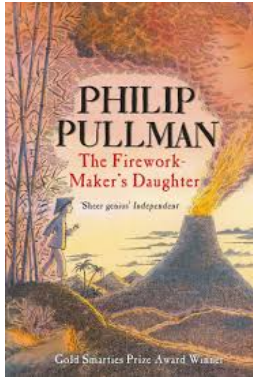


Riverside Primary School Medium-Term Curriculum Plan 2025-2026 Year 4										
Term: Autumn 1 2025 Theme: Ancient Egypt										
	Unit	Skills	Week 1 objectives and brief outline of learning 02.09.25 (4 days)	Week 2 objectives and brief outline of learning 08.09.25	Week 3 objectives and brief outline of learning 15.09.25	Week 4 objectives and brief outline of learning 22.09.25 Police & Fire safety workshop - PM (23.09.25)	Week 5 objectives and brief outline of learning 29.09.25	Week 6 objectives and brief outline of learning 06.10.25	Week 7 objectives and brief outline of learning 13.10.25 Egyptian Day	Week 8 objectives and brief outline of learning 20.10.25 Black History Week
Wow start:	Hieroglyphs scavenger hunt in the school garden.									
English Writing:	Writing to entertain	Riverside Sentence Types: ing, ed. The more, the more Emotion word, (comma) 2 pairs. Noun, which/who/where Short sentences If, if, if, then. Double LY ending Writing to entertain Text Features Detailed description Use paragraphs to organise in time sequence Other Style Ideas Opportunities for comparing different forms of past tense (progressive and simple) Grammar and Sentences Use fronted adverbials to show how/when an event occurs, Use expanded	Cold Write task for Baseline	Imitation Stage	Innovation Stage	Independent	Imitation Stage	Innovation Stage	Independent	Writing to explain
	The Time Slip Scarab Portal Story Focus on setting Writing to explain Instructions How to survive in the desert		Day 1: Inset Day 2: Book presentation Day 3: I can pick out features from a model to help plan my own letter. Day 4: I can write a letter introducing yourself to my new teacher. Day 5: Introduction to edit and improve	Day 1: I can get immersed in the story. Day 2: Drama session Day 3: I can draw a story map. Day 4: I can understand the underlying structure and create a toolkit Day 5: I can use expanded noun phrases to add detail & description.	Day 6: I can use dialogue in my writing Day 7: I can plan my story Day 8: Modelled write Day 9: Modelled write Day 10: Modelled write	Day 11: Top Copy Day 12: I can plan Day 13: Hot write Day 14: Hot write Day 15: I can edit and improve my story.	Day 1: Drama - What is it like in a desert? Day 2: I can analyse instructions Day 3: I can create a toolkit Day 4: I can understand the underlying structure Day 5: I can use fronted adverbials	Day 6: I can use imperative verbs Day 7: I can plan my instructions Day 8: Modelled write Day 9: Modelled write	Day 10: Top copy Day 11: I can plan my instructions Day 12: Hot write Day 13: Hot write	Day 14: Edit and improve Day 15: GPS consolidation

[illegible]

		<p>the whole page including the pictures as these give you a clue about what is happening in the text.</p> <p>Read a wide range of fiction, poetry, plays, nonfiction and reference books/textbooks.</p> <p>Read books which are structured in different ways</p>								
Class Reader:			<p>The Fireworks-Maker's Daughter. Phillip Pullman</p> 							
Handwriting Y4: Autumn 1	Penpals Year 4		Baseline assessment		Unit 1: Introducing diagonal join from p and b to ascender: ph, pl, bl		Unit 2: introducing diagonal join from b and p, o ascender: bu, bi, be, pu, pe		Unit 3: introducing diagonal join from b and p to an anti-clockwise letter: pa, po, ps, ba, bo, bs	
Y4 Spelling:				Tion, sion, ssion, cian		rain, rein, reign whose, who's weather, whether		tion and sion suffixes: mention, occasion, position, possession, question,		
Maths Year 4:			<p>Day 2: Presentation lesson</p> <p>Day 3: Presentation lesson</p> <p>Place Value</p> <p>Day 4: Represent numbers to 1000</p> <p>Day 5:</p>	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Number line to 1000 Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Find 1, 10, 100, 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1,000 Round to the nearest 10, 100 or 1,000 	<p><u>Place Value</u></p> <ul style="list-style-type: none"> End of block assessment <p><u>Addition and Subtraction</u></p> <ul style="list-style-type: none"> Add and subtract 1s, 10s, 100s and 1,000s Add up to two 	<ul style="list-style-type: none"> Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers - more than one exchange Efficient subtraction Estimate answers 	<ul style="list-style-type: none"> End of block assessment <p><u>Area</u></p> <ul style="list-style-type: none"> What is area? Count squares Make shapes <p>Egyptian Day</p>	<ul style="list-style-type: none"> Make shapes Compare areas End of block assessment Step 1 Multiples of 3

