket WE ARE LEARNING TO: Show control, coordination and consistency when throwing.	Cricket WE ARE LEARNING TO: Employ simple tactics in game situations and recognise and explain good performances.	
	SCHEME: PE Planning	SCHEME: PE Planning	SCHEME: PE Planning	SCHEME: PE Planning	SCHEME: PE Planning	
R.E		Enquiry Question: what is truth? Is seeing believing?		Enquiry Question: what is truth? Is seeing believing?		
Geography		Enquiry Question: What impact have humans had on the environment and how has it effected their lives?	Enquiry Question: What impact have humans had on the environment and how has it effected their lives?		Enquiry Question: What can we explore in our local area?	

Art	<u>We Are Learning To:</u> experiment with watercolour techniques.	<u>We Are Learning To:</u> use techniques for a desired effect	<u>We Are Learning To:</u> use techniques for a desired effect	<u>We Are Learning To:</u> create an atmospheric effect	<u>We Are Learning To:</u> create an atmospheric effect	
Music	Rock and Roll SCHEME: kapow		Rock and Roll SCHEME: kapow		Rock and Roll SCHEME: kapow	