



# Year 4 Medium Term Plan

# Popping Playlist

# Summer 1 2026



| Subject  | Week beginning<br>13.4.26                                                                                                                                                                                                                                                                                                                                                                                                                                                | Week beginning<br>20.4.26                                                                                                                                                                                                                                                                                                                                                                                                                                        | Week beginning<br>27.4.26                                                                                                                                                                                                                                                                                                                                                                                                                | Week beginning<br>4.5.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Week beginning<br>11.5.26                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week beginning<br>18.5.26                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
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| English  | <p><b>Genre:</b> Poetry</p> <p><b>Text:</b> The Sound Collector</p> <p><b>Phase of writing:</b> reading, performing, planning and writing.</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>Understand how a poet uses figurative language and identify how they use rhyme for effect</li><li>Draft and compose poetry by collecting rich vocabulary</li><li>Write a patterned poem</li><li>Evaluate, edit and revise our and other's poems</li></ul> | <p><b>Genre:</b> Instructions</p> <p><b>Text:</b> varied examples</p> <p><b>Phase of writing:</b> Reading as a reader, reading as a writer</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>Identify the features of instructions</li><li>identify the intended audience and consider level of formality/technical language required</li><li>We are learning to note-make and plan instructions</li><li>Draft and write from a plan</li></ul> | <p><b>Genre:</b> Instructions</p> <p><b>Text:</b> varied examples</p> <p><b>Phase of writing:</b> Writing, editing, publishing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>Draft and write from a plan</li><li>Assess the effectiveness of our and other's work</li><li>Use the diagonal and horizontal strokes to join letters</li><li>Increase the legibility of handwriting</li><li>Cups in science</li></ul> | <p><b>Genre:</b> Play scripts<br/>Finger puppets links to DT</p> <p><b>Text:</b> varied examples</p> <p><b>Phase of writing:</b> reading and performing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>review the structure and features of play-scripts and understand the conventions of scripting</li><li>Read playscripts with appropriate intonation</li><li>use adverbs to qualify verbs in writing dialogue, e.g. timidly, gruffly, excitedly, using a thesaurus to extend vocabulary (stage directions)</li><li>Recognise the stages of a play script and how events are presented. (scene descriptors)</li></ul> | <p><b>Genre:</b> Play scripts</p> <p><b>Text:</b> varied examples</p> <p><b>Phase of writing:</b> planning and writing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>understand how character can be communicated in words and gesture</li><li>plan by discussing plays similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar</li><li>Create our own characters</li></ul> | <p><b>Genre:</b> Play scripts</p> <p><b>Text:</b> varied examples</p> <p><b>Phase of writing:</b> writing and editing</p> <p><b>Objectives:</b></p> <ul style="list-style-type: none"><li>Draft and write by composing and rehearsing sentences orally (including dialogue), building a varied and rich vocabulary and range of sentence structures</li><li>Evaluate and edit by assessing the effectiveness of his/her own and others' writing and suggesting improvements.</li><li>Confidently read his/her own writing aloud, to a group or the whole class, using appropriate intonation and controlling tone and volume so that the meaning is clear</li></ul> |
| Spelling | <p>Focus: To understand the se of the apostrophes in contracted forms of words</p> <p><b>SCHEME: Support for Spelling</b></p>                                                                                                                                                                                                                                                                                                                                            | <p>Focus: To understand the se of the apostrophes in contracted forms of words</p> <p><b>SCHEME: Support for Spelling</b></p>                                                                                                                                                                                                                                                                                                                                    | <p>Focus: To understand the se of the apostrophes in contracted forms of words</p> <p><b>SCHEME: Support for Spelling</b></p>                                                                                                                                                                                                                                                                                                            | <p>Focus: To understand the se of the apostrophes in contracted forms of words</p> <p><b>SCHEME: Support for Spelling</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Focus: To understand the se of the apostrophes in contracted forms of words</p> <p><b>SCHEME: Support for Spelling</b></p>                                                                                                                                                                                                                                                                                                                                          | <p>Focus: To understand the se of the apostrophes in contracted forms of words</p> <p><b>SCHEME: Support for Spelling</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Reading  | <p>Text: The Indian in the Cupboard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Text: The Indian in the Cupboard</p>                                                                                                                                                                                                                                                                                                                                                                                                                          | <p>Text: The Indian in the Cupboard</p>                                                                                                                                                                                                                                                                                                                                                                                                  | <p>Text: The Indian in the Cupboard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <p>Text: The Indian in the Cupboard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>Text: The Indian in the Cupboard</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
| Maths    | <p>Time</p> <ul style="list-style-type: none"><li>Converting hours, minutes and seconds</li><li>To convert time between years and months, and weeks and days</li></ul> <p>SCHEME: Ark Maths</p>                                                                                                                                                                                                                                                                          | <p>Time</p> <ul style="list-style-type: none"><li>To solve problems involving time</li><li>To recognise and write decimal equivalents of any number of tenths.</li><li>To recognise quantities as decimal tenths</li></ul> <p>SCHEME: Ark Maths</p>                                                                                                                                                                                                              | <p><b>Decimals</b></p> <ul style="list-style-type: none"><li>To compare numbers with one decimal place.</li><li>To round decimals with one decimal place to the nearest whole number.</li><li>To round decimals to the nearest whole number in order to investigate a problem.</li></ul> <p>SCHEME: Ark Maths</p>                                                                                                                        | <p><b>Decimals</b></p> <ul style="list-style-type: none"><li>To find number bonds using numbers with one decimal place.</li><li>To mentally add and subtract numbers with one decimal place</li><li>To recognise and write decimal equivalents of any number of hundredths</li></ul> <p>SCHEME: Ark Maths</p>                                                                                                                                                                                                                                                                                                                                  | <p><b>Decimals</b></p> <ul style="list-style-type: none"><li>To recognise and write decimal equivalents of any number of hundredths.</li><li>To recognise and write decimal equivalents to one quarter, one half and three quarters.</li><li>To order numbers with up to two decimal places</li></ul>                                                                                                                                                                  | <p><b>Decimals</b></p> <ul style="list-style-type: none"><li>To multiply and divide by 10 with decimals</li><li>To multiply and divide by 10, including decimals.</li><li>To multiply and divide by 100, including decimals</li><li>To find the effect of dividing or multiplying by 100, including</li></ul>                                                                                                                                                                                                                                                                                                                                                       |

