

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

**Term: Summer 2 2025
Theme: Healthy me**

| | Unit | Skills | Week 1 objectives and brief outline of learning 01.06.2026 | Week 2 objectives and brief outline of learning 08.06.2026 | Week 3 objectives and brief outline of learning 15.06.2026 | Week 4 objectives and brief outline of learning 22.06.2026 | Week 5 objectives and brief outline of learning 29.06.2026 | Week 6 objectives and brief outline of learning 06.07.2026 | Week 7 objectives and brief outline of learning 13.07.2026 |
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| | | | MTC Rehearsal - 2nd Colchester Zoo - 4th Battle of the bands - 5th | MTC - 9th | Assessment week 1 | Assessment week 2 Jump up day - 26th | Sports day - 1st July | 6th July Districts | |

Wow start: **Joe Wicks Fitness workout**
[8 Minute SPIN THE WHEEL Kids Workout | The Body Coach TV](#)

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| English Writing: | Suspense Story Red Eye Explanation How to be healthy | 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 inform Text Features Paragraphs used to group related ideas Subheadings to label content Other Style Ideas May be built around a key image Use techniques to highlight key words (bold, underline, etc.) Grammar and Sentences Use subordinating conjunctions to join clauses, including | Day 1: We are learning how to write sentences in both the simple past tense and its present perfect form | Day 1: I can find the features of a suspense story. | Day 1: Reading paper | Day 1: I can plan my Suspense story | Day 1: I can understand the underlying structure of an explanation text. | Day 1: Modelled Write and layout. | Day 1: Create Powerpoint |
| | | | Day 2: Drama Session | Day 2: I can box up my suspense story. | Day 2: Modelled Write suspense story | Day 2: Hot Write: Suspense story | Day 2: I can create a toolkit. | Day 2: Modelled Write and layout. | Day 2: Create Powerpoint |
| | | | Day 3: I can recite the text with a story map | Day 3: I can write a 5 sentence suspense story. | Day 3: Top copy | Day 3: Hot Write: Suspense Story | Day 3: I can research how to keep our bodies healthy. | Day 3: Modelled write and layout. | Day 3: Share powerpoint with class |
| | | | Day 4: Colchester Zoo | Day 4: Modelled Write: Suspense Story | Day 4: I can gather vocabulary | Day 4: I can edit my Suspense story | Day 4: I can plan my explanation text. | Day 4: Past and Present perfect tense | Day 4: GPS revision |
| | | | Day 5: I can understand the underlying structure of a suspense story. | Day 5: Modelled Write: Suspense story | Day 5: | Day 5: Jump up day | | Day 5: Storyboard- Powerpoint | Day 5: Transition Booklet |

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| | | <p>as openers, Use expanded noun phrases to inform, Use commas to separate adjectives in a list, Use relative clauses to add further detail Begin to use present perfect tense to place events in time,</p> <p>Adverbials First Firstly Before After Later Soon Also In addition However</p> <p>Conjunctions when before after while because if</p> <p>Punctuation Content Consolidate four main punctuation marks (. , ! ?) Use capital letters for proper nouns Use commas to mark fronted adverbials Use commas to mark subordinate clauses Use inverted commas for direct speech Use bullet points to list items</p> | | | | | | | |
| Reading | <p>Text: Fitter, Healthier, Happier: Your Guide to a Healthy Body and Mind – Joe Wicks</p> <p>Focus: Chapters/sections on fitness, nutrition, sleep, mental health, and lifestyle tips</p> | <ul style="list-style-type: none"> Develop reading comprehension skills through retrieval, prediction, inference and summarising of non-fiction texts Compare information from the text | <p>Day 1 Read Pages</p> <p>Day 2 I can identify what the book is about and who it is written for.</p> <p>Day 3 I can understand and use key vocabulary related to health and</p> | <p>Day 1 Read Pages</p> <p>Day 2 I can infer why certain exercises are recommended for children.</p> <p>Day 3 I can understand and apply vocabulary</p> | <p>Day 1 Read Pages</p> <p>Day 2 I can retrieve information about healthy foods from the text</p> <p>Day 3 I can infer why some foods help with energy</p> | <p>Day 1 Read Pages</p> <p>Day 2 I can retrieve key tips about sleep and relaxation.</p> <p>Day 3 I can infer why sleep is important for learning and wellbeing.</p> | <p>Day 1 Read Pages</p> <p>Day 2 I can retrieve information about healthy daily habits.</p> <p>Day 3 I can infer how habits affect both body and mind.</p> | <p>Day 1 Read Pages</p> <p>Day 2 I can summarise key ideas from across the whole text.</p> <p>Day 3 I can ask and answer questions in a role.</p> | <p>Day 1 I can present my ideas clearly to an audience.</p> <p>Day 2 AR Quiz</p> <p>Consolidation</p> |

