

Riverside Primary School
Medium-Term Curriculum Plan
2025-2026
Year 4

Term: Spring 1 2026
Theme: Around the world in 30 days

	Unit	Skills	Week 1 objectives and brief outline of learning 05.01.26	Week 2 objectives and brief outline of learning 12.01.26	Week 3 objectives and brief outline of learning 19.01.26	Week 4 objectives and brief outline of learning 26.01.26	Week 5 objectives and brief outline of learning 02.02.26	Week 6 objectives and brief outline of learning 09.02.26 9th - 15th Children's Mental Health week Safer Internet Day Tuesday 10th
Wow start:	Drama lesson based on Chapter 1 of The Polar Bear Explorers' Club							
Writing:	Suspense Stories Zelda Claw: Defeating the Monster	Focus Suspense	Imitation Stage (Page 86) Defeating the Monster: Day 1: Story mapping and drama session. Day 2: Underlying structure Day 3: Create a toolkit (page 85) Feature finding. Day 4: Gathering Vocabulary (Mood) - Magpie Day 5: Gathering Vocabulary (Verbs) - Magpie	Imitation Stage Day 6: Drama session to build suspense - Short burst writing with the suspense Day 7: Short burst writing with the description Day 8: Drama and box up plan Day 9: Modelled write Day 10: Modelled write/Edit and improve	Innovation Stage Day 11: Modelled write/Edit and improve Day 12: Modelled write/Edit and improve Day 13: Top copy Day 14: Drama & box up plan Day 15: Hot write	Independent Stage Day 16: Hot write Day 17: Edit and improve. Imitation Stage Recount Day 1: Story mapping and drama session. Day 2: Underlying structure Day 3: Create a toolkit	Day 4: Gathering Vocabulary - Magpie Day 5: Drama session - Short burst writing Innovation Stage Day 6: Drama and box up plan Day 7: Modelled write Day 8: Modelled write/Edit and improve Day 9: Top copy	Day 10: Drama & box up plan Independent Stage Day 11: Hot write Day 12: Hot write Day 13: Record vlog Day 14: Record vlog
Reading:		Vocabulary Identify the root words, suffixes and prefixes to workout meaning of unfamiliar words Identify shades of meaning - words with similar meaning have slightly different meanings Identify the context of a word and decide the meaning of the word-homophones + different word classes Discuss/teach Idioms (phrases which have meaning which is different from the literal meaning) e.g. pull your socks up. Read a wide range of	2a: Give/explain the meaning of words in context (12%)	2a: Give/explain the meaning of words in context (12%)	2a Give/explain the meaning of words in context (12%)	2g: Identify/explain how meaning is enhanced through choice of words and phrases	2g: Identify/explain how meaning is enhanced through choice of words and phrases	2g: Identify/explain how meaning is enhanced through choice of words and phrases

		<p>fiction, poetry, plays, nonfiction and reference books/textbooks.</p> <p>Read books which are structured in different ways</p> <p>Use dictionaries to check meaning of words that they have read</p> <p>Check the text makes sense to them</p> <p>Ask questions to improve understanding</p> <p>Discuss how words and phrases capture the reader's interest and imagination</p>						
Class Reader:		<p>Introducing diagonal join from p and b to ascender: <i>ph, pl, bl</i></p> <p>Introducing diagonal join from p and b, no ascender: <i>beu, bi, bc, pu, pl, pe</i></p> <p>Introducing diagonal join from p and b to an anticlockwise letter: <i>pu, pe, ps, be, bi, ba</i></p> <p>Revising parallel ascenders and descenders: <i>bb, pp</i></p> <p>Break letters: <i>u, z</i></p> <p>Spacing in common exception words</p> <p>Consistent size of letters</p> <p>Relative size of capitals</p> <p>Speed and fluency</p> <p>End-of-term check</p>	The Polar Bear Explorers Club by Alex Bell					
Handwriting				Unit 6: I can use spacing in common exception words		Unit 7: I can use relevant size of letters		Unit 8: I can use relative size of capitals
Spelling:		<p><u>Word Study Spelling</u></p> <ul style="list-style-type: none"> Words ending with -ous plain, plane seen, scene ous endings: famous, various other words: answer, build, calendar, complete, consider, continue other words: answer, build, calendar, complete, consider, continue 	I can use the spelling rule: s spelled c before e, i and y		I can spell words Words ending with -ous		I can use homophones: plain, plane seen, scene	
Maths Year 4:	<p>Multiplication and Division B</p> <p>Length and Perimeter</p> <p>Fractions</p>		<p>Day 1: I can multiply a 2-digit number by a 1-digit number</p> <p>Day 2: I can multiply a 3-digit number by a 1-digit number</p> <p>Day 3: I can divide a 2-digit number by a 1-digit number (1)</p> <p>Day 4: I can divide a 2-digit number by a 1-digit number (2)</p> <p>Day 5:</p>	<p>Day 1: Correspondence problems</p> <p>Day 2: Efficient multiplication</p> <p>Day 3: End of block assessment</p> <p><u>Length and perimeter</u></p> <p>Day 4: I can measure in kilometres and metres</p> <p>Day 5: I can understand Equivalent lengths (kilometres and metres)</p>	<p>Day 1: I can find the perimeter on a grid</p> <p>Day 2: I can find the perimeter of a rectangle</p> <p>Day 3: I can find the perimeter of rectilinear shapes</p> <p>Day 4: I can find missing lengths in rectilinear shapes</p> <p>Day 5: I can calculate the perimeter of rectilinear shapes</p>	<p>Day 1: I can find the perimeter of regular polygons</p> <p>Day 2: I can find the perimeter of polygons</p> <p>Day 3: End of unit assessment</p> <p><u>Fractions</u></p> <p>Day 4: I can understand the whole</p> <p>Day 5: I can count beyond 1</p>	<p>Day 1: I can partition a mixed number</p> <p>Day 2: I can use number lines with mixed numbers</p> <p>Day 3: I can compare and order mixed numbers</p> <p>Day 4: I can understand improper fractions</p> <p>Day 5: I can convert mixed numbers to improper fractions</p>	<p>Day 1: I can convert improper fractions to mixed numbers</p> <p>Day 2: The 2 Johns workshop</p> <p>Day 3: I can find equivalent fractions on a number line</p> <p>Day 4: I can find equivalent fraction families</p> <p>Day 5: I can add two or more fractions</p>

