



Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map Term 1 2026-27

	<u>WEEK 1</u>	<u>WEEK 2</u>	<u>WEEK 3</u>	<u>WEEK 4</u>	<u>WEEK 5</u>	<u>WEEK 6</u>	<u>WEEK 7</u>	<u>WEEK 8</u>
LEAD TEXT/TOPIC	<u>Changes in Britain from the Stone Age to the Iron Age</u> Stone Age Boy by Satoshi Kitamura							
ENGLISH	See weekly plan SPAG focus and comprehension	See weekly plan Setting description	See weekly plan Setting description – planning linked to lead text	See weekly plan NCR on the woolly mammoth – planning/research Green Writing Journal	See weekly plan NCR on the woolly mammoth – writing Green Writing Journal	See weekly plan Informal letter – planning linked to lead text.	See weekly plan Newspaper report on the discovery of Skara Brae- planning and writing.	See weekly plan Newspaper report on the discovery of Skara Brae- planning and writing.
MATHS Refer to White Rose Planning	See weekly plan Number-Place Value	See weekly plan Number-Place Value	See weekly plan Number-Place Value	See weekly plan Number-Place Value	See weekly plan Number-Rounding	See weekly plan Number-addition and subtraction	See weekly plan Number-addition and subtraction	See weekly plan Number-addition and subtraction
SCIENCE Refer to The Education People Primary Science scheme of work		<u>States of Matter</u> <u>L.I.</u> : To explain what I know about states of matter. Introductory lesson Front covers, KWL grid and vocabulary.	<u>States of Matter</u> <u>L.I.</u> : To know how many states of matter there are. Learning and investigating about the properties of solids, liquids and gases.	<u>States of Matter</u> <u>L.I.</u> : To investigate if temperature can change the state of an object. Learning about how states of matter can change. Carrying out and recording a fair test to investigate the effect of temperature on some objects.	<u>States of Matter</u> <u>L.I.</u> : To investigate if all liquids can be frozen to become solids. Learning about freezing. Carrying out and recording a fair test to investigate if all liquids can be frozen to become solids.	<u>States of Matter</u> <u>L.I.</u> : To understand the different stages of the water cycle. Learning about evaporation and condensation. Learning about the water cycle and drawing and describing the different stages of the water cycle.	<u>States of Matter</u> <u>L.I.</u> : To investigate if temperature and location affects rates of evaporation. A range of practical activities to investigate if the temperature and location of water affects how quickly it evaporates.	<u>States of Matter</u> <u>L.I.</u> : To revisit and assess knowledge on states of mater. A review of this term's learning and the big ideas. Completing KWL grid



HISTORY		<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To consider what I know already and would like to find out about the Stone Age? Ch. explore range of books and resources to create front covers for topic books. Ch. create a mind map of what they already know and as a class, generate questions for display/books. Curriculum Links to computing: children will use purple mash to discover more about the Stone Age.	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To understand when the Stone Age was and order events chronologically. Answer introductory questions about the main periods of the Stone Age. Timeline activity – where does the period from the Stone Age to the Iron Age fit into British history, related to key events they know? Sequence key events within the period. Curriculum Links to computing: children will use purple mash to discover more about the Stone Age.	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To know about and understand sources of evidence which tell us about the Stone Age Analysing examples of cave paintings and looking for clues (Art lesson link). Looking at pictures of other evidence found and considering what it tells us about the Stone Age. Curriculum Links to computing: children will use purple mash to discover more about the Stone Age.	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To understand how the Stone Age people used their environment to help them survive? Ch. learn about Stone Age people as hunter gatherers. Carry out research and then answer questions to show understanding. Link to Stone Age Boy	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To understand how homes changed during the Stone Age. Analyse evidence and learn about homes in the Stone Age period and how they changed over time. Draw the different examples of homes and label with key features. Link to Stone Age Boy	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To research the history of Skara Brae and how life changed during the Stone Age. Ch. learn about the discovery of Skara Brae and discuss/write about what the evidence tells us about how Stone Age life was changing. Curriculum Links to computing: children will use purple mash to discover more about Skara Brae. Linked to Geography and map work.	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I: To understand what changes happened in the Bronze Age? Overview of changes/differences between Stone Age to Bronze Age. NB Iron Age to be covered at beginning of Roman topic.
							<u>Changes in Britain from the Stone Age to the iron Age</u> L.I To locate Skara Brae on a map of UK. Children will use maps and other resources to find out where Skara Brae is located and identify it on their own maps.	<u>Changes in Britain from the Stone Age to the iron Age</u> L.I To locate Skara Brae on a map of UK. Children will use maps and other resources to find out where Skara Brae is located and identify it on their own maps.



