













Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 5 2025-2026

	WEEK 1 WB 20.4.26	WEEK 2 WB 27.4.26	WEEK 3 WB 4.5.26	WEEK 4 WB 11.5.26	WEEK 5 WB 18.5.26
LEAD TEXT/TOPIC	<p><u>What is it like to live in the city of London?</u></p> <p>Katie in London by James Mayhew</p> 	<p><u>What is it like to live in the city of London?</u></p> <p>Katie in London by James Mayhew</p> 	<p><u>What is it like to live in the city of London?</u></p> <p>Katie in London by James Mayhew</p> 	<p><u>What is it like to live in the city of London?</u></p> <p>Katie in London by James Mayhew</p> 	<p><u>What is it like to live in the city of London?</u></p> <p>Katie in London by James Mayhew</p> 
ENGLISH Genres	<p>See weekly plan</p> <p>Character Description</p>	<p><u>Year 4 Residential/Activity Week</u></p>	<p>See weekly plan</p> <p>Story Writing linked to lead text</p>	<p>See weekly plan</p> <p>Story Writing linked to lead text</p>	<p>See weekly plan</p> <p>Story set in imaginary world linked to arts week and writing competition.</p>
MATHS Refer to Maths Hub weekly Planning	<p>Number - Decimals B</p>	<p><u>Year 4 Residential/Activity Week</u></p>	<p>Number - Decimals B / Measurement - Money</p>	<p>Measurement - Money</p>	<p>Measurement - Time</p>
Science Refer to the Kent Scheme of Work unit plans	<p><u>ELECTRICITY</u></p> <p><u>L1: To understand how a simple switch works.</u></p> <p>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.</p>	<p><u>Year 4 Residential/Activity Week</u></p>	<p><u>ELECTRICITY</u></p> <p><u>L1: To investigate what material is the best conductor of electricity.</u></p> <p>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 allow 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).</p>	<p><u>ELECTRICITY</u></p> <p><u>L1: To understand what components are needed to make a working circuit.</u></p> <p>Using their knowledge of circuits, circuit components, pupils reinforce their understanding to make a simple device, eg torch or light up card.</p>	<p><u>SPORTS/ ARTS WEEK</u></p>
HISTORY (Geography led term)		<p><u>Year 4 Residential/Activity Week</u></p>			



<p>GEOGRAPHY</p>	<p><u>What is it like to live in the city of London?</u></p> <p><u>L.I:</u> To find out about key buildings and landmarks in London.</p> <p>Complete front covers and KLW grid.</p> <p>Discuss importance of tourism to the city and look at key landmarks and buildings. Complete a fact file on chosen building/landmark and link to places children have visited. Use year 4 ICT time to do additional research on building in London.</p>	<p><u>Year 4 Residential/Activity Week</u></p>	<p><u>What is it like to live in the city of London?</u></p> <p><u>L.I:</u> To show an understanding of buildings and landmarks on The River Thames.</p> <p>Look at The River Thames as a key feature of London. Record key fact about River Thames and its role in life in London-tourism, sport, transport etc. children will identify what landmarks go along the river Thames.</p>	<p><u>What is it like to live in the city of London?</u></p> <p><u>L.I:</u> To understand how people travel in London.</p> <p>How do people travel around London? Look at key methods of transport-train, bus, tube, cycling and compare to travel in Margate. Complete a brief factual record of main ways to travel.</p>	<p><u>What is it like to live in the city of London?</u></p> <p><u>L.I:</u> To compare differences and similarities between London and Margate.</p> <p>Children will look at different aspects of London and Margate and compare differences and similarities between the two.</p> <p>They will participate in a carousel of activities: Entertainment, Shopping, Outdoor Spaces, Transport,</p>
<p>COMPUTING</p>	<p><u>Artificial Intelligence</u></p> <p><u>L.I:</u> To explore how artificial intelligence can assist and benefit us in various aspects of daily life.</p> <p>Children will use Purple Mash to explore how AI can help us in our daily lives i.e. at home and at school.</p>	<p><u>Year 4 Residential/Activity Week</u></p>	<p><u>Artificial Intelligence</u></p> <p><u>L.I:</u> understand the basic concept of artificial intelligence.</p> <p>Children will learn about what AI actually is and how it is used by people and for what purposes.</p>	<p><u>Artificial Intelligence</u></p> <p><u>L.I:</u> understand the potential applications and impact of AI in the future.</p> <p>Children will explore what the future of AI will be and how it will impact them in the future. They will consider what changes may occur due to AI in the future.</p>	<p><u>Artificial Intelligence</u></p> <p><u>L.I:</u> understand how artificial intelligence is being used to create music and art.</p> <p>Children will explore how AI is used within the arts, focussing on creating music and films/television.</p>



