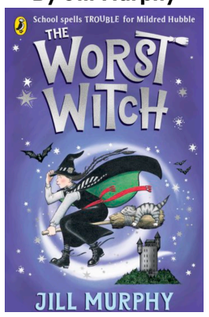
Riverside Primary School
Medium-Term Curriculum Plan
2026-2027
LKS2

Term: Autumn 2 2026
Theme: Bright sparks!

	Unit	Skills	Week 1 objectives and brief outline of learning 02.11.26	Week 2 objectives and brief outline of learning 09.11.26	Week 3 objectives and brief outline of learning 16.11.26 (4 day week)	Week 4 objectives and brief outline of learning 24.11.26 (4 day week)	Week 5 objectives and brief outline of learning 30.11.26	Week 6 objectives and brief outline of learning 07.12.26	Week 7 objectives and brief outline of learning 15.12.26 Christmas productions
Wow start:	Human circuits using energy stick								
English **Writing:**	**Writing to entertain** The Old Warehouse Warning story Focus on Action **Writing to inform** Explanation text: Goblinology	**Riverside Sentence Types:** **Year 4** **Grammar and Sentences** **Adverbials** **Conjunctions** **Punctuation Content** **Writing to entertain Grammar and Sentences** **Adverbials** **Conjunctions** **Punctuation Content** See T4W Teaching sequence T4W	**Imitation Stage** **Day 1:** I can learn the text **Day 2:** Retell and box up **Day 3:** Paragraphs **Day 4:** Contrasting character **Day 5:** Fronted adverbials	**Innovation Stage** **Day 6:** Expanded noun phrases **Day 7:** Subordination - connecting ideas **Day 8:** Direct speech **Day 7:** Escalating danger **Day 8:** Plan and rehearse	**Innovation Stage** **Day 9:** Modelled write **Day 10:** Modelled write **Independent Stage** **Day 11:** Independent plan **Day 12:** Hot write	**Independent Stage** **Day 13:** Hot write **Day 14:** I can edit and improve **Imitation Stage** **Day 1:** I can explore explanation texts **Day 2:** I can learn the text *Drama session*	**Imitation Stage** **Day 3:** I can identify key vocab and understand the text type and purpose **Day 4:** I can explore the structure and the plot *Practical* **Day 5**: I can explore other texts and create a toolkit **Day 6:** I can plan an explanation text as a class **Day 7:** Modelled write	**Innovation Stage** **Day 8:** Modelled write **Day 9:** Modelled write **Day 10:** I can edit my work **Day 11:** Top copy **Day 12**.I can plan my explanation text	**Independent Stage** **Day 13:** Hot write **Day 14:** Hot write **Day 15:** I can edit and improve GPS consolidation

Reading	***The Worst Witch -*** *Jill Murphy*	**Prediction and Retrieval** **Vocabulary and Language** **Inference and Interpretation** **Response, Fluency, and Discussion**	Day 1: I can listen to and respond to a new story. Day 2: I can talk about characters and settings. Day 3: I can make predictions using evidence. Day 4: I can identify key events in a story. Day 5: I can explain my opinion about a text.	Day 1: Read Day 2: I can understand new vocabulary in context. Day 3: I can explain how words create meaning. Day 4: I can explore figurative language. Day 5: I can use discussion to deepen understanding.	Day 1: Read Day 2: I can infer a character's feelings. Day 3: I can infer motives from actions. Day 4: I can explain how events affect characters.	Day 1: Read Day 2: I can explore character development. Day 3: I can identify themes in the story. Day 4: I can compare characters.	Day 1: Read Day 2: I can retrieve key information from the text. Day 3: I can answer retrieval questions accurately. Day 4: I can sequence events correctly. Day 5: I can summarise a section of the text.	Day 1: I can read aloud with expressions. Day 2: I can discuss the message of the story. Day 3: I can justify opinions using evidence. Day 4: I can reflect on my reading journey. Day 5: I can retell the story confidently.	*Consolidation*
Class Reader:	**The Worst Witch** **By Jill Murphy**  								
Handwriting	**Penpals**		Unit 5: I can use break lesson: x, z Unit 6 Spacing in common exception words	Consolidate unit 5 and 6	inset	Unit 7: Consistent size of letters Unit 8: Relative size of capitals	Consolidate unit 7 and 8	Unit 9: Speed and fluency	Unit 10: End of term check
Y4 Spelling:	**Spelling shed**	**Objective: Suffixes & French Loan Digraphs**	**Step 7:** Suffixes '-ate' & '-ion' — information, vibration, decoration, donation, population, coronation, detonation, location, generation, illustration	**Step 8:** Suffixes '-ate' & '-ion' — adoration, admiration, observation, exploration, combination, preparation, determination, sensation, duration, registration	**Step 9:** Ending in '-ly' — sadly, completely, wildly, bravely, gently, foolishly, proudly, horribly, nervously, happily	**Step 10:** Ending in '-lly' — usually, finally, beautifully, thoughtfully, wonderfully, carefully, faithfully, peacefully, cruelly, generally	**Step 11:** 'ch' making /sh/ sound — chef, chalet, machine, brochure, parachute, chute, chaperone, chandelier, crochet, quiche	**Step 12:** Challenge Words — favourite, complete, continue, experiment, February, naughty, material, knowledge, remember, famous	*Consolidation*
Maths Year 4:	**Multiplication & Division**		Day 1: LO: I can use multiples of 3 Day 2: LO: I can use divide and multiply by 6	Day 1: L.O: I can Multiply and divide by 7 Day 2: L.O: I can recall 7 times-table and division facts	Day 1: L.O: I can Divide a number by 1 and itself Day 2: L.O: I can Multiply three numbers	Day 1: L.O: I can multiply by 10 Day 2: LO: I can recap rounding to the nearest 10, 100 and	Day 1: INSET Day 2: Arithmetic Day 3:Reasoning Paper 1	Day 1: Go through arithmetic paper Day 2: Go through reasoning paper 1	Day 1: L.O: Christmas maths Day 2: Christmas rehearsals Day 3: Christmas rehearsals