COMPUTING		<u>TTRS/Spelling Shed</u> <u>LI: To understand how to use TTRS and Spelling Shed.</u> Time given for all pupils to access their SS and TTRS accounts.	<u>Animating an Object</u> <u>LI: To learn how animations are created by hand.</u> Children will learn how to put together a simple animation using paper to create a flick book and understand what animation frames are.	<u>Animating an Object</u> <u>LI: To use animation skills to create an object.</u> Children will create their own paper flick books using their learning from the previous week. Children will also use their previous learning to complete research about Roman baths.	<u>2Animate Tools</u> <u>LI: To learn about Onion Skinning in animation and to add backgrounds.</u> Children will learn about the Onion Skinning tool to create animated images. They will also add backgrounds and sounds to make more complex and imaginative animations.	<u>2Animate Tools</u> <u>LI: To use 2Animate and Onion Skinning tool to create animations.</u> Children will use 2Animate to create their own animations that contain backgrounds and sounds. Children will also use their previous learning to complete research about Roman Britain using swiggle.	<u>Stop Motion Animation</u> <u>LI: To learn about 'stop motion' animation.</u> Children will learn about 'stop motion' animation and how it is created. They will use ideas from existing stop motion films to recreate their own animation and then share these with their peers and provide feedback to each other.	<u>Stop Motion Animation</u> <u>LI: To learn about 'stop motion' animation.</u> Children will create their own stop motion animations.
ART & DESIGN	<u>Self-Portraits</u> <u>LI: To draw for a sustained period of time.</u> Children will create a self-portrait showing their inner and outer selves.  Exploring Self-Portraits National Portrait Gallery https://www.npg.org.uk/schools-hub/art-explainer-what-is-a-self-portrait https://www.npg.org.uk/schools-hub/exploring-self-portraits How to draw a self-portrait (8mins 12sec)  https://www.youtube.com/watch?v=97iPAmER7a4	<u>Hall Display</u> <u>LI: To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</u> Children will use a range of materials to create a piece of art for the hall display representing one of the school values. 		<u>Stone Age Art</u> <u>LI: To know the artist's name and why their art is studied.</u> Lead artist: John Sargent Children will learn about the artist, John Sargent. They will then use their learning to begin planning their own cave paintings in their sketch books, with a focus on light and dark colours. They will use pastels. 	<u>Stone Age Art</u> <u>LI: To work in the style of an artist.</u> Lead artist: John Sargent Children will review their learning on John Sargent and look at a range of his artwork. They will then use similar techniques to continue creating their cave painting using pastels.  	<u>Stone Age Art</u> <u>LI: To use light and dark within paintings to show understanding of complimentary colours.</u> Lead artist: John Sargent Children will continue with their cave paintings using pastel colours. They will focus specifically on what light and dark colours they are using and how this affects their cave paintings. Children can complete more than one cave painting if they complete their first piece. 		



DESIGN TECHNOLOG Y							<u>Stone Age Art</u> <u>L.I:</u> To use recycled, natural, and manmade materials to create sculptures. Children will discuss what materials they could use to make a 3D wholly mammoth. They will then be shown how to make 3D wholly mammoths using recycled milk bottles. They will then plan how they will make their wholly mammoth on a planning template. 	<u>Stone Age Art</u> <u>L.I:</u> To use recycled, natural, and manmade materials to create sculptures. Children will use their plans to begin making their own wholly mammoths.
MUSIC		<u>Singing and Listening</u> <u>L.I:</u> To listen to classical western songs. Children will listen to and sing a range of songs/music from the classical western tradition. They will focus on octave (do-do), crescendo and decrescendo.	<u>Composing and Performing</u> <u>L.I:</u> To listen to and perform classical western songs. Children will use the western songs that they have learnt and practise singing in a range of pitches. They will focus on the musical features legato and staccato.	<u>Singing and Listening</u> <u>L.I:</u> To perform in octave, crescendo and decrescendo. Children will use the songs that they have learnt from the classical western tradition and perform these in octave (do-do), crescendo and decrescendo.	<u>Singing, Listening and Performing</u> <u>L.I:</u> To perform in octave, crescendo and decrescendo. Children will continue to use the songs that they have learnt from the classical western tradition and perform these in octave (do-do), crescendo and decrescendo.	<u>Composing</u> <u>L.I:</u> to compose a traditional western song. Children will use their learning from previous weeks to and a range of instruments to compose their own classical western song.	<u>Performing</u> <u>L.I:</u> to perform a traditional western song. Children will use their learning from previous weeks to and a range of instruments to perform their own classical western song that they have composed. Teacher will record their performance using digital media i.e. ipad.	



