Somerdale Educate Together

Medium Term Overview 2026-2027 <Term 2> <Year 4>

Through an enquiry approach, our curriculum is responsive. We nurture, develop and build on children's interests and passions; make links to their local environment so that learning is relevant, lifelong and builds the broad skills and knowledge for the world ahead. With an ethical focus in which children learn about rights, through rights and for rights, our children have the confidence to question the world around them, allowing them to be active participants to shape their community. Our children are stewards of the environment, developing strong core moral values which celebrates openness, diversity, and equity.

This document provides an overview of the planned sequence of learning for a term. Actual teaching and timings may differ as teachers adapt teaching and learning opportunities as they teach to ensure teaching is responsive to children's needs.

Subject/Area/Focus	Week 1 2nd – 6th Nov	Week 2 9th- 13th Nov	Week 3 16th – 20th Nov	Week 4 23rd – 27h Nov	Week 5 30th Nov – 4th Dec	Week 6 7th – 11th Dec	Week 7 14th – 18th Dec
Key Events/ Assessments	Road safety week		Anti-bullying week		Assessment week Panto (Thursday)	Christmas dinner – Weds Candlelight carols- Thurs	Fri – 1pm finish for pupils
School Values	November: Friendship December: Peace						
Unicef Rights Respecting Schools – Main Focus Click here for more information	Article 14: Children can choose their own thoughts, opinions and religion, but this should not stop other people from enjoying their rights. Article 19: Children have the right to be protected from being hurt and mistreated, in body or mind.						
Main Enquiry Questions	*History: "What happened during the Roman Invasion of Britain?"* *Science: "How do we hear?"*						
Learn Together, including RE		Communicate (children reflect on own experiences of concept) • Identify symbols in their own lives and communities, such as the school logo as symbol of community or chicks as a symbol of Spring. Apply (children reflect on how concept affects them and others – impact on feelings and behaviours) • Identify a symbol that is important to them, such as a memento from a holiday or a book that they read with a family member.		• Articulate the feelings these symbols evoke, such as pride, fun, boredom, or wonder. Enquire (children speculate and ask questions about concept) • Identify the difference between symbol and sign (a symbol represents or stands for something, a sign informs about something). • Discuss the meaning of symbols and why they are used.	Contextualise (children create connections between concept and belief system) • Identify an artefact from one belief system which has a symbolic meaning. Examples include: Judaism – Star of David, Islam – star and the crescent moon, Sikhism – the Khanda, Buddhism – the Dharma wheel, Humanism- the Happy Human) • Discuss the symbolism attributed to that artefact for the members of the belief system.	Reflect (children reflect on value and importance of concept) Within (belief system // from viewpoint of member of belief system) • Engage in debate and discussion on the importance of the symbol within the belief system. Without (from children's perspective) • Explain how they would feel if the symbols that are significant in their own lives could no longer be used.	
PSHE	Road safety		Anti-bullying week				
	Zero Carbon Project						
Focus Text	Iron Man by Ted Hughes						
Phase and key objectives	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities		Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising	Phase 1: Opening experience Teaching key vocabulary Reading and immersion in text Speaking and listening Book talk Grammar skill 1 Writing opportunities NFERs	Phase 2: Writer talk Analysing author's style Identifying organisational features Identifying language features Exploring key events, themes, characters Grammar skill 2 Writing opportunities	Phase 3: Planning (mapping/boxing up) Oral rehearsal Modelled and shared writing Drafting Feedback and target setting Editing and revising
Main Grammatical Focus	Expanded noun phrases Using and punctuating direct speech.	Fronted adverbials for time and place	Using and punctuating direct speech.	Subordinating conjunctions	NFER/ Fronted adverbials for manner	Fronted adverbials for manner	
Phonics/Spelling	*Step 7:* *Words with the suffix '-ation'*	Step 9: Words with the suffix '-ly'	Step 10: Words ending in '-lly'	Step 11: Words where 'ch' makes a /sh/ sound	Step 12: Challenge Words	Step 13: *Words with the suffix 'sion'*	
Home Learning Support	For more information on the focus of the steps, please click here. Spelling Shed Home Use (For weekly spellings including interactive games)						
Main handwriting Focus	Handwriting booklet using statutory spelling words	Continuation of handwriting booklet	Continuation of handwriting booklet	Continuation of handwriting booklet	Continuation of handwriting booklet	Continuation of handwriting booklet	Handwriting assessment
Home Support	Access Letter Join at home to practice letter formation and spelling. Available on desktop, laptop and tablet.						