- with personal experience and prior knowledge
- Build and apply subject-specific vocabulary linked to fitness, nutrition, sleep and mental wellbeing
 - Participate in structured discussion, asking and answering questions and justifying ideas with evidence
 - Explore authorial choices in non-fiction texts, including layout, headings, diagrams and tips
 - Develop higher-order thinking by evaluating advice and understanding cause and effect
 - Strengthen writing through reading by producing clear explanations, lists and concise summaries
 - Apply learning to real-life contexts through reflection on healthy lifestyle choices and personal wellbeing

wellbeing.
**Colchester Zoo
 Battle of the Bands**

related to fitness.

Day 4
 I can compare information from a text with my own experiences.

Day 5
 I can explain why exercise is important for physical and mental health.

and focus.

Day 4
 I can understand and use nutrition-related vocabulary accurately.

Day 5
 I can discuss possible changes to my diet using evidence from a text..

Day 4
 I can understand vocabulary linked to mental health and wellbeing.

Day 5
 I can summarise key ideas clearly and concisely.

Day 4
 I can compare advice from a text with my own routine.

Day 5
 I can explain the author's purpose and text organisation.

Day 4
 I can reflect on which healthy habits I could apply in my own life.

Day 5
 I can create a healthy lifestyle plan inspired by a text.

Fitter, Healthier, Happier! : Your Guide to a Healthy Body and Mind - Joe Wicks



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| Class Reader: | | | <p>Fitter, Healthier, Happier! : Your Guide to a Healthy Body and Mind - Joe Wicks</p>  | | | | | | |
| Handwriting | Penpals Year 4 | | Unit 14: Proportion of letters | | Unit 15: Spacing between letters | | Unit 16: Spacing between words | | Unit 17: Writing at speed |
| Y4 Spelling: | | | | Prefixes: re, ir, im | | Year 3/4 word list including: learn, length, material, minute, natural, often, particular, peculiar, perhaps, popular, potatoes, promise, purpose | | K spelled 'ch' | |
| Maths: | | | <p>Day 1: I can interpret charts</p> <p>Day 2: I can use comparison, sum and difference</p> <p>Day 3: I can interpret line graphs</p> <p>Day 4: I can draw line graphs</p> | <p>Day 1: End of block assessment Position and direction</p> <p>Day 2: I can describe position using coordinates</p> <p>Day 3: I can plot coordinate</p> <p>Day 4: I can draw 2-D shapes on a grid</p> <p>Day 5: I can translate on a grid</p> | <p>Assessment Week</p> <p>Day 1: Revision</p> <p>Day 2: Arithmetic paper</p> <p>Day 3: Paper 2: Reasoning</p> <p>Day 4: Paper 3: Reasoning</p> <p>Day 5: I can describe translation on a grid</p> | <p>Day 1: End of unit assessment</p> <p>Day 2: Diagnostic Test</p> <p>Day 3: Consolidation</p> <p>Day 4: Consolidation</p> <p>Day 5: Consolidation</p> | Re-cap | Re-cap | Re-cap |
| History | <p>A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066:</p> <p>Leisure and entertainment in the 20th Century</p> | https://docs.google.com/document/d/14AO0x6wbMfnINUmkhFjJhWW02FL6x4cLBfu2wrPeL2s/edit?tab=t.0 | To investigate trends of time of how people spent their holidays during the 20th century. | To explore key events and changes in sport in the 20th century. | To research how music influenced people's experiences in the 20th century. | To discuss the significance of television in people's lives in the 20th century. | information. To explore the impact of leisure and entertainment on people's lives in the 20th century | | |
| Science: | Living things and their habitats | -asking relevant questions and using different types of scientific enquiries | To group living things in a variety of ways based on their | Recognise that living things can be grouped in a variety of ways. | To make careful observations in order to classify invertebrate species. | To develop criteria to identify, group and classify a range of | To conduct observations in order to analyse positive and negative influences on | To use scientific evidence to answer questions about | |

