









Garlinge Primary School & Nursery – Year 4 Medium Term Planning Map - Term 6 2025/26

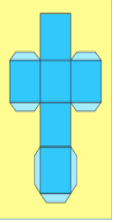
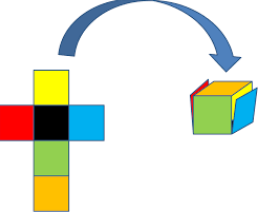





	WEEK 1 WB 1.6.26	WEEK 2 WB 8.6.26	WEEK 3 WB 15.6.26	WEEK 4 WB 22.6.26	WEEK 5 WB 29.6.26	WEEK 6 WB 6.7.26	WEEK 7 13.7.26
LEAD TEXT/TOPIC	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar	Maribel Versus the Volcano by Sarah Hannah Gomez Lava by Disney Pixar
ENGLISH Genres	See Weekly Plan Diary Entry A recount of the events from chapter 1	See Weekly Plan Story Writing Children to write a story with a dilemma based on Lava text. (ASSESSED WRITING)	See Weekly Plan Story Writing Children to write a story with a dilemma based on Lava text. (ASSESSED WRITING)	See Weekly Plan Explanation Text Entitled - How to survive a volcanic eruption	See Weekly Plan Explanation Text Entitled - How to survive a volcanic eruption	See Weekly Plan Poetry Children to write volcano poems.	See Weekly Plan Recount Memories of Year 4
MATHS Refer to White Rose	Measurement-Time	Geometry-Shape	Maths assessments and consolidation	Geometry-Shape	Statistics	Geometry-Position and Direction	Consolidation
SCIENCE Refer to the Kent Scheme of Work unit plans	<u>Living Things and their Habitats</u> LI: To explain what I know about Living Things and their Habitats. Discuss the topic and have chn share their thoughts about sound. Mind map some ideas and have chn complete a KWL grid. Identify what a habitat is, explain how some habitats are suited to some animals and not others.	<u>Living Things and their Habitats</u> LI: To understand that it is helpful to group living things. This first enquiry will lead pupils to draw on knowledge from prior learning, specifically the different groups of animals learned in Year 1 and Year 3. This will pave the way so that pupils recognise that living things can be grouped in a variety of ways. They will have the opportunity to explore and use classification keys to help group, identify and name a variety of living things.	<u>Living Things and their Habitats</u> LI: To explore what types of plants and animals live in the local area This enquiry will build on prior learning by looking at a different type of classification key (dichotomous keys); this will allow pupils to recognise that living things can be grouped in a variety of ways. They will explore plants and animals in the local area and use classification keys to help group, identify and name a variety of living things in their local environment.	<u>Living Things and their Habitats</u> LI: To understand what is special about our local environment. This enquiry consolidates what pupils have learned about grouping and classifying animals and plants in previous sessions. They will now use this knowledge to create a guide of the local area, identifying natural and human-made features. This will lead them to begin to recognise that environments can change and that this can sometimes pose dangers to living things.	<u>Living Things and their Habitats</u> LI: To understand the dangers that are posed to habitats and the environment. Pupils will recognise that environments can change and that this can sometimes pose dangers to living things. They will learn how human actions such as deforestation, urbanisation, pollution and the introduction of invasive species negatively impacts the natural world, this will include researching specific animals that are classified as endangered and finding out what has caused this.	<u>Living Things and their Habitats</u> LI: To consider how we can develop the local area to protect living things. Pupils will use their previous learning about the global dangers posed to living things and their habitats. They will further develop their knowledge of the living things in the local area by observing the impact of humans and the impact this has on the natural environment. In the context of the local area, pupils will recognise that environments can change and that this can sometimes pose dangers to living things. They will use this learning to think of ways they might make a positive difference.	<u>Living Things and their Habitats</u> LI: To revisit and assess my knowledge on living things and their habitats. This session aims to provide a helpful point for assessment against the substantive knowledge, vocabulary and 'big ideas' explored throughout this unit; this could also be used to recap any areas or concepts that are not yet secure.