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|                              |                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                       | SCHEME: Ark Maths                                                                                                                                                                                        | decimals with one decimal place.<br>SCHEME: Ark Maths                                                                                                                       |
| Science                      | <b>Sound</b><br><br><b>WE ARE LEARNING TO:</b> identify how sounds are made.<br><br>SCHEME: Developing Experts                                              | <b>Sound</b><br><br><b>WE ARE LEARNING TO:</b> explore how vibrations from sounds travel through medium to the ear.<br><br>SCHEME: Developing Experts   | <b>Sound</b><br><br><b>WE ARE LEARNING TO:</b> explore sound insulation.<br><br>SCHEME: Developing Experts                                                                             | <b>Sound</b><br><br><b>WE ARE LEARNING TO:</b> explore volume.<br><br>SCHEME: Developing Experts                                                                                                      | <b>Sound</b><br><br><b>WE ARE LEARNING TO:</b> explore pitch.<br><br>SCHEME: Developing Experts                                                                                                          | <b>Sound</b><br><br><b>WE ARE LEARNING TO:</b> explore sounds from near and from far.<br><br>SCHEME: Developing Experts                                                     |
| CPHSE                        | <b>Focus: Relationships</b><br><br><b>WE ARE LEARNING TO:</b> recognise situations which can cause jealousy in relationships.<br><br>SCHEME: Jigsaw         | <b>Focus: Relationships</b><br><br><b>WE ARE LEARNING TO:</b> identify someone I love and can express why they are special to me.<br><br>SCHEME: Jigsaw | <b>Focus: Relationships</b><br><br><b>WE ARE LEARNING TO:</b> talk about someone I know that I no longer see.<br><br>SCHEME: Jigsaw                                                    | <b>Focus: Relationships</b><br><br><b>WE ARE LEARNING TO:</b> recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.<br><br>SCHEME: Jigsaw | <b>Focus: Relationships</b><br><br><b>WE ARE LEARNING TO:</b> understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older.<br><br>SCHEME: Jigsaw | <b>Focus: Relationships</b><br><br><b>WE ARE LEARNING TO:</b> know how to show love and appreciation to the people and animals who are special to me.<br><br>SCHEME: Jigsaw |
| Art                          | <b>WE ARE LEARNING TO:</b> experiment with using a pencil.<br><br>                                                                                          | <b>WE ARE LEARNING TO:</b> practise drawing different lines and curves.<br><br>                                                                         | <b>WE ARE LEARNING TO:</b> use different media to achieve variations in colour.<br><br>                                                                                                | <b>WE ARE LEARNING TO:</b> to collect and record visual information from various sources.<br><br>                                                                                                     | <b>WE ARE LEARNING TO:</b> draw from a musical stimulus.<br><br>                                                                                                                                         |                                                                                                                                                                             |
| D&T                          | <b>WE ARE LEARNING TO:</b> explore existing products and look at joints.<br><br>SCHEME: DT Association                                                      | <b>WE ARE LEARNING TO:</b> explore a range of electric switch types.<br><br>SCHEME: DT Association                                                      | <b>WE ARE LEARNING TO:</b> draw on previous knowledge to design a product.<br><br>SCHEME: DT Association                                                                               | <b>WE ARE LEARNING TO:</b> create a purposeful product based on a design.<br><br>SCHEME: DT Association                                                                                               | <b>WE ARE LEARNING TO:</b> test, evaluate and adapt my product.<br><br>SCHEME: DT Association                                                                                                            | <b>WE ARE LEARNING TO:</b> evaluate our product.<br><br>SCHEME: DT Association                                                                                              |
| PE                           | <b>Fitness</b><br>Lower body<br><br><b>Basketball</b><br>Perform the basic skills needed for the games with control and accuracy<br><br>Scheme: PE Planning | <b>Fitness</b><br>Aerobic circuits<br><br><b>Basketball</b><br>Move with a ball keeping it under control whilst changing direction.                     | <b>Fitness</b><br>Upper body circuits<br><br><b>Basketball</b><br>Pass/send a ball using a variety of techniques. Pass the ball in different ways e.g. high, low, bounced, fast, slow. | <b>Fitness</b><br>Boxercise<br><br><b>Basketball</b><br>Pass/send a ball using a variety of techniques. 2. Pass the ball in different ways e.g. high, low, bounced, fast, slow.                       | <b>Fitness</b><br>Core circuits<br><br><b>Basketball</b><br>Apply basic principles suitable for attacking and defending.                                                                                 | <b>Fitness</b><br>Full body circuits<br><br><b>Basketball</b><br>Apply basic principles suitable for attacking and defending.                                               |
| Computing                    | To recognise the role of HTML in a web page.                                                                                                                | To change HTML code for a specific purpose.                                                                                                             | To recognise the basics of HTML.                                                                                                                                                       | To alter the HTML on a live web page.                                                                                                                                                                 | To alter an image on a web page                                                                                                                                                                          |                                                                                                                                                                             |
| Other Details<br>e.g. visits |                                                                                                                                                             |                                                                                                                                                         |                                                                                                                                                                                        |                                                                                                                                                                                                       |                                                                                                                                                                                                          |                                                                                                                                                                             |