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| | | <p>to answer them</p> <ul style="list-style-type: none"> - 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 findings. | <p>similarities and differences.</p> | <p>Identify groups and classify things, using simple keys when appropriate.</p> | | <p>animal species using classification keys.</p> | <p>living things in our local environment.</p> | <p>endangered living things</p> | |
| D&T | <p>To design, make, evaluate, improve</p> <p>To take inspiration throughout design history</p> <p>Cooking: Making a pasta salad.</p> | <ul style="list-style-type: none"> - Prepare ingredients hygienically using appropriate utensils. - Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking). | | <p>Lesson 1</p> <p>I can recognise healthy foods.</p> | <p>Lesson 2</p> <p>I can plan/design a healthy pasta dish</p> | <p>Lesson 3</p> <p>I can make my own healthy pasta dish</p> | <p>Lesson 4</p> <p>I can evaluate my healthy pasta dish.</p> | | |

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| | | - Improve upon existing designs, giving reasons for choices. | | | | | | | |
| Computing: | Physical Computing 2 Physical Co... | Physical Computing 2 is designed to give children a basic understanding of the BBC micro:bit and how it can be used to create simple programs that interact with the physical world. Tech She Can: Tech for Money | | To know what is meant by physical computing. To know what the micro:bit is and explain some of its features. To know how to use the MakeCode editor to create a basic program for the micro:bit. | To investigate ways to start simple programs for the micro:bit. | To create simple programs for the micro:bit including repetition. To be able to connect a micro:bit to a digital device and flash a program to it. | To create simple programs for the micro:bit using sequence, repetition and selection. | To design and create a simple program for the micro:bit. | Tech she can lesson 2- Tech for Money. |
| Music: | The show must go on! | Listening Finding and keeping a steady beat Copy-back Improvisation Singing Playing instruments Reading notation Pulse/beat Rhythm Pitch Tempo Dynamics | Step 1 - You can see it through (part 1) | Ukulele Lesson 1 | Ukulele Lesson 2 | Ukulele Lesson 3 | Ukulele Lesson 4 | Ukulele Lesson 5 | Ukulele Lesson 6 |
| MFL: | Ma Famille (My Family) | Use the nouns and articles/determiners for family members in French. Move from using the article/determiner 'the' with a family member to using the possessive adjective 'my' in French. Answer the question 'As-tu des frères et sœurs?' (Do you have any brothers or sisters?) in French. Introduce family members in French, using 'il/elle s'appelle (he/she is called). Use my knowledge of larger numbers in French | To recognise, recall and spell different family members with the correct definite article/determiner in the foreign language. | To consolidate the nouns and definite articles/determiners for family members and will also learn how to use the possessive adjective 'my' in the foreign language with increasing accuracy. | To learn how to ask and answer the question 'do you have any siblings?' in the foreign language. | To consolidate the language needed to introduce their own/fictitious family members in the foreign language. This will involve moving from 1st person singular 'my name is' to 3rd person singular 'he/she is called'. | To be introduced to numbers 1-69 in the foreign language and will use this knowledge to be able to say how old their own/fictitious family members are. Numbers 70-100 are explored in the Challenge Section. | To revise and consolidate all language covered in the unit and complete the end of unit assessment. | End of topic assessment |

