West Bridgford Junior School
Year 4 Term Autumn 2 2026-27
Medium Term Plan

Topic: River Deep, Mountain High

	Week 1 02.11.26 INSET 2.11	Week 2 9.11.26 PPA	Week 3 16.11.26	Week 4 23.11.26 PPA	Week 5 30.11.26	Week 6 7.12.26 PPA	Week 7 14.12.26
English	**Reading:** **Mountains: Ben Nevis** Read aloud with expression and intonation taking into account presentational devices and a wider range of punctuation, including brackets, ellipsis and dashes **Writing to Inform:** **Explanation Text** Identify features & structure Time Adverbials Subordinating Conjunctions	**Reading:** **The Water Cycle** Read aloud with expression and intonation Retrieve and record information from non-fiction Scan a text to find answers to questions. **Writing to Inform:** **Explanation Text** Slow write – sentence types Write explanation text about the water cycle – introduction and evaporation	**Reading:** **The Water Cycle** Read between the lines to interpret meaning. Learn to use context clues in the text to suggest what new vocabulary might mean. **Writing to Inform:** **Explanation Text** Write explanation text about the water cycle- Condensation and precipitation	**Assessment Week** **Mountains: European Mountain Ranges** Read aloud with expression and intonation Retrieve and record information from non-fiction **Writing to Inform:** **Explanation Text** Write explanation text about the water cycle- Accumulation and conclusion Edit and publish	**Reading** **Mountaineers: Biographies** Identify main ideas drawn from a text, and summarise and sequence these. Explain the meaning of words in context **Writing to Inform:** **A Biography** Identify features and structure Notetaking Sentence Level Work	**Reading:** **Famous Mountaineers: Biographies** Identify main ideas drawn from a text and sequence these. Confidently use dictionaries to check the meaning of words that they have read. **Writing to Inform:** **A Biography** Write, edit & publish biography about Edmund Hillary, Tensing Norgay or Junko Tabei	**Reading:** **Christmas – The Little Match Girl** Learn to use context clues in the text to suggest what new vocabulary might mean. Identify the effects of different words and phrases on the reader to create different images and atmosphere

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Maths	**Addition and Subtraction:** Subtract two 4-digit numbers including exchanges Efficient subtraction Arithmetic Skills	**Addition and Subtraction:** Estimating answers Checking strategies **Measurement - Area** What is area? Arithmetic Skills	**Multiplication and Division** Multiples of 3 Multiply & divide by 6 Multiply & divide by 9 3, 6 and 9 times tables Arithmetic Skills	**Multiplication and Division** Multiply & divide by 7 7 times table & division facts **Measurement - Area** Finding area by counting squares Arithmetic Skills	**Assessment Week** **Multiplication and Division** 11 times table & division facts 12 times table & division facts	**Multiplication and Division** Multiplying by 1 and 0 Divide a number by 1 and itself Multiplying 3 numbers **Measurement - Area** Making shapes Arithmetic Skills	**Consolidation** **Reasoning and Problem-Solving Activities** Winter-themed challenges
Science	**Electricity** Which common appliances run on electricity? How can we make a bulb light up?	**Electricity** How do I construct a simple series electrical circuit? Identify and name the basic parts of a simple electrical circuit, and use universal symbols to draw a circuit diagram	**Electricity** What will happen to the bulb if I break the circuit? (Identify whether or not a lamp will light in a simple series circuit based on whether or not the lamp is part of a complete loop with a battery)	**Electricity** How can I turn a bulb on or off on my circuit? Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	**Electricity** What makes an effective switch? Recognise some common conductors and insulators, and associate metals with being good conductors	DT link	DT link
Computing	**Programming** **Physical Computing** To control a simple circuit connected to a computer	**Programming** **Physical Computing** To write a program that includes count-controlled loops	**Programming** **Physical Computing** To explain that a loop can stop when a condition is met	**Programming** **Physical Computing** To explain that a loop can be used to repeatedly check whether a condition has been met	**Programming** **Physical Computing** To design a physical project that includes selection	**Programming** **Physical Computing** To create a program that controls a physical computing project	-