HISTORY (Geography led term)							



<p style="text-align: center;">GEOGRAPHY</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p><u>L.I</u> To consider what I know and would like to find out about volcanoes.</p> <p>What is a volcano? What do you already know about volcanoes and would like to find out?</p> <p>Children create a mind map of what they already know about volcanoes. Ch. create front covers for the new topic.</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p><u>L.I</u> To understand what a volcano is and where they are in the world.</p> <p>Children will use fact cards and maps to explore famous volcanoes and where they are in the world. Ch. carry out research on some famous volcanoes and record some information about them.</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p style="text-align: center;"><u>Volcanoes</u></p> <p><u>L.I</u> To explore what happens when a volcano erupts.</p> <p>Explore a range of images and video clips of a volcano erupting. Use a range of resources to explain what happens when a volcano erupts. Read a personal report from an eyewitness to an eruption. Using fact cards and personal account record facts about the eruption of Eyjafjallajökull.</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p style="text-align: center;"><u>Volcanoes</u></p> <p><u>L.I</u> To explore the features of volcanoes.</p> <p>Explore the different types of volcanoes and the different parts of a volcano. Explain how they are formed and look at different examples of types of volcanoes around the world. Ch. label a volcano and record what they have found out about the different types.</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p style="text-align: center;"><u>Volcanoes</u></p> <p>L.I To explore life in volcanic areas.</p> <p>Explain that around the world many people and animals live near volcanoes. Explore the advantages and disadvantages of this. Discuss and explain the different advantages of living near a volcano, e.g. mining, fertile soil, geothermal energy and tourism.</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p style="text-align: center;"><u>Volcanoes</u></p> <p>L.I: To understand what an earthquake.</p> <p>Children will learn what an earthquake is and discuss what they already know and would like to learn about them.</p> <p>They will look at what specific things cause an earthquake and what areas around the world are most impacted by earthquakes and why.</p> <p>They will also use the Purple Mash ICT programme to support their learning.</p>	<p><u>How do volcanoes and earthquakes affect the lives of people?</u></p> <p style="text-align: center;"><u>Volcanoes</u></p> <p>L.I To understanding the impact of earthquakes on people.</p> <p>Children will continue learning about earthquakes and how they impact on people's lives.</p> <p>They will look at some specific earthquakes that have occurred around the world and how it still impacts the people today.</p> <p>They will also use the Purple Mash ICT programme to support their learning.</p>
<p style="text-align: center;">COMPUTING</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To understand what coding means in computing.</p> <p>Children use the purple coding program to learn about what coding is and learn about how/why the computer needs clear instructions to make something happen, such as moving an object.</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To understand what an algorithm is.</p> <p>Children will learn that an algorithm is a set of instructions that the computer needs to make something happen and that these algorithms must be clear and precise to enable the computer programme to follow it.</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To create a programme using a given design.</p> <p>Children will create a computer programme that includes different types of objects and be able to explain what the different functions of their programme is.</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To understand that there are different types of timers within a programme.</p> <p>Children will create a programme that uses a timer-after command, a timer-every command and understand that there are different ways to solve a problem.</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To begin to understand selection in a computer programming.</p> <p>Children will create a programme that includes an IF and IF/ELSE statement. For example, an IF command is 'IF the countdown reaches 0 the game is over'. They will be able to read the command codes and explain how they work.</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To understand what a variable is in programming.</p> <p>Children will explain what a variable is in programming and create their own variables when programming.</p>	<p style="text-align: center;"><u>Coding</u></p> <p><u>L.I:</u> To design and create an interactive scene.</p> <p>Children will use the attributes table to set the attributes of objects, plan their scene and algorithms and confidently create their own programme.</p>