<p>ART & DESIGN</p>	<p><u>L1:</u> To know the artist's name and why their art is studied.</p> <p>Look at a selection of artwork by Stephen Wiltshire, share opinions about these and annotate art.</p> <p>Compile a range of questions to investigate who Stephen Wiltshire is and why his art is studied and important.</p> 	<p><u>Year 4 Residential/Activity Week</u></p>	<p><u>L1:</u> To understand shade using pencils.</p> <p>Children will look at a range of artwork by Stephen Wiltshire, how can we use his work to inspire us to create our own art piece about London? What can we keep the same? What can we change?</p> <p>Children will then use an art piece by Stephen Wiltshire to support them in creating their own picture of a London landmark.</p> 	<p><u>L1:</u> To work in the style an artist.</p> <p>Children will review their learning of Stephen Wiltshire and his art.</p> <p>They will continue and complete their Stephen Wiltshire inspired picture of a London landmark.</p> 	<p><u>L1:</u> To use light and dark within a painting and show understanding of complementary colours.</p> <p>Children will look at a range of artwork by Georgia O'Keefe,</p> <p>Children will continue and complete an art piece by Georgia O'Keefe to support them in creating their own picture of a London landmark</p>  
<p>DESIGN TECHNOLOGY (Art led term)</p>		<p><u>Year 4 Residential/Activity Week</u></p>			



	<u>Listening</u>		<u>Composing</u>	<u>Singing</u>	<u>Performing</u>
MUSIC	<p><u>LI:</u> to listen to a range of music from different world traditions.</p> <p>Children will focus on the Jamaican: Calypso musical tradition. Children will listen to 'Banana Boat Song (Day-O)' and learn the song. They will use this as inspiration for them to compose their own Calypso song.</p>	<u>Year 4 Residential/Activity Week</u>	<p><u>LI:</u> To compose music that creates a specific mood.</p> <p>Children will work in groups and use 'Banana Boat Song (Day-O)' and consider what kind of mood listening to the song puts them in. They will the compose their own song that puts them in a similar mood. They can use instruments.</p>	<p><u>LI:</u> To be able to sing rounds in different time signatures.</p> <p>Children will perform their song to each other and sing through the verse and chorus two times in different time signatures.</p>	<p><u>LI:</u> To follow and perform simple rhythmic scores to a steady beat.</p> <p>Children will perform their final piece of music to their peers and receive feedback to help them in the future.</p>
PE	Sports Day Practice	<u>Year 4 Residential/Activity Week</u>	Sports Day Practice	Sports Day Practice	Sports Day Practice
RE	<p><u>Why some People Think that Life is a Journey?</u></p> <p><u>LI:</u> To understand what a journey means to us and the significance of Baptism to Christians.</p> <p>Children will describe how life is seen as a journey by some people and find out about the use of journey as a metaphor for life. They will also consider why some people have rituals to mark important life events. Children will consider questions about the importance and significance to Christians of different forms of baptism.</p>	<u>Year 4 Residential/Activity Week</u>	<p><u>Why some People Think that Life is a Journey?</u></p> <p><u>LI:</u> To know how Jewish people mark becoming an adult.</p> <p>Children will learn about what happens during the Jewish ceremonies of Bar and Bat Mitzvah. They will find what it means to become an adult within the Jewish religion.</p>	<p><u>Why some People Think that Life is a Journey?</u></p> <p><u>LI:</u> To know what ceremonies Hindus mark in the journey of life.</p> <p>Children will describe what the Hindu belief says about the journey of life and death using key terms such as dharma, karma and moksha. They will describe the significance of the Hindu sacred thread ceremony and identify similarities and differences between the Hindu belief and that of different religions.</p>	<p><u>Why some People Think that Life is a Journey?</u></p> <p><u>LI:</u> To understand why people choose to get married.</p> <p>Children will describe two wedding ceremonies from different religions, question why people make vows/promises and identify the similarities and differences between the two wedding ceremonies. Children will consider why some people choose to have a non-religious ceremony for their wedding.</p>
PSHE	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To understand that age restrictions are designed to protect us.</p> <p>KAPOW lesson 1</p>	<u>Year 4 Residential/Activity Week</u>	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To understand the benefits and risks of sharing material online.</p> <p>KAPOW lesson 2</p>	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To understand how to help someone with asthma.</p> <p>KAPOW lesson 3</p>	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To develop understanding of privacy and the difference between secrets and surprises.</p> <p>KAPOW lesson 4</p>
PMFL	<p><u>Salut Unit E My Home</u></p> <p><u>LI:</u> To be able to use vocabulary to describe where I live.</p>	<u>Year 4 Residential/Activity Week</u>	<p><u>Salut Unit E My Home</u></p> <p><u>LI:</u> To use the correct vocabulary to describe my home.</p>	<p><u>Salut Unit E My Home</u></p> <p><u>LI:</u> To use the correct vocabulary to describe my bedroom.</p>	<p><u>Salut Unit E My Home</u></p> <p><u>LI:</u> To use the correct vocabulary to describe the kitchen.</p>