			I can divide a 3-digit number by a 1-digit number					
Geography:	Plants of the world	<p>Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas.</p> <p>Describe geographical similarities and differences between countries.</p>	To be able to identify the location of plants around the world.	To explore what biomes are and identify major biomes around the world.	Exploring how plants survive in extreme environments.	To explore the role of plants in agriculture.	To explore ways in which humans use plants.	To investigate the plants found in mega-diverse countries.
Science:	States of matter	<p>-asking relevant questions and using different types of scientific enquiries to answer them</p> <p>- making systematic and careful observations and, where appropriate, taking accurate</p> <p>-gathering, recording, classifying and presenting data in a variety of ways to help in answering questions</p> <p>-reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions</p> <p>-using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions</p> <p>- identifying differences, similarities or changes related to simple scientific ideas and processes</p> <p>- using straightforward scientific evidence to answer questions or to support their findings.</p>	Lesson 1 - I can sort and describe materials.	Lesson 2 - I can investigate gases and explain their properties.	Lesson 3 - I can investigate materials as they change state.	Lesson 4 - I can explore how water changes state	Lesson 5 - I can investigate how water evaporates.	Lesson 6 - I can identify and describe the different stages of the water cycle.
Art	<p>To develop ideas</p> <p>To take inspiration from the greats: Katsushika Hokusai.</p> <p>Printing: Mountain/landscape from another country</p>	<p>Printing: Katsushika Hokusai. Mountain/landscape from another country</p> <p>To take inspiration from the greats (classic and modern)</p>	To find out about Katsushika Hokusai discuss pictures by Japanese artists	To know where Mount Fuji is, and to be able to create a sketch of it.	Trip: River Crouch	To create artwork based on Hokusai's style	To use print to replicate my river drawing	To be able to create a print of my own design.

		<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. <p>To develop ideas</p> <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.• Comment on artworks using visual language. <p>Printing</p> <ul style="list-style-type: none">• Use layers of two or more colours.• Replicate patterns observed in natural or built environments.• Make printing blocks (e.g. from coiled string glued to a block).• Make precise repeating patterns						
Computing	Computer Systems and Networks 4	<p>The children will explore how technology can help us work, collaborate and communicate effectively in our daily lives. The steps in this unit are designed to build on children's understanding of networks, communication technology and the impact that the invention of the Internet has had on communication and collaboration.</p>	<p>Step 1: To recognise the changes in communication technology.</p> <p>To understand how communication technology has become more effective over time.</p>	<p>Step 2: To understand how digital devices can change the way we work.</p>	<p>Step 3: To understand how networks help us to communicate and collaborate.</p>	<p>Step 4: To understand the key skills for effective communication and collaboration.</p>	<p>Step 5: To use online software to communicate and collaborate.</p>	<p>Safer Internet Day Safer Internet Day 2026 will take place on the 10th of February 2026, with celebrations and learning based around the theme 'Smart tech, safe choices – Exploring the safe and responsible use of AI'.</p>

