



Brownhills West Medium Term Planning:
Year 4 - Autumn 1 - 2026-2027
No. of Weeks - 8

NC Subject	NC Content & Coverage	Learning Sequence	Experience / Enrichment / Trips / Resources
Geography	Not taught this half term		
Science Living Things and Their Habitats From Grammarsaurus 2.0	Children will: • recognise that living things can be grouped in various ways • explore and use classification keys to help group, identify and name various living things in their local and wider environment • recognise that environments can change and sometimes pose dangers to living things	Lesson 1: How do observable features help us group and sort things? I can use observable features to group and sort objects. Lesson 2: Which observable features can we use to group animals? I can use observable features to group and classify animals. Lesson 3: Which features help us to group different types of plants? I can use observable features to group and classify plants. Lesson 4: How can classification keys help us to identify living things? I can use classification keys to identify living things. Lesson 5: Which living things can we identify in our local area? I can use classification keys to identify living things. Lesson 6: How is our environment changing? I can research different environmental changes and explain how they affect living things.	
PE Swimming	Children will learn: • Distance: Swim competently, confidently, and proficiently over a distance of at least 25 metres. • Strokes: Use a range of strokes effectively (for example, front crawl, backstroke, and breaststroke). • Self-Rescue: Perform safe self-rescue in different water-based situations.	Swimming lessons are provided by an outside swimming teaching company and tailored to children's individual needs on a weekly basis.	
PSHE My Happy Mind: Meet Your Brain My Happy Mind: Places	Children will learn: • how to train their minds to focus on whatever they want. • that this is Neuroplasticity, and they can do anything they put their mind to • how they use each part of Team H-A-P and reflect on when they use them to develop their understanding. • how the Amygdala reacts to real and perceived danger. About what triggers their own Amygdala to fight, flight and freeze, and how they can train their brain to calm their Amygdala down. • about the brain's structure and how Neurons carry messages to create Neural Pathways. • how Neural Pathways help us to form habits. • more about how to look after their brains and what happens if they don't. • how our minds can feel like a snow globe, leaving us unable to see clearly	Lesson 1: Being Brownhills Best - Welcome back! Lesson 2: My Happy Mind - Meet your Brain (1) - HAP Lesson 3: My Happy Mind - Meet your Brain (2) - Our Amygdala. Lesson 4: My Happy Mind - Meet your Brain (3) - How to calm your Amygdala Lesson 5: My Happy Mind - Meet your Brain (4) - Neurons and Neural Pathways Lesson 6: My Happy Mind - Meet your Brain (5) - how to look after our brains Lesson 7: My Happy Mind - Places - Understanding our emotions Lesson 8: My Happy Mind - Places - My Stamps Lesson 9: My Happy Mind - Places - My Trusted Adults	
Computing The Internet from Oak Academy https://www.thenational.academy/teachers/programmes/computing-primary-ks2/units/the-internet/lessons	Children will: • recognise the internet as a network of networks. • learn that the World Wide Web is part of the internet. • evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	Lesson 1: Connecting networks I can explain how networks are connected together and why it is important they are protected. Lesson 2: The internet and World Wide Web I can describe how information is sent between networked devices. Lesson 3: Sharing information I can outline how websites or the World Wide Web are shared via the internet. Lesson 4: Content on the World Wide Web I can explain how content is made available on the World Wide Web. Lesson 5: Ownership and the World Wide Web I can recognise that the World Wide Web is made up of content created and owned by many people. Lesson 6: Reliability of content on the World Wide Web I can evaluate the reliability of content on the web.	Chromebooks Google
Design and Technology Chocolate That Cares from Grammarsaurus	Children will: • investigate and analyse a range of existing products • use research and develop design criteria to inform the design of innovative, functional, and appealing products that are fit for purpose • generate, develop, model and communicate their ideas through discussion and annotated sketches • select from and use a wider range of tools and equipment to perform practical tasks accurately • select from and use a wider range of materials and	Lesson 1: What makes a chocolate treat delicious? I can identify flavour combinations and textures that make chocolate delicious. Lesson 2: I can explain what Fairtrade is and why it is important for cocoa farmers. I can explain what Fairtrade is and why it is important for cocoa farmers. Lesson 3: I can design a sustainable chocolate product that cares for the planet. I can design a sustainable chocolate product that cares for	baking tray, baking paper, cooling rack, double boiler or microwave/microwavable bowl (for melting chocolate), chocolate (various types for tasting), Fairtrade chocolate bars for melting, fruit (e.g.,