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| | | to be able to describe the age of family members. | | | | | | | |
| RE: | Philosophy Lens - thinking through thinking Enquiry: What does sacrifice mean? | Describe different philosophical and theological answers to questions about sacrifice Identify ways in which beliefs about sacrifice influence the ways Christians and Muslims see the world Identify ways in which beliefs about sacrifice impact the actions of Christians and Muslims Give reasons for more than one point of view on the importance of sacrifice, providing pieces of the evidence to support these views in both philosophy and sacred texts. | I can examine the concept of sacrifice | I can outline the importance of sacrifice to Muslims and Jews | I can identify how beliefs about sacrifice impact the actions of Christians | I can evaluate the approach to altruism and charity in Humanism | I can summarise the meaning of sacrifice in different faiths and worldviews | Catch up lesson | |
| PE | Athletics | Physical: <ul style="list-style-type: none"> pace sprint, jump for distance throw for distance Social: <ul style="list-style-type: none"> collaboration leadership Emotional: <ul style="list-style-type: none"> perseverance determination honesty, Thinking: <ul style="list-style-type: none"> reflection observing providing feedback exploring ideas comprehension | Competitive sports for Sports Day | LESSON 1 To develop stamina and an understanding of speed and pace in relation to distance. | Turtle catch up swimming LESSON 2 To develop power and speed in the sprinting technique. | Sports Day Practice | LESSON 3 To develop technique when jumping for distance. | LESSON 4 To develop power and technique when throwing for distance. Recovery position (1st Aid) | LESSON 5 To develop a pull throw for distance and accuracy. |

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| PE | Crickets | Physical: <ul style="list-style-type: none"> • underarm and overarm throwing, • overarm bowling, • batting • two handed pick up, • short barrier Social: <ul style="list-style-type: none"> • collaboration • communicatio • respect Emotional: <ul style="list-style-type: none"> • perseverance • honesty • determination Thinking: <ul style="list-style-type: none"> • observing • providing feedback, • applying strategies | Competitive sports for Sports Day | LESSON 1 To develop overarm and underarm throwing and apply these to a striking and fielding game. | Turtle catch up Swimming LESSON 2 To develop bowling technique and learn the rules of the skill within this game. | Sports Day Practice | LESSON 3 To develop batting technique and understand where to hit the ball. | LESSON 4 To develop fielding techniques and apply them to game situations. | LESSON 5 To play different roles in a game and begin to think tactically about each role. |
| PSHCE: | Health and wellbeing Growing and changing Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty Medicines and household products; drugs common to everyday life 1st Aid | Growing and Changing about the physical and emotional changes during puberty <ul style="list-style-type: none"> • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help | I can name parts of my body | I can understand how to use medicines and household products correctly | I can learn how to make a clear and efficient call to emergency services if necessary (1st Aid Lesson 1) | I can understand what 'drugs' are (1st Aid lesson 2) Recovery Position (1st Aid Lesson 3) | I can understand changes which happen during puberty I can learn about biological changes that happen during puberty | I can understand the importance of personal hygiene during puberty I can understand emotional changes during puberty | I can learn how to help someone having an asthma attack |

and advice about
puberty

No outsiders:
New book on LTP

Keeping Safe

the importance of
taking medicines
correctly and using
household products
safely

- to recognise what
is meant by a 'drug'
- that drugs
common to
everyday life (e.g.
cigarettes,
e-cigarettes/vaping,
alcohol and
medicines) can
affect health and
wellbeing
- to identify some of
the effects related
to different drugs
and that all drugs,
including
medicines, may
have side effects
- to identify some of
the risks associated
with drugs common
to everyday life
- that for some
people using drugs
can become a habit
which is difficult to
break
- how to ask for
help or advice

**Trips,
visitors and
experiences:**

- Districts
- Sports Day
- Jump up Day
- French day