			Partition numbers to 1000	10,000 <ul style="list-style-type: none"> I can use a number line to 10,000 recap. 	<ul style="list-style-type: none"> Order numbers to 10,000 		4-digit numbers - no exchange <ul style="list-style-type: none"> Add two 4-digit numbers - more than one exchange Subtract two 4-digit numbers - no exchange 	<ul style="list-style-type: none"> Checking strategies 		
History:	Where and when did the earliest civilisations begin? What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?	See here: History Unit Plan: Year 4 Ancient Civilisation and Ancient Egypt: Where and when did the earliest civilisations begin? What were some of the significant achievements for the Ancient Egyptians and what did it help them achieve?		Part 1 An overview of where and when the earliest civilisations began	Part 2 When was Ancient Egypt and how long did it exist for?	What was the importance of the River Nile to the Egyptians?	How did agricultural advances support civilization?	What was the role of the scribe in society and their importance to us today?	What was the importance of the afterlife in Ancient Egypt?	Black history week
Art and Design:	To develop ideas To take inspiration from the greats: Thutmose Sculpture: clay modelling	To take inspiration from the greats (classic and modern) <ul style="list-style-type: none"> Replicate some of the techniques used by notable artists, artisans and designers. Create original pieces that are influenced by studies of others. To develop ideas <ul style="list-style-type: none"> Develop ideas from starting points throughout the curriculum. Collect information, sketches and resources. Adapt and refine ideas as they progress. Explore ideas in a variety of ways. 		I can learn about Ancient Egyptian sculpture	I can learn about the sculptor Thutmose and the bust, Nefetiti	I can draw Nefetiti	I can design my own sculpture based on Thutmose's work	I can make my Ancient Egyptian sculpture	I can make my Ancient Egyptian sculpture	

		<ul style="list-style-type: none">• Comment on artworks using visual language <p>Sculpture</p> <ul style="list-style-type: none">• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).• Include texture that conveys feelings, expression or movement.• Use clay and other moldable materials.• Add materials to provide interesting detail.								
Computing:	Digital Citizenship 4	<p>Skills:</p> <ul style="list-style-type: none">•Children should be taught to:• understand computer networks including the Internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration• use search technologies effectively, appreciate how results are selected and ranked, and be discerning	<p>Familiarisation with Google Classroom</p>	<p><u>Lesson 1 - To understand what games are safe for me?</u></p> <p>I can identify the age rating of a game and understand what these ratings mean.</p> <p>I know strategies for safe and fun experiences while playing games online.</p> <p>I know that adults can monitor what I do online.</p>	<p><u>Lesson 2 - To understand how games use persuasion to keep people playing. To know strategies to help limit how much time is spent playing games.</u></p> <p>I know some of the methods used to encourage people to spend more time playing games and know how to recognise them.</p> <p>I know that online games can be a distraction from other things, in both a positive and negative way.</p> <p>I know strategies to help limit the amount of time spent playing games.</p>	<p><u>Lesson 3 - To understand what scams are and know how to avoid them while gaming online. To understand what fake news is and know strategies to notice it online.</u></p> <p>know what scams are and why people create them.</p> <p>I know what is meant by the term fake news and why someone would want to create it.</p> <p>I can use strategies to spot examples of scams and fake news online.</p>	<p><u>Lesson 4 - To understand that not everyone online is who they say they are. To know strategies for keeping personal information private.</u></p> <p>I know that others online can pretend to be someone else.</p> <p>I know strategies to help me notice suspicious online profiles.</p> <p>I know strategies for keeping my personal information private.</p>	<p><u>Lesson 5 - To understand what respectful online gaming behaviour looks like.</u></p> <p>I know that online behaviour can have real-life consequences.</p> <p>I know strategies to help me be a respectful online gamer.</p> <p>I know how to identify how someone online is feeling and respond respectfully.</p>		

