

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

Term: Summer 1 2026
Theme: Marvellous Mexico

	Unit	Skills	Week 1 objectives and brief outline of learning 13.04.26	Week 2 objectives and brief outline of learning 20.04.26 2 day week (Residential)	Week 3 objectives and brief outline of learning 27.04.26	Week 4 objectives and brief outline of learning 04.05.26 4 day week (Bank hol)	Week 5 objectives and brief outline of learning 11.05.26	Week 6 objectives and brief outline of learning 18.05.26 4 day week (Inset day Friday)
English Writing:	<p>Wishing Story The King of the Fishes</p> <p>Discussion Balanced argument Healthy eating</p>		<p>Day 1: I can understand that I need to see both points of views during a discussion.</p> <p>Day 2: I can identify the difference between persuasion and discussion.</p> <p>Day 3: I can understand the underlying structure of a discussion text.</p> <p>Day 4: I can expand on a point during a discussion.</p> <p>Day 5: I can verbally hold a discussion.</p>	<p>Overstrand</p> <p>Day 1: I can plan my discussion text.</p> <p>Day 2: I can model write a discussion text.</p>	<p>Day 1: I can model write a discussion text.</p> <p>Day 2: I can edit and improve/top copy.</p> <p>Day 3: I can top copy my discussion text.</p> <p>Day 4: I can read and enjoy a wishing story.</p> <p>Day 5: I can create a story map based on the text.</p>	<p>Day 1: I can create a toolkit for a wishing story (Character focus.)</p> <p>Day 2: I can write some expanded noun phrases.</p> <p>Day 3: I can draw and write about my character using high level vocabulary.</p> <p>Day 4: Focussed write.</p>	<p>Day 1: I can plan my wishing story.</p> <p>Day 2: I can model write a wishing story.</p> <p>Day 3: I can model write a wishing story.</p> <p>Day 4: I can model write a wishing story.</p> <p>Day 5: I can edit and improve.</p>	<p>Day 1: I can plan my wishing story.</p> <p>Day 2: Hot write: Wishing story.</p> <p>Day 3: Hot write: Wishing story.</p> <p>Day 4: I can edit and improve.</p>
Reading:	The Velveteen Rabbit- Margary Williams	<ul style="list-style-type: none"> Reading comprehension: retrieval, inference, prediction, sequencing Vocabulary development: descriptive adjectives, emotional language Discussion & reasoning: character traits, themes of friendship and love 	<p>Day 1: I can understand the setting and main characters.</p> <p>Day 2: I can understand and use key vocabulary in context.</p> <p>Day 3: I can locate information in the text to answer literal questions.</p> <p>Day 4: I can make predictions based on evidence from the text.</p> <p>Day 5: I can identify character emotions using</p>	<p>Day 1: Kingswood recount</p> <p>Day 2: Kingswood diary entry</p>	<p>Day 1: I can summarise early events in a story.</p> <p>Day 2: I can discuss the significance of toys in the story.</p> <p>Day 3: I can sequence events logically.</p> <p>Day 4: I can make predications using evidence from the text.</p> <p>Day 5: I can visualise and describe the nursery and garden.</p>	<p>Day 1: I can infer traits and motivations of secondary Characters.</p> <p>Day 2: I can develop reasoning skills through discussion.</p> <p>Day 3: I can locate information about events and character actions.</p> <p>Day 4: I can understand words related to emotion and transformation.</p>	<p>Day 1: I can identify and discuss key themes.</p> <p>Day 2: I can summarise key ideas about love and loyalty.</p> <p>Day 3: I can predict events near the end of the story.</p> <p>Day 4: I can infer feelings of characters during key events.</p> <p>Day 5: I can analyse descriptive and emotive language.</p>	<p>Day 1: I can describe changes in the Rabbits personality.</p> <p>Day 2: I can complete an AR quiz.</p> <p>Day 3: Consolidation</p> <p>Day 4: Consolidation</p>

		<ul style="list-style-type: none"> • Summarising & reflection: understanding growth and transformation • Oracy skills: hot seating, role play, presentations 	textual clues.					
Class Reader:			The Velveteen Rabbit					
Handwriting	Penpals Year 4		Unit 18 Improving fluency	Overstrand	Unit 19 Speed and fluency	Unit 21 Consistency of size	Unit 22 Proportion	Unit 23 Spacing between letters and words
Y4 Spelling:				Overstrand	Long I spelled y in initial and medial positions of word.			INSET
Maths:			Money Day 1: I can write money using decimals Day 2: I can convert between pounds and pence Day 3: I can compare amounts of money Day 4: I can estimate with money Day 5: I can calculate with money	2 lessons Day 1: Overstrand Day 2: Overstrand Day 3: Overstrand Day 4: I can solve problems with money Day 5: End of block assessment	Day 1: I can understand the relationship between years, months, weeks and days Time Day 2: I can understand the relationship between hours, minutes and seconds Day 3: I can convert between analogue and digital times Day 4: I can convert to the 24 hour clock Day 5: I can convert from the 24 hour clock	4 lessons Day 2: End of block assessment Day 3: I can understand angles as turns Shape Day 4: I can identify angles Day 5: I can compare and order angles	Day 1: I can explore triangles Day 2: I can explore quadrilaterals Day 3: I can explore polygons Day 4: I can explore lines of symmetry Day 5: I can complete a symmetric figure	4 lessons Day 1: End of block assessment Day 2: I can interpret charts Day 3: I can use comparison, sum and difference Day 4: Consolidation
Geography:	Mexico	- Locational knowledge - locate the world's countries, using maps to focus on Europe (including the location of Russia) - Place Knowledge - understand geographical similarities and differences through the study of human and physical geography of a region of the United	To compare and contrast Mexico and the United Kingdom	Overstrand	I can show I know where Mexico is in the world	I can show I know about the weather and climate of Mexico.	To know about the physical geography of Mexico	To know about Mexican culture

