Beaufront First School Class 2 (Year 4) Medium Term Planning
August Term 1 2025: 8 Weeks

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<tr><th>English</th><th>Mathematics</th></tr>
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Unit 1 Talk for Writing Plan – The Tunnel (Anthony Browne,
Text type focus: Narrative (building suspense, description, characterisation)
Final outcome: Children write their own “portal” story inspired by *The Tunnel*.
Learning Objectives (aligned to Year 4 Writing):

- Use fronted adverbials, expanded noun phrases and similes to create atmosphere.
- Explore characters’ thoughts, feelings and motivations.
- Develop a setting description using the senses.
- Build suspense and tension through sentence variety and punctuation.
- Organise writing into coherent paragraphs.
- Proof-read, edit and improve writing with a focus on vocabulary choice.

Unit 2 Talk For Writing Plan - ***Varjak Paw***
Text Type Focus Persuasive Writing
Learning Objectives (aligned to Year 4 Writing)

- Give clear reasons for their opinion (e.g. “Varjak should be trusted because…”).
- Use strong, convincing words to persuade the reader (e.g. “definitely,” “must,” “important”).
- Organise ideas into paragraphs so each reason has its own section.
- Include examples or evidence from the story (e.g. things Varjak does that show he is brave).
- Think about the reader and try to change their mind (e.g. “You would agree that Varjak is the best choice…”).
- Use different sentence types to make writing more powerful (questions, exclamations, short sentences for impact).
- Check spelling, punctuation, and grammar to make writing clear and professional.
- Read writing aloud to see if it sounds persuasive.

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Year 3 White Rose Maths
Weeks 1-3: Place Value

- Representing and partitioning numbers to 100 and then to 1000 using specific strategies and a range of resources.
- Using number lines to 100 and then to 1000.
- Working with numbers in the hundreds and then thousands.
- Understanding hundreds, tens and ones.
- Estimating within 100 and then 1000 using a number line.
- Comparing and ordering numbers to 1000.
- Counting in 50s.

Weeks 4-8: Addition and Subtraction

- Applying number bonds within 10.
- Adding and subtracting 1s, 10s and 100s and then doing so across a 10 and a 100.
- Spotting patterns and connecting ideas.
- Adding and subtracting two numbers, including across a 10 and a 100.
- Exploring complements to 100, estimating answers, inverse operations and making decisions.

Year 4 White Rose Maths
Weeks 1-5: Place Value

- Representing and partitioning numbers to 1000 and then to 10,000 using a specific strategies and and range of resources.
- Using number lines to 1000 and then to 10,000.
- Working with numbers in the thousands up to 10,000 to solve a range of problems using specific strategies and a range of resources.
- Finding 1, 10, 100 and 1000 more or less, solving a range of problems.
- Comparing, ordering and estimating numbers to 10,000 using number lines.
- Exploring Roman Numerals.
- Exploring rounding to the nearest 10, 100 or 1000.

Weeks 5-7: Addition and Subtraction

- Add and subtract 1s, 10s, 100s and 1000s.
- Explore addition with and without one or more exchanges.
- Explore subtraction with and without one or more exchanges.
- Find efficient ways of subtraction.
- Estimate answers.
- Check strategies through problem-solving and practical activities.

Week 8: Area

- Find out about area and define ‘area’.
- Count squares to find the area.
- Make shapes.
- Compare areas.

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Science	PSHE/ RSE	PE
Sound and Vibrations In this topic we will = ● Describe how sounds are made. ● Describe how sounds are heard through different mediums. ● Explain the relationship between vibration strength and volume. ● Describe the relationship between volume and distance. ● Describe pitch and how to change it. ● Explain how insulating materials can be used to muffle sound.	**Families and Relationships -** In this unit we will learn to - ● Understand that manners vary in different situations. ● Understand boundaries in friendships, including physical boundaries and expectations. ● Understand that what they do and say affects other people. ● Understand the impact of bullying and the role bystanders can take. ● Recognise male and female stereotyped characters.	**Invasion Games (Hockey)** We will be learning the basic skills players need to play hockey. • pass, receive and travel with the ball with some control and accuracy. • know how to win the ball back by tackling and intercepting. • begin to use and create space to pass and receive the ball. • know what they and their team needs to do to keep possession and contribute to this occasionally.