<p>ART & DESIGN</p>	<p><u>Volcanic Art</u></p> <p><u>L1:</u> To know the artist's name and why their art is studied.</p> <p>Lead artist: Edward Hopper</p> <p>Look at a selection of artwork by Edward Hopper, share opinions about these and annotate art with key findings.</p> <p>Compile a range of questions to investigate who Edward Hopper is and why his art is studied and important.</p> <p>As a class choose a piece of art by Edward Hopper for children to use as inspiration to practise their artistic skills.</p> 	<p><u>Volcanic Art</u></p> <p><u>L1:</u> To work in the style of an artist.</p> <p>Lead artist: Edward Hopper</p> <p>Review last week's learning about lead artist, look at his landscape art piece (below). Discuss different methods that he has used in this piece, shading, light and dark colours and realism.</p>  <p>Now children can use their learning as inspiration to begin their own art piece of a volcano and it's landscape.</p> 			<p><u>Volcanic Art</u></p> <p><u>L1:</u> To control the marks made and experiment with different effects.</p> <p>Lead artist: Edward Hopper</p> <p>Children will continue to use their learning as inspiration to complete their own art piece of a volcano and it's landscape.</p> 	<p><u>Volcanic Art</u></p> <p><u>L1:</u> To use light and dark colours within painting.</p> <p>Lead artist: Edward Hopper</p> <p>Children will review their learning about Edward Hopper, view more of his artwork</p>  	
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<p style="text-align: center;">DESIGN TECHNOLOGY</p>	<p><u>Shell Structure Project</u></p> <p><u>L.I:</u> To use experience of using different joining, cutting and finishing techniques with paper and card.</p>  <p>Children will be completing their project on designing and making a money box. They will look at 3D nets and choose cube/cuboid net for their money box. They will develop a design criteria as a class and use this to plan and design their money box.</p>	<p><u>Shell Structure Project</u></p> <p><u>L.I:</u> To develop and use knowledge of nets of cubes and 3D shapes to create a shell structure.</p>  <p>Children will learn about and use a 3D cube/cuboid net to create their own money box while referring to their design criteria from previous lesson.</p>	<p><u>Shell Structure Project</u></p> <p><u>L.I:</u> To test and evaluate my own product against design criteria and intended user and purpose.</p> <p>Children will evaluate their completed project and identify how they have/have not met their design criteria.</p>	<p style="text-align: center;"></p> <p><u>Volcano models</u></p> <p><u>L.I:</u> To know how to construct strong stiff shell structures.</p>  <p>Children create models to explode with bicarbonate of soda and vinegar.</p>	<p><u>Volcano models</u></p> <p><u>L.I:</u> To know how to construct strong stiff shell structures.</p>  <p>Children create models to explode with bicarbonate of soda and vinegar.</p>		
<p style="text-align: center;">MUSIC</p>		<p style="text-align: center;"><u>Singing</u></p> <p><u>L.I:</u> To combine expressive use of the voice with physical movement.</p>  <p>Children will use 'The Lava Song@ (linked to English Lessons) learn to respond to sound with visual signals, they will perform sequences of physical movement to accompany the use of vocals.</p>		<p style="text-align: center;"><u>Composing</u></p> <p><u>L.I:</u> To sing a call and respond chant.</p> <p>Children will learn to compose and play sequences of Hawaiian rhythms and use instruments, such as drums, to compose and then sing a chant.</p> <p>Children will use a simple traditional Hawaiian song/chant.</p> <div style="border: 1px solid black; padding: 5px; margin: 10px 0;"> <p>Mai ka ho'oku'i a ka hālāwai lā Mahalo e Ke Akua Mahalo e nā kupuna lā 'eā Mahalo me ke aloha lā Mahalo me ke aloha lā</p> </div> <p>https://www.youtube.com/watch?app=desktop&v=XBfPBQlqrY</p>		<p style="text-align: center;"><u>Music Express: Food and Drink</u></p> <p><u>L.I:</u> To learn a traditional West African call and response song.</p> <p>Children will learn to sing a verse and chorus of the traditional West African call and response song. They will learn rhythmic and melodic accompaniments for the song and combine them in a performance.</p>  <p>https://www.youtube.com/watch?v=ENTGjgSyUbu</p>	