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Geography	**River Deep, Mountain High** **Perlethorpe River fieldwork** **Weather recording here?**	**River Deep, Mountain High** What is a mountain? UK mountains: Use symbols, a key and contour lines to locate key areas of higher ground in the UK.	**River Deep, Mountain High** Use contour lines to show the height and shape of the landscape	**River Deep, Mountain High** . Can we name mountain ranges from across the world? Use a map to find the key mountain ranges of the world.	**River Deep, Mountain High** What are the key features of a mountain range?	**River Deep, Mountain High** How are mountains made? Identify different types of mountains. Identify, describe and explain the formation of different mountain types	
Art							
DT	**Computing link**	**Computing link**	**Computing link**	**Computing link**	**Design and Make a Christmas Lantern:** Look at lanterns and what features they need Consider design templates	**Design and Make a Christmas Lantern:** Make the lantern's outer shell	**Design and Make a Christmas Lantern:** Create a circuit to go inside the lantern including a switch Fit the circuit to the lamp Review design: what worked well, what would I improve?

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RE	**Religion, Family, Community and Worship** How do Hindu families practise their faith?	**Religion, Family, Community and Worship** How do Hindu families practise their faith?	**Religion, Family, Community and Worship** Find out about Hindu gods and goddesses	**Religion, Family, Community and Worship** What are the meanings of some Hindu festivals? (Diwali)	**Religion, Family, Community and Worship** What is a Hindu shrine and how is it used?	**Religion, Family, Community and Worship** What are the meanings of some Hindu festivals? (Holi)	**Religion, Family, Community and Worship** Reflect on our learning from this half term – form own opinions.
PE	**Netball** Tournament	**Indoor: Dance with Rattle and Roll** **Outdoor: Basketball** Dribbling to keep control and possession of ball	**Indoor: Dance with Rattle and Roll** **Outdoor: Basketball** Bounce and chest pass	**Indoor: Dance with Rattle and Roll** **Outdoor: Basketball** Passing and dribbling to create space	**Indoor: Dance with Rattle and Roll** **Outdoor: Basketball** Attacking and shooting	**Indoor: Dance with Rattle and Roll** **Outdoor: Basketball** Marking and defending	**Indoor: Dance with Rattle and Roll** **Outdoor: Basketball** Tournament

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Music	**This Little Light of Mine** Move to a jazz-styled piece. Learn Part 1 of the song *I Wanna Sing Scat.* Refine our singing by paying attention to the phrasing, articulation, and annunciating the words. Perform for a video recording.	**This Little Light of Mine** Play a bass part along with the song. Make up a rhythmic ostinato to accompany the song. Try to play together the bass and rhythmic parts along with the backing track and the singing.	**This Little Light of Mine** Listen to Bobby McFerrin guide people through singing the notes of the pentatonic scale. Improvise using notes of the scale and introduce a 'blue note' to our improvisations. Practise singing *This Little Light of Mine.*	**This Little Light of Mine** Learn more about Sister Rosetta Tharpe. Improvise on tuned percussion instruments using the pentatonic scale. Create our own arrangement of *This Little Light of Mine.*	**Christmas Production Songs**	**Christmas Production Songs**	-
SCARF	**Recognising & celebrating difference (inc. religions & cultural difference)** Recognise the need to manage conflict or differences respectfully and suggest ways of doing this, through negotiation and compromise.	**Recognising & celebrating difference (inc. religions & cultural difference)** Understand that people are different in many ways, and recognise how prejudice and discrimination can lead to unfair treatment.	**Recognising & celebrating difference (inc. religions & cultural difference)** To understand and appreciate the range if different cultures and religions represented in school	**Recognising & celebrating difference (inc. religions & cultural difference)** Recognise and celebrate diversity in people's cultures, beliefs, traditions and identities, understanding that everyone is unique and deserves kindness and respect.	**Understanding & challenging stereotypes** Recognise stereotypes, understand how they can be unfair or harmful, and know how to challenge them respectfully and assertively.	**Understanding & challenging stereotypes** Understand different types of relationships, recognise that differences do not prevent friendships, and know how to treat others with kindness, respect and support when they feel lonely or excluded.	**Understanding & challenging stereotypes** Understand the right to personal body space, recognise when others may feel uncomfortable, and know who to talk to if someone makes them feel unsafe or uncomfortable.