		<p>in evaluating digital content</p> <ul style="list-style-type: none"> • use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact. 								
Music:	Musical Structures	<ul style="list-style-type: none"> • Musicianship Understanding Music • Improvise Together • Listen and Respond • Learn to Sing the Song • Play your Instruments with the Song • Composing and Improvising • Perform the Song 		Hoedown (Part 1)	Hoedown (Part 2)	I'm Always There (Part 1)	I'm Always There (Part 2)		Martin Luther King Assessment Checkpoint	
MfL:	Je Me Presente (Presenting myself)	<p>Skills: Learn to listen to longer passages and understand more of what we hear by picking out key words and phrases covered in current and previous units.</p> <p>Communicate with others with improved confidence and accuracy. Learn to ask and answer questions</p>	<p>Phonics lesson 1</p> <p>Introduce the first set of phonics sounds / phonemes in French. The sounds introduced in this lesson</p> <p>are: Ch, ou, on, oi</p>	<p>Phonics lesson 2</p> <p>Introduce the second set of phonics sounds / phonemes in French. The sounds introduced in this</p> <p>lesson are: I, IN, lque, Ille</p>	To introduce the unit 'Je me présente'. In this lesson pupils will revise basic greetings and will learn how to ask someone how they are feeling as well as answer the question themselves in French.	To learn how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.	To consolidate numbers 1-10 and to introduce numbers 11-20 in French and to learn how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).		To consolidate all previous knowledge from the unit, to learn how to ask and answer the question 'Où habites-tu ?' (Where do you live?), and to learn the basics of adjectival agreement in French.	

		based on the language covered in the units and incorporate a negative reply if and when required. Read aloud short pieces of text applying knowledge learnt from 'Phonics Lessons 1 & 2'. Understand most of what we read in the foreign language when it is based on familiar language. Write some short phrases based on familiar topics and begin to use connectives/conjunctions and the negative form where appropriate								
Aesthetic PE	Year 4 Gymnastics - Get Set 4 PE	Physical: individual and partner balances Physical: jumps using rotation Physical: straight roll Physical: barrel roll Physical: forward roll Physical: straddle roll Physical: bridge Physical: shoulder stand Social: responsibility Social: collaboration Social: communication Social: respect Emotional: confidence Thinking: observing and providing feedback Thinking: selecting and applying actions	LESSON 1 To develop individual and partner balances.	LESSON 2 To develop control in performing and landing rotation jumps.	LESSON 3 To develop the straight, barrel, forward and straddle roll.	LESSON 4 To link actions that flow using the rolls I have learnt.	LESSON 5 To develop strength in inverted movements	LESSON 6 To create a great partner sequence to include the skills I have learnt and apparatus.		Consolidation

		Thinking: evaluating and improving sequences								
Games PE	Y3/4 Hockey - Get Set 4 PE	Physical: passing Physical: dribbling Physical: receiving Physical: intercepting Physical: tackling Social: communication Social: collaboration Social: inclusive Emotional: honesty and fair play Emotional: perseverance Emotional: empathy Thinking: planning strategies and using tactics Thinking: observing and providing feedback Thinking: decision making	LESSON 1 To develop sending and receiving the ball with accuracy and control.	LESSON 2 To develop the attacking skill of dribbling.	LESSON 3 To develop dribbling to beat a defender.	LESSON 4 To use defending skills to delay an opponent and gain possession.	LESSON 5 To apply attacking skills to move towards goal and find space.	LESSON 6 To apply skills and knowledge to compete in a tournament.		Consolidation

PSHCE: Families and Friendships	Relationships Families and friendships Positive friendships, including online Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online	Relationships About the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online Safe relationships to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and		Relationships I can understand how to build positive friendships	Relationships I can understand how to communicate respectfully with digital devices	Circle time - Team building based activities		Safe relationships I can understand the difference between playful teasing, hurtful behaviour and bullying, including online	No outsiders This is Our House by Michael Rosen To understand what discrimination means I know someone can feel like an outsider I know how to make sure there are no outsiders in my school	
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		<p>dares which put someone under pressure, at risk, or make them feel uncomfortable</p> <ul style="list-style-type: none">• how to manage pressures associated with dares								
RE:	<p>Where do religious beliefs come from?</p> <p>Christian Theology</p>	<p>Theology</p> <p>Identify different sources of authority and how they link with beliefs.</p> <p>Give examples of different writings and different ways in which believers interpret sources of authority.</p> <p>Identify events in history and society which have influenced some religious and non-religious worldviews.</p> <p>Make clear links between different beliefs being studied within a religion or worldview.</p> <p>Identify some of the similarities and differences between and within religions and worldviews.</p> <p>Identify ways in which beliefs might make a Christian think about how they live their life, how they see the world in which they live and how they view others.</p>	<p>I can identify different sources of authority</p>	<p>I can examine and explain the importance of biblical stories and parables in Christian belief</p>	<p>I can compare the Old and New Testament and identify similarities and differences</p>	<p>I can investigate the relevance and importance of the Crucifixion to Christian beliefs</p>	<p>I can compose and ask questions which inform understanding</p>		<p>I can construct a reflective summary</p>	

Trips, visitors and experiences:	<ul style="list-style-type: none"> • Egyptian Theme Day (Dress up and workshop, food tasting) - 12th October • Black History week 8 									
Shared learning:	Shared learning - parents to view children's Egyptian dance performance.									
Outcome/final pieces:	Black History Month Display Work									