PE	ACTIVE PLAY TRAINING + PUPIL VOICE	ATHLETICS <u>LI-</u> To use Perseverance in different running techniques OAA <u>LI-</u> To use teamwork to participate in group activities (Line up /Numbers/Alphabet)	ATHLETICS <u>LI-</u> To use Perseverance in different relay techniques OAA <u>LI-</u> To use teamwork to participate in group activities (/All Aboard/Tangled/Cross the swamp)	ATHLETICS <u>LI-</u> To use Perseverance in different throwing techniques OAA <u>LI-</u> To use teamwork to participate in group activities (Blindfold games)	ATHLETICS <u>LI-</u> To use Perseverance in different jumping techniques OAA <u>LI-</u> To use teamwork to participate in group activities (Blindfold Trail)	ATHLETICS <u>LI-</u> To use Aspiration in an Athletics Intra	OAA <u>LI-</u> To use teamwork to participate in group activities (Treasure hunt)	
PMFL		Les Saisons (Seasons) <u>LI</u> To recall and spell the four seasons	Les Saisons (Seasons) <u>LI</u> To use phrases to describe spring	Les Saisons (Seasons) <u>LI</u> To use phrases to describe summer	Les Saisons (Seasons) <u>LI</u> To use phrases to describe autumn	Les Saisons (Seasons) <u>LI</u> To use phrases to describe winter	Les Saisons (Seasons) <u>LI</u> to revise and consolidate learning on the seasons.	
PSHCE	School Rules <u>LI</u> To understand what the school rules are and how I can follow them in school.	My healthy self-How can I make healthy choices? <u>LI</u> To create a RSE and PSHE agreement through discussion. Kapow lesson 1	My healthy self-How can I make healthy choices? <u>LI</u> To understand what a healthy diet is and why it matters. Kapow lesson 2	My healthy self-How can I make healthy choices? <u>LI</u> To understand how being active can help the mind and body. Kapow lesson 3	My healthy self-How can I make healthy choices? <u>LI</u> To understand how I can keep my energy up through the day Kapow lesson 4	My healthy self-How can I make healthy choices? <u>LI</u> To understand how I can get support for myself or others. Kapow lesson 5	My healthy self-How can I make healthy choices? <u>LI</u> To understand how I can respond when things feel hard. Kapow lesson 6	My healthy self-How can I make healthy choices? <u>LI</u> To understand how helping others is good for me too. Kapow lesson 7
RE		What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To know what rules are important and why. Children will consider the Golden rules from main religions and think about how they can incorporate good deeds into their lives.	What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To learn about important messages that are in the Ten Commandments. Children will learn about the Ten commandments and consider the commandments that they believe are the most important.	What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To understand what Christianity says about how to live a good life. Pupils will learn that many Christians are guided by words of Jesus, including the beatitudes and the great commandments and will discuss and compare the similarities and differences.	What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To understand how people can decide what is right and wrong without God's help. Pupils will learn how Humanists come to decisions about how to act and identify some values of that matter to Humanists.	What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To know and understand what religious stories tell believers about temptation? Pupils will learn how temptation is part of two religious' stories. What is temptation? How does temptation affect people's behaviour? The Story of Adam and Eve in the garden – what tempted Adam and Eve?	What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To know and understand what religious stories tell believers about temptation? Pupils will learn how temptation is part of two religious' stories. What is temptation? How does temptation affect people's behaviour? The Story of the temptations of Jesus.	What can we learn from religions about deciding what's right and wrong? <u>LI:</u> To know and understand how religious teachings help to affect somebody's actions. Pupils will learn about the life and work of at least one religious figure and link somebody's beliefs with their own lives.