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- When working scientifically, pupils who are secure will be able to:
- To observe closely how different instruments create a sound.
- Research how whales and dolphins communicate underwater.
- Present results using a bar chart.
- Suggest which variables to measure and for how long.
- Design simple results tables.
- Identify when results or observations do not match predictions.

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- Understand that stereotypes about disabilities are usually untrue.
- Understand that families are all different and they offer each other support but sometimes they can experience problems.
- Know what bereavement is and how to support someone who has experienced a bereavement.

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• identify some areas that could be improved in games.
• tackle confidently and safely.
• make changes that improve their team and individual performance.
• develop flexibility, strength, technique, control and balance.
• dribble with the ball.

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<tr><th>Geography</th><th>RE</th><th>Design Technology</th></tr>
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Are all settlements the same?
We will be learning to -

- Locate some cities in the UK.
- Describe the difference between villages, towns and cities.
- Identify features on an OS map using the legend.
- Describe the different types of land use.
- Follow a route on an OS map.
- Discuss reasons for the location of human and physical features.
- Locate some geographical regions in the UK.
- Identify and begin to offer explanations about changes to features in the local area.
- Describe the location of New Delhi.
- Identify some human and physical features in New Delhi.
- State some similarities and differences between land use and features in New Delhi and the local area.

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Are all religions equal?
We will be learning to -

- Use statements and prior knowledge to identify connections between religions, explaining these connections by referring to people, places and beliefs
- Talk about why making connections can be helpful.
- Identify some different names and ways of describing God.
- Explain similarities and differences between the ways people from different worldviews understand God.
- Use scripture to find out what people might believe.
- Describe the links between the story of Guru Nanak and some Sikh beliefs and practices.
- Explain why equality and harmony were important to many Sikhs in the past and why they are still important today.
- Use a range of sources to find out what might be important to some people from the Bahá'í faith.
- Compare what people with different worldviews may think about other religions.
- Express ideas creatively about how and why World Religion Day is important.
- Make links between their work and learning from previous lessons.

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Structures - Constructing a castle
In this unit we will -

- Draw and label a simple castle that includes the most common features.
- Recognise that a castle is made up of multiple 3D shapes.
- Design a castle with key features which satisfy a given purpose.
- Score or cut along lines on the net of a 2D shape.
- Use glue to securely assemble geometric shapes.
- Utilise skills to build a complex structure from simple geometric shapes.
- Evaluate their work by answering simple questions.

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<tr><th>Music</th><th>Computing</th><th>French</th></tr>
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Jazz - in his unit we will learn to -
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- Explain what ragtime music is.
- Play on the 'off beat' and sing a syncopated rhythm.
- Play a call and then improvise a response.
- Improvise or compose a scat singing performance with sounds and words.
- Compose and play a jazz motif fluently, using swung quavers.
- Play a swung rhythm using a tuned percussion instrument.

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Collaborative Learning (Google)

- Understanding that computer networks provide multiple services, such as the world wide web, and opportunities for communication and collaboration.
- Use online software for documents, presentations, forms and spreadsheets.
- Using software to work collaboratively with others.
- Understanding that software can be used collaboratively online to work as a team.
- Recognising what appropriate behaviour is when collaborating with others online.

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In this unit we will -

- Recognise and respond to different greetings.
- Recognise and sound out phonemes and begin to notice key phonemes in French words.
- Form phrases to say hello and introduce themselves.
- Begin to recognise how some sounds are represented in written form.
- Ask someone how they are feeling and say how they are feeling.
- Relate written captions to images.

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<tr><th colspan="3">Forest School</th></tr>
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