Beaufront First School Class 2 (Year 4) Medium Term Planning
August Term 2 2025: 7 Weeks

English	Mathematics
Writing Focus Text: *Street Child* by Berlie Doherty Hook - Visit to Beamish Museum Link - Industrial Revolution and Railways. Outcome: Biography (of Jim Jarvis or a character based on him) Genre Focus: Biography (Non-fiction Hooks: Beamish Visit Writing Overview ● Cold Write (Week 1): Write a short biography of a well-known person (e.g. Florence Nightingale) without prior input. ● Imitation Phase (Weeks 1–2): Immerse in *Street Child* and explore biography features through model texts. ● Innovation Phase (Weeks 3–4): Plan and write a biography of Jim Jarvis using scaffolds and research. ● Invention Phase (Week 5): Independent *Hot Write* – write a biography of a new person (e.g. fictional Victorian child or real historical figure **Guided Reading:** Diary of a Killer Cat by Anne Fine. By the end of the guided reading sequence, pupils should be able to: ● Retell and summarise events in order. ● Infer characters' thoughts and feelings using textual evidence. ● Identify and discuss the author's use of humour and viewpoint. ● Reflect on empathy and responsibility in everyday life. ● Write creatively in a similar style or format.	**Year 4 White Rose Maths** **Area** Objective: to recognise that area is the amount of space a 2-D shape covers, to work practically (by counting squares) to find area of rectilinear shapes, and to compare areas. ● What is area? ● Count squares ● Make shapes ● Compare areas **Multiplication and Division A** Objective: to consolidate times-tables and division facts for 3, 6, 7, 9, 11, 12; to understand multiplying and dividing by 1 and 0; to develop fluency in multiplying three numbers; and thereby build strong foundations for efficient multiplication and division. ● Multiples of 3 ● Multiply and divide by 6 ● 6 times-table & division facts ● Multiply and divide by 9 ● 9 times-table & division facts The 3, 6 & 9 times-tables ● Multiply and divide by 7 ● 7 times-table & division facts ● 11 times-table & division facts 12 times-table & division facts ● Multiply by 1 and 0 ● Divide a number by 1 and itself ● Multiply three numbers

Science	PSHE/ RSE	PE
Forces and Space: Forces and Magnets Through investigations, children will develop the knowledge… ● To be able to describe the effects of contact forces. ● To recognise the effects and use of forces. ● To interpret how and why things move differently on different surfaces. ● To describe the effects of magnets. ● To compare the different properties of magnets. ● To explain the uses of magnets. Children will work scientifically to develop the skills needed to… ● Label a diagram using arrows and scientific vocabulary. ● Write a scientific conclusion identifying cause and effect. ● Plan an investigation using variables. ● Write a method. ● Display data using a bar chart. ● Research the uses of magnets. Children will also link their developing knowledge and skills with their work on railways as part of their learning about the Industrial Revolution (History link).	**Health and Well-being** Children will learn through discussions and practical activities… ● To know key facts about dental health. ● To know that visualisation means creating an image in our heads. ● To know that different job roles need different skills and so some roles may suit me more than others. ● To know that it is normal to experience a range of emotions. ● To know that mental health refers to our emotional wellbeing, rather than physical. ● To understand that mistakes can help us to learn. ● To know who can help if we are worried about our own or other people's mental health.	**Dance - Indian Delight topic** **The children will be learning through** ● Introduction & exploration; observing and responding ● designing and performing their own warm-ups ● researching and improvising Indian dance movements ● composing, developing and adapting dance phrases ● using linking movements to ensure fluency ● varying the order, timing, speed and direction of movements ● performing skills and movement patterns accurately ● working cooperatively with others ● describing and suggesting ways to improve their own and others' dance