Main reading focus	The Iron Man chapter 1	Roman non-fiction extract	Class story extract	*The Iron Man chapter 4*	NFERs	*Christmas extract*	*Christmas poetry*
Mathematics *For more information on the focus of the steps, please click here.*	End of unit addition and subtraction. Pre unit area. ***Autumn block 3 – Area*** • *Step 1* ***What is area?*** • *Step 2* ***Count squares*** • *Step 3* ***Make shapes*** • *Step 4* ***Compare areas***	Pre unit multiplication & division A ***Autumn block 4 – Multiplication and Division A*** • *Step 1* ***Multiples of 3*** • *Step 2* ***Multiply and divide by 6*** • *Step 3* ***6 times-table and division facts*** Post unit area	• *Step 4* ***Multiply and divide by 9*** • *Step 5* ***9 times-table and division facts*** • *Step 6* ***The 3, 6 and 9 times-tables*** • *Step 7* ***Multiply and divide by 7*** • *Step 8* ***7 times-table and division facts***	• *Step 8* ***7 times-table and division facts*** • *Step 9* ***11 times-table and division facts*** • *Step 10* ***12 times-table and division facts*** • *Step 11* ***Multiply by 1 and 0*** • *Step 12* ***Divide a number by 1 and itself***	NFERs	• *Step 13* ***Multiply three numbers*** End of unit multiplication & division A Pre unit multiplication & division B	Consolidation
Home Learning Support	Home Support: Use the link below to access videos which explain each step. These can help you to see the methods that are being taught, or can be used as additional practice. Early Years Year 1 Year 2 Year 3 Year 4 Year 5 Year 6 Free Downloadable Workbooks for Year 1 – 6 TTRS for Key Stage 2 1 Minute Maths App for all year groups Numbersense Home Learning Overviews (Year 1, Year 2 & Year 3 Autumn Term)						
Science	• Go on a 'sound walk' through the school and begin to think about how sound is made.	• Explore sound further and investigate vibrations and how sound travels.	Investigate pitch and volume by exploring instruments and the different sounds they make.	• Understand how we hear sounds and begin to consider ways to reduce what we can hear.	• Plan and conduct an investigation into which material best reduces the sounds we hear.	End of block assessment	
History	Enquiry building Placing Roman rule on timeline. Reasons for invasion	Roman Empire background and invasion	Why were they successful? Roman Army How do we know?	Did they face opposition? Boudica How do we know?	What were their achievements? How do we know?	What remains of Roman Britain?	Would you rather live in the Stone Age, Iron Age or Roman Britain? Debate
D.T	Children learn basic food preparation techniques and ways of combining components to create simple food products for a particular purpose, i.e. *designing a healthy dip for a party.* They develop their designing skills by using their own experiences and evaluating existing products to develop ideas. Through discussion, they develop criteria for their design proposals and suggest ways to proceed. They develop their making skills by learning to combine components according to taste, appearance, texture and aroma to create a product that contributes to a healthy diet. Through this activity children develop an awareness of health and safety and learn that the quality of the product depends on how well it is made and presented.						Reflect and celebrate
Computing	***Creating media – Audio Production*** Lesson 1 – Recording sound	***Creating media – Audio Production*** Lesson 2 – Editing audio	***Creating media – Audio Production*** Lesson 3 – Planning a podcast	***Creating media – Audio Production*** Lesson 4 – Creating a podcast	***Creating media – Audio Production*** Lesson 5 – Behind the scenes	***Creating media – Audio Production*** Lesson 6 –Evaluating podcasts	
Music	Preludes						
Physical Education	Yoga Fitness For a breakdown of objectives, see our website						
Languages (KS2)	My family (IN) Click here for the mapping of objectives for each unit.						