Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 4 2025/2026

	Week 1 **WB 23.2.26**	**Week 2** **WB 2.3.26**	**Week 3** **WB 9.3.26**	**Week 4** **WB 16.3.26**	**Week 5** **WB 23.3.26**	**Week 6** **WB 30.3.26**
LEAD TEXT/TOPIC	**England: The Lake District** **Lead Text: The Iron Man – Ted Hughes**	**England: The Lake District** **Lead Text: The Iron Man – Ted Hughes**	**England: The Lake District** **Lead Text: The Iron Man – Ted Hughes**	**England: The Lake District** **Lead Text: The Iron Man – Ted Hughes**	**England: The Lake District** **Lead Text: The Iron Man – Ted Hughes**	**England: The Lake District** **Lead Text: The Iron Man – Ted Hughes**
ENGLISH Genres	**LEAD TEXT – IRON MAN** **Playscript** Iron Man returns: a playscript between the farmers on what to do with Iron Man!	**LEAD TEXT – IRON MAN** **Letter** A letter of apology from Hogarth to Iron Man	**LEAD TEXT – IRON MAN** Letter / Newspaper Report A letter of apology from Hogarth to Iron Man / Features and planning – The World's Hero!	**LEAD TEXT – IRON MAN** Newspaper Report Writing – The World's Hero!	**LEAD TEXT – IRON MAN** **(Fiction / Narrative)** Alternative ending / chapter to story	English activities linked to science week / focus
MATHS Refer to White Rose weekly Planning	Fractions	Fractions	Assessment	Decimals	Decimals	Consolidation
Science **Refer to Education People Primary Science scheme of work** .	**ELECTRICITY** **LI: To explain what I know about electricity.** Discuss the topic and have chn share their thoughts about electricity. Mind map some ideas and have chn complete a KWL grid. Stick in vocab and front cover.	**ELECTRICITY** **LI: To understand where electricity comes from and what it is used for.** The inquiry starts by highlighting to pupils how much electricity is used in homes and schools to power our appliances. Pupils will then consider where electrical power comes from and build on prior learning about energy sources, learning how appliances convert electrical energy into different forms of energy (heat, sound, light, movement) that we can use safely. Electrical safety focus. Electricity hunt around the school.	**ELECTRICITY** **LI: To understand how we can light a bulb using a simple series circuit.** This enquiry introduces pupils to the idea of the simple, series electrical circuit and investigate what components are needed to light a bulb. Pupils will use a range of equipment to investigate how to set up a simple series circuit.	**ELECTRICITY** **LI: To understand how a simple switch works.** Pupils should already understand that a complete loop (circuit) is needed along with a cell and wires to make a bulb light. This inquiry builds on this knowledge to enable pupils to recognise and understand that a switch works by opening and closing a circuit.	**ELECTRICITY** **LI: To investigate what material is the best conductor of electricity.** Building on the idea that electricity flows round a circuit, pupils will learn that we call materials which allow electricity to flow through them electrical conductors and materials which do not all electricity to flow through them, insulators. Pupils will then set up a comparative test to find out which materials make good conductors, and which make good insulators. They will use the results to draw the conclusion about which group of materials which make good conductors (metals).	**ELECTRICITY** **LI: To understand what components are needed to make a working circuit.** . Using their knowledge of circuits, circuit components, pupils reinforce their understanding to make a simple device, eg torch or light up card.
HISTORY	Geography led Term	Geography led Term	Geography led Term	Geography led Term	Geography led Term	Geography led Term

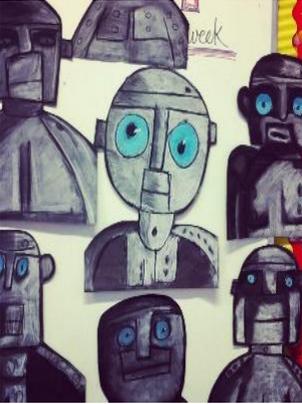|						
GEOGRAPHY	**The Lake District** **L.I: To consider what I already know and would like to find out about the Lake District and where it is located.** What do you know and what would you like to find out about the Lake District. Record mind maps in books and for class display. Discuss with children if any have connections to the Lake District. Share some examples pictures use a range of resources to create front covers for books.	**The Lake District** **L.I: To understand the physical geography of The Lake District.** Children locate famous physical features of the Lake District– mountains, hills, coastal features and rivers. Research the physical features of the Lake District in ICT lessons and compare with other regions/counties in England.	**The Lake District** **L.I: To understand the human geography of The Lake District.** Children will think about and answer questions about the Lake District's: population/settlements food/farming, energy and tourism by interpreting maps	**The Lake District** **L.I: To learn about key places of interest in the Lake District.** Children will use their learning to create a travel guide all about The Lake District. Subjects to include in guide: ▪ The World of Beatrix Potter (Hill Top House) ▪ Lakeland Miniature Village ▪ Muncaster Castle and Gardens ▪ Tourism	**The Lake District** **L.I: To learn about key places of interest in the Lake District.** Children will continue to create their travel guide all about The Lake District and consider if there are any other things that they would like to include.	**The Lake District** **L.I: To review what I have learnt about the Lake District.** Children will review what they have learnt during the term about The Lake District and complete their blank knowledge organiser. Children will also briefly discuss what climate means, what the climate is in The Lake District and how this compares to other areas in the UK and wider world.
COMPUTING	**Writing for Different Audiences** **LI: To explore how font size and style can affect the impact of a text.** Children will look at and discuss the variety of written material where the font size and type are tailored to the purpose of the text. They will also use text formatting to make a piece of writing fit for it's audience and purpose.	**Writing for Different Audiences** **LI: To use a simulated scenario to produce a news report.** Children will learn about simulated scenarios and role play the job of a journalist in a newsroom. **C/C links with English lead text**	**Writing for Different Audiences** **LI: To use a simulated scenario to produce a news report.** Children will review last weeks learning about simulated scenarios. They will continue being a journalist in a newsroom and interpret a variety of incoming communications and use these to build up the details of a story. They will then use this information to write their own newspaper report. **C/C links with English lead text**	**Writing for Different Audiences** **LI: To use a simulated scenario to produce a news report.** Children will review last week's learning about simulated scenarios. They will continue being a journalist in a newsroom and interpret a variety of incoming communications and use these to build up the details of a story. They will then use this information to write their own newspaper report. **C/C links with English lead text**	**Writing for Different Audiences** **LI: To use simulated scenario to write a community campaign.** Children will use the computing programme, 2Connect, to mind map ideas for a community campaign. They will then use these ideas to write a persuasive letter or poster as part of their campaign. **C/C links with English lead text**	**Writing for Different Audiences** **LI: To use simulated scenario to write a community campaign.** Children will use the computing programme, 2Connect to finish writing their persuasive letter or poster as part of their campaign. They will then assess their texts using criteria to judge their suitability for the intended audience. **C/C links with English lead text**