	components, including ingredients, according to their functional properties and aesthetic qualities • prepare and cook a variety of (predominantly savoury) dishes using a range of cooking techniques • understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed • evaluate their ideas and products against their own design criteria and consider the views of others to improve their work	the planet. Lesson 4: I can create a chocolate treat using Fairtrade ingredients and eco-friendly practices. I can create a chocolate treat using Fairtrade ingredients and eco-friendly practices. Lesson 5: I can evaluate my chocolate creation and explain how it reflects Fairtrade and sustainability values. I can evaluate my chocolate creation and explain how it reflects Fairtrade and sustainability values.	strawberries, bananas, oranges), gloves and apron, paper towel, nuts (e.g., almonds, hazelnuts, cashews), packaging materials (card, sellotape, paper bags etc.), small bowls, spices (e.g., cinnamon, chilli, vanilla), spoons/spatulas for mixing, tasting spoons
History	Not taught this half term		
Art and Design Sculpture: How can pottery teach us about the past? (Grammarsaurus)	Children will: • develop their techniques, including their control and their use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design • create sketchbooks to record their observations and use them to review and revisit ideas • improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay] • learn about great artists, architects and designers in history	Lesson 1: How has pottery taught us about life in the past? I can explore different examples of pottery and reflect on what they tell us about people's lives, beliefs and culture. Lesson 2: How can we best make a coil pot? I can sculpt a coil pot, ensuring the joins are strong and balanced. Lesson 3: How can I develop my mastery of clay sculpture? I can experiment with clay techniques to create a unique canopic jar lid. Lesson 4: How can I best use colour to enhance my sculpture? I can develop my painting techniques to decorate my canopic jar in the style of ancient Egyptian pottery. Lesson 5: What can we learn from pottery? I can work with a group to present ideas about what pottery tells us about the past, while also completing and sharing my own canopic jar.	air-dry clay, acrylic paints, varnish (or PVA and water), a range of brushes (mainly small and both round and flat), mats for tables, clay tools (kebab skewers, wooden cutlery and toothpicks are all good options)
Music This Little Light of Mine (Sing Up)	KS2 coverage - Children will: • Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression. • Improvise and compose music for a range of purposes using the inter-related dimensions of music. • Listen with attention to detail and recall sounds with increasing aural memory. • Appreciate and understand a wide range of high-quality live recorded music drawn from different traditions and from great composers and musicians. • Develop and understanding of the history of music. Year 4 coverage - Children will: • Continue to sing a broad range of unison songs with the range of an octave (do-do), pitching the voice accurately and following directions for getting louder (<i>crescendo</i>) and quieter (<i>decrescendo</i>). • Develop a knowledge and understanding of the stories, origins, traditions, history, and social context of music they are listening to, singing, and playing. • Listen to recorded performances. • Improvise on a limited range of pitches of the instrument they are now learning, making use of musical features including smooth (<i>legato</i>) and detached (<i>staccato</i>).	Lesson 1: Get to know the song 1. Lesson 2: Get to know the song 2. Lesson 3: Progression snapshot 1. Make a video recording of children singing. Lesson 4: Play bass notes and a rhythm ostinato with the backing track. Lesson 5: Improvise on the notes of the pentatonic scale using the voice and instruments. Lesson 6: Create an arrangement of This little light of mine.	Enable PowerPoint content. Double check video links work and any online content is still available.
Religious Education What kind of world did Jesus want? (NATRE)	Children will: • learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. • learn about the calling of the first disciples and how Christians today try to follow Jesus. • find out about Jesus' actions towards other people and what example these set for the actions of Christians today. • learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. • learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament.	Lesson 1: What is fishing for men? How would the first disciples have felt? Lesson 2: How would the first disciples have felt when they were asked to follow Jesus? Lesson 3: Would it have been easy to follow Jesus? Lesson 4: How did Jesus respond to people who were unwell? Lesson 5: What would the world be like if everybody followed Jesus? Lesson 6: What kind of world did Jesus want?	
French Myself, My Family, Pets	Children will: • Know the genders of the words (male/female: un/une) • Show understanding when hearing the words for ...	Talk about myself (Review of Y3) (2) Recap key concepts seen in Y3 My pets (3)	



(Grammarsaurus)	- Label _____, using matching activities - Play games co-operatively in French, practising the words - Understand the question about _____ - Give details of _____ in response to the question - Develop their response to the question _____ - Correctly spell given words - Write a sentence to answer a question - Put the words in the correct order to form a phrase - Read a text and write the answers in English	- Name pets in French - Say if I have pets - Ask someone if they have pets At home (3) - Describe where I live (in a house/flat/ in the city/in the countryside/ in the sea side/ in the mountains) - Name the rooms in the house - Say where people/animals are in the house	
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