PE	<p>Intra Sport Strike and field LI-To use Perseverance to bowl and bat Small sided games LI- Attacking and defending in Football</p>	<p>Intra Sport Strike and field LI- To use Teamwork when fielding Small sided games LI- Attacking and defending in Handball</p>	<p>Strike and field LI- To use Teamwork to play a game of cricket Small sided games LI- Attacking and defending in Dodgeball</p>	<p>Intra Sport Strike and field LI-To use Perseverance to bowl and bat Small sided games LI- Attacking and defending in Touch Rugby</p>	<p>Intra Sport Strike and field LI- To use Teamwork when fielding Small sided games LI- Attacking and defending in Bullseye</p>	<p>Intra Sport Strike and field LI- To use Teamwork to play a game of Rounders Small sided games LI- Attacking and defending in king of the castle</p>	<p>FUN GAMES AND ACTIVITIES</p> <p>Kick rounders for example</p>
RE	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <p>LI: To understand how Hindus show their faith?</p> <p>Children will learn about the Hindu faith and begin to understand why it is important to believers and how they show their faith in their day-to-day life.</p>	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <p>LI: To understand what and why a Hindu life is important.</p> <p>Children will continue to develop their understanding of the Hindu faith and learn about why living a typical Hindu life is important to believers. They will link this to their own life by identifying different things in their own lives that are fundamentally important to them.</p>	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <p>LI: To understand what and why a Hindu life is important.</p> <p>Children will continue to develop their understanding of the Hindu faith and learn about why living a typical Hindu life is important to believers. They will link this to their own life by identifying different things in their own lives that are fundamentally important to them.</p>	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <p>LI: To know about the life Mahatma Gandhi.</p> <p>Children will learn about the life of Mahatma Gandhi and the different deeds he accomplished and discover why he is important to the Hindu faith.</p>	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <p>LI: To know why Mahatma Gandhi is a Hindu hero?</p> <p>Children will continue to develop their understand of Mahatma Gandhi and find out why he is considered a Hindu hero to believers all around the world.</p>	<p><u>What does it mean to be a Hindu in Britain today?</u></p> <p>LI: To understand what is it like to be a Hindu in Britain today?</p> <p>Children will continue to develop their understanding of what life is like for Hindu people in Britain today. What changes as the Hindu child grows up into an adult and what are the fundamental features of their believe system. They will link this to their own lives and talk about what things will change and/or stay the same in their own lives.</p>	<p><u>Consolidation</u></p> <p>Children will undertake consolidation activities and a quiz to reinforce their RE learning in year 4.</p>
PSHE	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To understand that not all information on search engines is valuable.</p> <p>KAPOW lesson 5</p>	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To recognise that change is part of growing up.</p> <p>KAPOW lesson 6</p>	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To recognise the physical differences between children and adults.</p> <p>KAPOW lesson 7</p>	<p><u>Safety and the changing body</u></p> <p><u>LI:</u> To begin to understand the risks of smoking and the benefits of being a non-smoker.</p> <p>KAPOW lesson 8</p>	<p><u>Transition Day</u> <u>LI:</u> To understand the importance of a successful transition to year 5.</p> <p>Teachers will undertake activities and discussion to support pupils in preparation for Transition Day and with any concerns/questions after.</p>	<p><u>Transition</u></p> <p><u>LI:</u> To create goals to achieve before entering year 5.</p> <p>KAPOW Transition lesson</p>	<p><u>Transition</u></p> <p><u>LI:</u> To reflect on my time in year 4 and prepare for year 5.</p>
PMFL	<p><u>Salut Unit F My Town</u></p> <p><u>LI:</u> To use the correct vocabulary to ask how much an item cost.</p>	<p><u>Salut Unit F My Town</u></p> <p><u>LI:</u> To use the correct vocabulary to describe the town.</p>	<p><u>Salut Unit F My Town</u></p> <p><u>LI:</u> To use the correct vocabulary to describe where different places are in the town.</p>	<p><u>Culture Day</u></p>	<p><u>Salut Unit F My Town</u></p> <p><u>LI:</u> To use the correct vocabulary to describe visiting the shop.</p>	<p><u>Salut Unit F My Town</u></p> <p><u>LI:</u> To use the correct vocabulary to describe what is at the shop.</p>	<p><u>Salut Unit F My Town</u></p> <p><u>LI:</u> To use the correct vocabulary to describe Eric going shopping.</p>