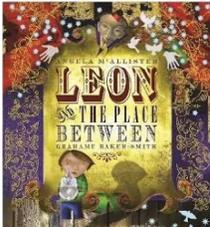
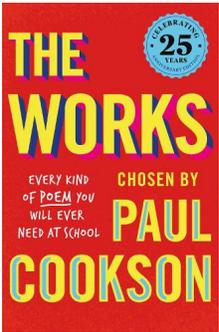


Medium Term Plan

YEAR 4 Maple Class

Spring 2 Inventive Egyptians

| Subject | Week 1 23.2.26 | Week 2 2.3.26 | Week 3 9.3.26 | Week 4 16.3.26 | Week 5 23.3.26 |
|---|---|---|--|--|---|
|   | <p>Children analyse Leon and the Place Between to learn about narrative structure, vocabulary and grammar. They discuss themes, audience and authorial choices, explore sensory language, practise writing openings and dialogue, and use the text as a model to create their own adapted narrative with a clear beginning, middle and ending.</p> | <p>Children plan and draft their own narrative using a rise–fall–rise structure, develop characters and settings, and build the plot towards a magical realm using sensory language and fronted adverbials.</p> | <p>Children continue drafting their story, developing the plot through problem and resolution. They then edit and proofread their work, focusing on grammar, pronouns, spelling, and punctuation, before reading it aloud with appropriate intonation to convey meaning.</p> | <p>Haiku Poetry using The Works by Paul Cookson</p> <p>Children explore words and phrases that capture the reader’s imagination, using onomatopoeia and sensory language. They study haikus, noticing structure, seasonal references, and imagery, and collect vocabulary and ideas from nature walks or videos. Pupils then draft their own haikus, focusing on rich noun phrases and descriptive language, rehearse them orally, and revise based on peer and teacher feedback to enhance meaning and impact.</p> | <p>Children proofread and finalize their haiku poems, improving spelling, handwriting, and presentation. They create illustrated haikus (haiga) and perform them aloud, using tone, volume, and action to convey meaning. In groups, they compose linked haiku (renga) around a theme, review and publish their work collaboratively, and compile a class book of illustrated and linked poems.</p> |

| Subject | Week 1 23.2.26 | Week 2 2.3.26 | Week 3 9.3.26 | Week 4 16.3.26 | Week 5 23.3.26 |
|---|--|---|--|--|---|
| Class reading core text  | VIPERS Fluency read: The Racehorse Who Wouldn't Gallop (Fred's Teaching) Comprehension: Broken Friendship (Ed Shed) | VIPERS Fluency read: Henry's House Egyptians (Fred's Teaching) Comprehension: The Great Pyramid (Ed Shed) | VIPERS Fluency read: Zennor by Anne Ridler (Fred's Teaching) Comprehension: The Star (Twinkl Assessment) | VIPERS Fluency read: Tony Robinson Weird World of Wonders Egyptians (Fred's Teaching) Comprehension: Tutanka- Whom (Ed Shed) | VIPERS Fluency read: My Brother is a Super Hero (Fred's Teaching) Comprehension: Hansel and Gretal (Ed Shed) |
| Handwriting | Spelling words as handwriting | Spelling words as handwriting | Spelling words as handwriting | Spelling words as handwriting | Spelling words as handwriting |
| Spelling | Step 20: Words ending in '-tion' | Step 21: Words ending in '-sion' | Step 22: Words ending in '-cian' | Step 23: Words that are adverbs of manner | Step 24: Challenge Words |