History	RE	Art
The Industrial Revolution: Railways Children will learn to - ● Develop secure chronological understanding within and beyond living memory. ● Use historical vocabulary (*industry, revolution, invention, transport*). ● Sequence events and explain cause and effect relationships. ● Understand how evidence (e.g. artefacts, buildings) gives us information about the past. ● Make comparisons between periods of history using evidence. ● Develop empathy through describing life from different perspectives. ● Explain how people's lives were affected by historical developments. Use evidence to support opinions about fairness or working conditions. ● Write from a historical perspective. ● Explain how inventions contributed to wider historical change. ● Use different sources to learn about inventors' work and context. ● Present information clearly using posters, timelines, or short presentations. ● Explain how technological advances (railways) influenced growth of towns and trade. ● Use maps, timelines, and images to present historical understanding. Recognise the significance of local or national events (e.g. Stockton & Darlington Railway). ● Analyse how industrialisation changed society and the environment. ● Discuss and debate the idea of "progress." ● Use evidence to explain opinions in writing or discussion.	**What do Hindus believe God is like?** Children will use their developing knowledge and understanding of worldviews to: ● Identify some Hindu deities and say how they help Hindus describe God. ● Make clear links between some stories (e.g. Svetaketu, Ganesh, Diwali) and what Hindus believe about God. ● Offer informed suggestions about what Hindu murtis express about God. ● Make simple links between beliefs about God and how Hindus live (e.g. choosing a deity and worshipping at a home shrine).	**Sculpture and 3D: Abstract Shape and Space** Through practical activities and using famous pieces of work/ famous artists for inspiration, children will: ● Learn how to join 2D shapes to make 3D structures. ● Learn how to join materials in different ways to make 3D structures. ● Develop ideas for 3D artwork. ● Apply knowledge of sculpture when working in 3D. ● Evaluate and improve an artwork.

	celebrating Diwali). ● Identify some different ways in which Hindus worship. ● Raise questions and suggest answers about whether it is good to think about the cycle of create/preserve/destroy in the world today. ● Make links between the Hindu idea of everyone having a 'spark' of God in them, and ideas about the value of people.	
Music	**Computing**	**French**
Haiku, Music and Performance: Hanami/ Christmas Production Music Children will: ● Explore and describe the Japanese Festival of Hanami using suitable words and sounds → Compare this to the Winter Celebration of Christmas in the UK. ● Represent a blossom tree using sounds → Represent falling snow using sounds. ● Identify different musical features using descriptive vocabulary. ● Work as part of a group to compose and perform a piece of music celebrating the Hanami Festival → Work as part of a group to compose and perform a piece of music about snow/ Winter (using 'The Four Seasons: Winter' by Vivaldi as inspiration). ● Work as part of a group to perform songs for the Christmas production.	**Programming 1 - Further coding with Scratch** Children will: ● Identify how variables and if statements are used in Scratch games. ● Explain what a variable is, tracking and how a condition changes what happens. ● Create variables to keep and display scores. ● Use sensing blocks and if statements to control game actions. ● Combine variables, sensors and if/else blocks to build a multiplication game. ● Debug code by finding and fixing errors. ● Evaluate the game by explaining what worked well and what could be improved.	**School Days** ● Develop accurate pronunciation and intonation. ● Link the spelling, sound and meaning of a number of words. ● Identify the correct definite article and identify cognates and near cognates. ● Say and write descriptive phrases. ● Adapt phrases to build new sentence

Forest School
Fire safety - Bonfire; Alder ink and willow pencils; Pinecone exploration, Christmas Villages and Decorations ● Can I find out about events in British history? ● Can I develop an understanding of risk and how to keep myself safe? ● Can I select and use a range of tools and equipment to perform practical tasks? -knot tying/ shelter building ● Can I observe that some materials change state when heated? ● Can I Select and use a wide range of tools and materials to perform practical tasks, based on aesthetic qualities? ● Can I describe, explain and analyse beliefs and practices whilst recognising that diversity that exists? ● Can I select from and use a wider range of materials, textiles and ingredients, according to their characteristics?