Music:	Rodeo - Hoedown by Aaron Copland	<p>-Listen and reflect on a piece of orchestral music</p> <p>-create their own piece of music using instruments and voice</p> <p>-perform as an ensemble</p> <p>-learn musical language appropriate to the task</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Listen with attention to detail and recall sounds with increasing aural memory.</p> <p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression</p> <p>Improvise and compose music for a range of purposes using the interrelated dimensions of music</p>
MfL:	Les fruits (Fruits)	<p>In this unit the children will learn how to: Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p>	<p>To introduce the aim of the unit "Les fruits". In this lesson, pupils will learn how to name (with accurate pronunciation) and remember the first five (of a total of ten) fruits in French. The next lesson will focus on the remaining five.</p>	<p>Five more nouns for fruits in French using 'Les fruits (2)' PowerPoint.</p>	<p>To move from singular noun to plural noun and consolidate all ten fruits in French using the 'Les fruits 3' PowerPoint.</p>	<p>Develop further linguistic progression by learning how to formulate a simple opinion on fruits using "J'aime..." ("I like...") plus a fruit. Use the 'Les fruits 4' PowerPoint provided in your resources.</p>	<p>The children will be introduced to the negative opinion "Je n'aime pas..." ("I do not like...") with the extra opportunity to also learn the question "Est-ce que tu aimes...?" ("Do you like...?") They can use this new language to perform a short, simple role play. Use the 'Les fruits (5)' PowerPoint provided in your resources.</p>	<p>To revise all language covered in this unit and complete assessment materials.</p>
Indoor PE	Y4 Dance - Get Set 4 PE	<p>Physical: actions, dynamics, space, relationships Social: co-operation, communication, inclusion, collaboration Emotional: confidence, empathy, determination Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</p>	<p>LESSON 1 THEME: The Spy To copy and create actions in response to an idea and be able to adapt this using changes of space.</p>	<p>LESSON 2 THEME: The Spy To choose actions which relate to the theme.</p>	<p>LESSON 3 THEME: The Spy To develop a dance using matching and mirroring.</p>	<p>LESSON 4 THEME: States of matter To understand how dynamics, space and relationships can be used to represent a state of matter</p>	<p>LESSON 5 THEME: States of matter To use actions, dynamics, space and relationships to represent a state of matter</p>	<p>LESSON 6 THEME: States of matter To order and structure phrases to create a dance performance.</p>
Outdoor PE	Y3/4 Netball - Get Set 4 PE	<p>Physical: Passing Catching Footwork Intercepting Shooting Social: Working safely Communication Collaboration Honesty and fair play Emotional: Perseverance Thinking: Planning strategies and using tactics Observing and providing feedback</p>	<p>To develop passing and moving and play within the footwork rule.</p>	<p>To develop passing and moving towards a goal.</p>	<p>To develop movement skills to lose a defender.</p>	<p>To be able to defend an opponent and try to win the ball.</p>	<p>To develop the shooting action.</p>	<p>To develop playing using netball rules.</p>

PSHCE:	<p>Living in the Wider world</p> <p>Belonging to a community What makes a community; shared responsibilities</p> <p>Media literacy and Digital resilience How data is shared and used</p>	<p>Living in the Wider world</p> <p>the meaning and benefits of living in a community</p> <ul style="list-style-type: none">• to recognise that they belong to different communities as well as the school community• about the different groups that make up and contribute to a community about the individuals and groups that help the local community, including through volunteering and work• how to show compassion towards others in need and the shared responsibilities of caring for them <p>Media literacy and Digital resilience</p> <p>that everything shared online has a digital footprint that organisations can use personal information to encourage people to buy things</p> <ul style="list-style-type: none">• to recognise what online adverts look like• to compare content shared for factual purposes and for advertising• why people might choose to buy or not buy something online e.g. from seeing an advert <p>that search results are ordered based on the popularity of the website and that this can affect what information people access</p>	I can understand what a community is	I can find out about people who help the local community	I can show compassion to others in need	I can understand that anything shared online has a digital footprint	I can understand how online adverts work	<p>I can compare content shared for factual purposes and for advertising</p> <p>No outsiders: Beegu By Alexis Deacon To be welcoming</p>
RE:	<p>How do/have religious groups contribute to society and culture?</p> <p>Hindu, Christian</p> <p>Human and Social Science</p>	<ul style="list-style-type: none">• Describe ways in which the Christian beliefs in God's compassion for the poor and the value of all people as equal in God's sight impact on and influence individual lives, communities and society.		I can outline the concept of compassion and its importance within Christianity	I can examine the connection between Dharma and compassion within the Hindu faith	I can investigate the charitable contribution of a local religious group	I can evaluate how religious faith and beliefs have impacted individual's actions	I can compose a text that explains the contribution of different religions to society

		<ul style="list-style-type: none"> Describe ways in which dharma impacts on and influences Hindu life and society. Describe some of the varying ways in which religious beliefs are practised both locally and nationally with reference to Christianity and Hinduism. Identify ways in which beliefs might make a Christian or Hindu think about how they live their life. 							
Trips, visitors and experiences:	<ul style="list-style-type: none"> 10th February - Safer Internet Day Children's Mental Health Week: 9th - 15th February Trip to River Crouch (Hokusai drawings: Art) Week beginning: 15th January 								
Shared learning:	<p style="text-align: center;">River walk Printing</p>								
Outcome/final pieces:	<p style="text-align: center;">Printing</p>								