ART & DESIGN	**Rotary Art** **LI: To know about an artist and their styles, techniques and why their art is studies.** **Children will learn about the famous ornithologist and painter John James Audubon who focused his art on birds.**	**Rotary Art** **LI: To know about an artist and their styles, techniques and why their art is studied.** **Children will continue learning about the famous ornithologist and painter John James Audubon who focused his art on birds.** **They will look at a range of his bird art and discuss the techniques that he has used. They will then use this to inspire their own bird art.**	**Rotary Art** **LI: To confidently create different effects and textures with paint according to what they need for the task.** **Children will use what they have learnt in previous weeks to create their own piece of art focused on birds and migration.** **They will use the medium of painting and focus on creating different effects and textures.**	**LI: To use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works.** Children will research and collect a range of ideas to help them to draw The Iron Man. They will be encouraged to be creative.		
DESIGN TECHNOLOGY			**Projects on a page-Electrical systems.** **L.I To design a product that is fit for purpose** Give children the task of designing an Iron Man with eyes that light up using their prior knowledge from science lessons.	**Projects on a page-Electrical systems.** **L.I To select and use electrical components and a range of materials to make a chosen product.** Ch. work with a partner to use the electrical components to make a circuit with a switch to light up the eyes of The Iron Man.	**Projects on a page-Electrical systems.** **L.I To select and use electrical components and a range of materials to make a chosen product.** Ch. work with a partner to use the electrical components to make a circuit with a switch to light up the eyes of The Iron Man.	**Projects on a page-Electrical systems.** **L.I To evaluate product made against design criteria** Use a range of questions to enable the children to evaluate their product against the design criteria.
MUSIC	**Easter Production - Performance** Chn learning how to perform a musical.	**Easter Production - Performance** Chn learning how to perform a musical.	**Easter Production - Performance** Chn learning how to perform a musical.	**Easter Production - Performance** Chn learning how to perform a musical.	**Easter Production - Performance** Chn learning how to perform a musical.	**Easter Production - Performance** Chn learning how to perform a musical.
PE	TRI GOLF - LI- To understand the difference in putting and chipping. RACKETS LI- To use Perseverance in a game of Badminton	TRI GOLF - LI- To use perseverance when aiming at a target (Putting) RACKETS LI- To use perseverance in a gate of Tennis	TRI GOLF - LI- To use perseverance when aiming at a target (Chipping) RACKETS LI- To use perseverance in a game of Squash	TRI GOLF - LI- To use Aspiration in a Tri golf Intra.	RACKETS LI- To use Aspiration in a Racket intra.	

RE	**Year 4 Easter Assembly Preparation** Discussion in class about the religious significance of the Easter story. Palm Sunday	**Year 4 Easter Assembly Preparation** Discussion in class about the religious significance of the Easter story. The Last Supper	**Year 4 Easter Assembly Preparation** Discussion in class about the religious significance of the Easter story. The betrayal of Judas	**Year 4 Easter Assembly Preparation** Discussion in class about the religious significance of the Easter story. The crucifixion	**Year 4 Easter Assembly Preparation** Discussion in class about the religious significance of the Easter story. The resurrection	
PSHE	**Family and Relationships** **L.I To develop understanding of courtesy and manners in a range of situations.** Kapow lesson 1	**Family and Relationships** **L.I To begin to understand the physical and emotional boundaries in friendships.** Kapow lesson 2	**Family and Relationships** **L.I To understand that my behaviour can have an impact on others.** Kapow lesson 3	**Family and Relationships** **L.I To understand the impact of bullying and the responsibility of bystanders to help.** Kapow lesson 4	**Family and Relationships** **L.I To explore stereotypes in fictional characters and think about how these might influence us.** Kapow lesson 5	**Family and Relationships** **L.I To recognise that stereotypes can relate to a number of factors.** Kapow lesson 6
PMFL	**Salut Unit D Playtime** LI: To use the correct vocabulary and phrases to describe the farmer in his meadow.	**Salut Unit D Playtime** LI: To use the correct vocabulary and phrases to describe the game of Simon says.	**Salut Unit D Playtime** LI: To use the correct vocabulary and phrases to describe the playground.	**Salut Unit D Playtime** LI: To use the correct vocabulary and phrases to describe what is in the playground.	**Salut Unit D Playtime** LI: To use the correct vocabulary and phrases to describe what you like to play.	**Salut Unit D Playtime** LI: To use the correct vocabulary and phrases to describe Luc the dreamer.

LOTC to be indicated on Planning   ECO to be indicated on planning