| Subject | Week 1 23.2.26 | Week 2 2.3.26 | Week 3 9.3.26 | Week 4 16.3.26 | Week 5 23.3.26 |
|--|---|--|--|---|--|
| Maths White Rose Maths Hub | Fractions Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers | Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families | Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers | Decimals Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit number by 10 | Divide a 2-digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1 or 2-digit number by 100 |
| Science Living things and their habitats | Explore different habitats | Research a habitat Newspaper Report | Explore how animals can be classified | Create a classification key | Adaptations and classification within species |
| History How much did the ancient Egyptians achieve? | To identify reasons why the Ancient Egyptians are considered successful. Why were people able to prosper in the desert land of Ancient Egypt? | To understand the types of evidence that can be used to reach conclusions about Ancient Egyptian life. | To understand how different groups of people contributed to Ancient Egyptian achievements. | To be able to reach conclusions about the Ancient Egyptian people through studying the pyramids. | To understand Ancient Egyptians beliefs about creation and the afterlife ALSO To create a non-chronological report about ancient Egyptians |
| Computing Coding | Scratch reminder To recall the key features of Scratch | Identifying what code does To understand how a Scratch game works by using decomposition to identify key features | Introduction to variables To understand what a variable is and how to make one | Making a variable To understand how to make a variable in Scratch | Times table project To use knowledge of how variables work to create a quiz |



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|--|--|--|---|--|--|
| Music Composition notation (Theme: Ancient Egypt (Y5 unit)) | Here come the Egyptians | Hieroglyphic score | Play like an Egyptian | Pitch pyramids | Egyptian farewell |
| RE Salvation How do Christians show that 'reconciliation' with God and other people is important? | To offer suggestions about what the narrative of the Last Supper, Judas' betrayal and Peter's denial might mean. | To give examples of what text studies mean to some Christians. Make closer links between Gospel texts and how Christians remember, celebrate and serve on Maundy Thursday, including Holy Communion. | To describe how Christians, show their beliefs about Jesus in their everyday lives: For example, prayer, serving, sharing the message and the example of Jesus. | To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. | To raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live. |
| PE OAA (Teacher) | OAA Lesson 1 To solve a problem | OAA Lesson 2 To recognise compass points. To operate as part of a team to solve a problem. To listen to and give instructions. | OAA Lesson 3 To explain what a compass is. To describe how a compass can be used. To use compass points to complete a task. | OAA Lesson 4 Perform under time pressures. Refine answers from clues. Work independently from the teacher. | OAA Lesson 5 Use a map to follow a course. Work cooperatively with a partner. Evaluate their success |
| PE Football (Premier Sports) | To work collaboratively to work towards and score goals | To move to stay with an attacking player | To practise defense tackling | To use dribbling to progress forward | To pass the ball to players over distance |
| PSHCE Health and wellbeing/Changing of the body/ Citizenship | To understand that not all information on search engines is valuable. | To recognise that change is a part of growing up | To recognise the physical differences between children and adults | To begin to understand the risks of smoking and the benefits of being a non-smoker | To understand what human rights are |



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|--|---|---|---|--|---|
| Keeping Children Safe | Internet safety | Internet safety | Internet safety | Internet safety | Safety in local area |
| Art Craft and design: Ancient Egyptian Scrolls | Exploring ancient Egyptian art | Designing scrolls | Making paper | Scroll making | Making Zines |
| Languages: French Where in the world? | The UK | French speaking countries | The Equator | Continents | Animals |
| Worship Reflection | Lent – In what ways is our world broken and how can it be repaired? | Jesus carers and providers – What story is your favourite and what does it mean to you? | Following Jesus' example – Do your words always show an all-inclusive love for one another? | Holy Week 1 - How did Jesus show his love for his disciples? | Holy Week 2; Good Friday, Easter and your own Easter celebrations – How do Christians celebrate Easter? |
| Enrichment activities | <ul style="list-style-type: none"> Easter Bonnet competition | <ul style="list-style-type: none"> World Book Day 5.3.26 | <ul style="list-style-type: none"> Science Week 6-13 March | <ul style="list-style-type: none"> Book Fair 18-25th March KS2 Church 17th March | <ul style="list-style-type: none"> KS2 Church 26th March |

- Trip: History off the Page