			Day 3: LO: I can use my 6 times-table and division facts Day 4: L.O: I can Multiply and divide by 7 Day 5: L.O: I can recall 7 times-table and division facts	Day 3: L.O: I can recall 11 times-table and division facts Day 4: L.O: I can recall 12 times-table and division facts Day 5: L.O: I can Multiply by 1 and 0	Day 3: End of block assessment Day 4: L.O: I can recognise factor pairs Day 5: L.O: I can use factor pairs	1000 Day 3: L.O: I can Multiply by 100 Day 4: L.O: I can divide by 10 and 100 Day 5: INSET	Day 4: Reasoning Paper 2 Day 5:Reading	Day 3: Go through reasoning paper 2 Day 4: L.O: I can divide by 100 Day 5: Production rehearsals	Day 4: Christmas production Day 5: Christmas Maths
Geography:	**Countries of the World**		Lesson 1 To be able to identify the continents of the world.	Lesson 2 To be able to locate countries on a world map.	Lesson 3 To find out about some of the key geographical features of each continent.	Lesson 4 To be able to locate major capital cities of the world.	Lesson 5 To be able to use a variety of sources to identify human and physical features in a particular country.	Lesson 6 To be able to find similarities and differences between different countries.	
Science:	**Electricity**	-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 findings.	To classify and present data, identifying common appliances that run on electricity.	To identify circuit components and build working circuits.	To investigate whether circuits are complete or incomplete.	To investigate which materials are electrical conductors or insulators.	To explain how a switch works in a circuit, build switches and report my findings.	To discuss and solve problems about electricity using reasoning skills.	
D&T:	To design, make, evaluate, improve To take inspiration throughout design history	**Electrical Christmas ornament/decoration.** **To design, make, evaluate and improve**	I can investigate a variety of lights.	I can create use Flowol4 to code a sequence of lights	I can create a product outline and a mood board	I can draw my design diagram	I can make my light up Christmas decoration I can re-think my design as needed	I can make my light up Christmas decoration I can re-think my design as needed	I can make my light up Christmas decoration I can re-think my design as needed

	Electricals and electronics: Christmas decoration	• Design with purpose by identifying opportunities to design. • Make products by working efficiently (such as by carefully selecting materials). • Refine work and techniques as work progresses, continually evaluating the product design. **To take inspiration from design throughout history** • Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs. • Improve upon existing designs, giving reasons for choices. • Use software to design and represent product designs. **Electrics and electronics** To master practical skills • Create series and parallel circuits							I can evaluate my light up Christmas decoration
Computing:	**Computer Systems and Networks 4** Computer Sys…	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.	**Step 1:** To recognise the changes in communication technology. To understand how communication technology has become more effective over time.	**Step 2:** To understand how digital devices can change the way we work.	**Step 3:** To understand how networks help us to communicate and collaborate.	**Step 4:** To understand the key skills for effective communication and collaboration.	**Step 5:** To use online software to communicate and collaborate.	**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'.	**Computer Systems and Networks 4**
Music:	**Charanga: Exploring feelings when you play**		Rehearse Xmas songs Looking in the mirror part 1	Rehearse Xmas songs Looking in the mirror part 2	Rehearse Xmas songs Take time in life part 1	Rehearse Xmas songs Take time in life part 2	Rehearse Xmas songs Scarborough Fair	Assessment checkpoint	Xmas productions

Ma Familie (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 be able to describe the age of family members.	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	
Aesthetic PE	**Year 4 Yoga - Get Set 4 PE** **GetSet4PE**		To explore connecting breath and movement.	To explore new yoga poses and begin to connect them.		To explore gratitude when remembering and repeating a yoga flow.	To develop flexibility and strength in a positive summer flow.	To develop flexibility and wellbeing in an individual yoga flow.	
Aesthetic PE	**Year 4 OAA - Get Set 4 PE** **GetSet4PE**	**Physical:** balance, run at speed, run over distance, coordination **Social:** communication, co-operation, collaboration **Emotional:** determination, resilience, honesty, trust, confidence **Thinking:** problem solving, evaluation, reflection, create, select and apply	LESSON 1 To develop cooperation and teamwork skills. .	LESSON 2 To orientate a map and navigate around a grid		LESSON 3 To develop observational skills, listening to others and following instructions.	LESSON 4 To develop trust whilst listening to others and following instructions.	LESSON 5 To be able to identify, draw and follow a simple map.	
PSHCE:	Exploring ways to manage risk	This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety.	Firework safety	Keeping safe at home	Road and rail safety		Exploring risk	Drug education	
Trips, visitors and experiences:	• Wb 11th November- Anti-bullying week • Christmas Hoops • Christmas production								
Outcome/final pieces:	**Christmas cards** **Christmas Productions**								