		<p>Kingdom, a region in a European country.</p> <ul style="list-style-type: none"> - Ask and answer geographical questions about the physical and human characteristics of a location. • Explain own views about locations, giving reasons. • Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. - Describe geographical similarities and differences between countries. 						
Science:	Animals including humans	<ul style="list-style-type: none"> -asking relevant questions and using different types of scientific enquiries to answer them - making systematic and careful observations and, where appropriate, taking accurate -gathering, recording, classifying and presenting data in a variety of ways to help in answering questions -reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions -using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identifying differences, similarities or changes related to simple scientific ideas and processes - using straightforward scientific evidence to answer questions or to support their 	To discuss how to keep teeth healthy; plan and set up an investigation into tooth decay.	Overstrand	To draw conclusions from an investigation about keeping teeth healthy and to identify and examine different types of teeth.	To identify the parts of the digestive system and their function.	To demonstrate and explain the process of digestion.	To compare the teeth of different animals and link this with their role in a food chain.

		findings.						
Art & Design	To develop ideas Textiles: Felt Books- Keeping Healthy	<ul style="list-style-type: none"> • Shape and stitch materials. • Use basic cross stitch and back stitch. • Colour fabric. • Create weavings. • Quilt, pad and gather fabric. 	I can learn about the properties and uses of a range of different fabrics	Overstrand	I can explore and practise different sewing stitches	I can design a felt book about keeping healthy	I can make a felt book	I can make a felt book I can evaluate
Computing:	Scratch questions and quizzes	<p>Use specified screen coordinates to control movement.</p> <p>Set the appearance of objects and create sequences of changes.</p> <p>Specify conditions to trigger events.</p> <p>Use IF THEN conditions to control events or objects.</p>	To understand how to use and compare different types of quizzes.	To be able to use duplication and sequencing to create a short quiz.	To be able to make a quiz more visually appealing by adding backdrops and changing sprites.	To use special effects, sounds and scores to enhance a quiz.	To add additional features to complete a multiplication quiz.	To review a multiplication quiz.
Music:	Expression and improvisation	Singing and listening are at the heart of each lesson. Play, improvise and compose using a selection of these notes: C, D, E, F, F#, G, A, B b , B	Step 1 - Train is A-Comin' (Part 1)	Overstrand	Step 2 - Train Is A-Comin' (Part 2)	Step 3 - Oh Happy Day (Part 1)	Step 4 - Oh Happy Day (part 2)	Step 5 - A world full of sound
RE:	What do we mean by truth? Is seeing believing? Multi, Sikh Philosophy	<ul style="list-style-type: none"> • Describe different philosophical answers to questions relating to meaning and existence including God as truth and the concept of pantheism. • Begin to use philosophical vocabulary when discussing issues relating to truth, reality and knowledge such as axiom and proof. 	I can examine the principles of truth and belief.	Overstrand	I can identify similarities between beliefs of different religions	I can compare and contrast differences between religious beliefs, practises and rituals Planning stage	I can compare and contrast differences between religious beliefs, practises and rituals Writing explanation text	I can compare and contrast differences between religious beliefs, practises and rituals Writing explanation text

		<ul style="list-style-type: none"> Give reasons for more than one point of view, providing pieces of evidence to support these views using the work of philosophers and truth claims from sacred texts 						
Swimming	Beginners:	<p>Physical: submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position</p> <p>Social: communication, support and encourage others, keep myself and others safe, collaboration,</p> <p>Emotional: confidence, honesty, determination, independence, perseverance</p> <p>Thinking: comprehension, observe and provide feedback, tactics, select and apply skills</p>	<p>LESSON 1 To develop an understanding of buoyancy and balance in the water.</p>	<p>LESSON 2 To develop independent movement and submersion.</p>	<p>LESSON 3 To develop gliding and crawl legs.</p>	<p>LESSON 4 To develop front crawl breathing.</p>	<p>LESSON 5 To develop gliding and backstroke.</p>	<p>LESSON 6 To develop rotation, sculling and treading water.</p>
	Advanced:		<p>LESSON 1 To develop rotation, sculling and treading water.</p>	<p>LESSON 2 To develop surface dives, submersion and handstands.</p>	<p>LESSON 3 To develop head above water breaststroke technique.</p>	<p>LESSON 4 To develop head above water breaststroke technique.</p>	<p>LESSON 5 To develop basic skills in water safety and floating.</p>	<p>LESSON 6 To develop water safety skills and an understanding of personal survival.</p>

PSHCE:	Health and Wellbeing Physical health and Mental wellbeing Maintaining a balanced lifestyle; oral hygiene and dental care Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Physical health and Mental wellbeing To identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally That common illnesses can be quickly and easily treated with the right care e.g.visiting the doctor when necessary How to maintain oral hygiene and dental health, including how to brush and floss correctly The importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health How to identify external genitalia and reproductive organs	I can understand how to keep healthy	Overstrand	I can spot signs of physical illness	I can understand how to keep my teeth clean	I can name parts of my body	No outsiders: The Hueys in the New Jumper by Oliver Jeffers To recognise and help an outsider
French	Les Saison	<ul style="list-style-type: none"> • Name, recognise and remember all four seasons in French. • Say which is our favourite season in French. • Say why it is our favourite season in French. • Start to recognise and use the conjunction 'et' (and) in our spoken and written responses. 	Lesson 1		Lesson 2	Lesson 3	Lesson 4	Assessment

**Trips, visitors
and
experiences:**

- Year 4 Overstrand