

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	The Tear Thief – Carol Ann Duffy The White Fox – Jackie Morris Themes: Journey/Youth and Age Literary Ideas: Fables/Metaphors/Quest/Other Cultures Texts – Dian Fossey, Oliver Jeffers, Snow Fox, Endangered Wolf, Non-fiction, newspapers, Arctic Fox DR skills – Predicting, Inferring, Asking Questions, Evaluating, Clarifying, Making connections, Summarising	Kensuke’s Kingdom – Michael Morpurgo Themes: Other Cultures/Youth and Age Literary Ideas: Journey Stories Texts – Ellen MacArthur, survival story, Escape from Pompeii, Kensuke, DR skills – Predicting, Inferring, Asking Questions, Evaluating, Clarifying, Making connections, Summarising	(Oral retell of Cinderella and other ‘rags to riches’ stories) Cloud Tea Monkeys Elspeth Graham Themes: Being Different/Oppression Literary Ideas: Rags to Riches Story/Traditional Tale Texts – Danny Champion of the World, Cinderboy DR skills – Predicting, Inferring, Asking Questions, Evaluating, Clarifying, Making connections, Summarising	Journey to Jo’burg – Beverley Naidoo Themes: Prejudice/Oppression Literary Ideas: Stories from Other Cultures Texts – Danny Champion of the World DR skills – Predicting, Inferring, Asking Questions, Evaluating, Clarifying, Making connections, Summarising	Christophe’s Story – Nicki Cornwell The Journey – Francesca Saan Themes: Loss/Prejudice/Oppression/Other Cultures Literary Ideas: Oral Story Traditions Texts – My friend Walter DR skills – Predicting, Inferring, Asking Questions, Evaluating, Clarifying, Making connections, Summarising	The Story of The Blue Planet – Andi Snaer Magnasan Themes: Conservation/Ethics – What is valuable? Literary Ideas: Portal Stories Texts – My friend Walter DR skills – Predicting, Inferring, Asking Questions, Evaluating, Clarifying, Making connections, Summarising
Oracy		Outcome: Speech about what the most important part of the Christian story is to Christians and what Christmas means to them Audience: Peers in groups of 10-15 children. Purpose: Inform Subject: RE	Outcome: Voice over for the children’s photo editing Audience: Clip recorded for parents to listen to as part of a photo exhibition. Purpose: Inform: use of technical vocab Subject: Computing		Outcome: Persuasive speech about healthy eating Audience: Year 2 Purpose: Entertain and inform Subject: PSHE	Outcome: Tourist advert for Anglo Saxon Britain (written and then presented): based on key question: What did the Anglo-Saxons change in Britain? Audience: Children in Year 3 Purpose: Persuade
Maths	Number and Place Value Addition and Subtraction Measurement with addition and subtraction	Multiplication and Division Fractions Geometry Measurement Time	Factions Number and Place Value Addition and Subtraction Measurement Time Geometry	Multiplication and Division Fractions & decimals Place Value Addition and subtraction with statistics	Multiplication and Division Geometry Addition and subtraction with statistics	Multiplication and Division Fractions Measurement Money & Time length
History/Geography	Main Focus: Natural disasters including volcanoes Progression: Use maps, atlases, globes and digital/computer mapping to describe features studied Identify the position and significance of latitude, longitude Identify the position and significance of Equator, Northern Hemisphere, Southern Hemisphere Physical geography, including: volcanoes and earthquakes	Roman Empire and its impact on Britain •Begin to understand historical periods overlap each other and vary in length. •Can describe with simple examples different types of causes seeing that events happen for different reasons not just human action. (Why the Romans came to Britain, plus impact short and long term)	Change in technology over time Be able to sequence events within the period being studied. Uses more precise chronological vocabulary. Can give simple explanations that not everyone in the past lived in the same way. When explaining, can use period specific language	Change in technology over time - continued Be able to sequence events within the period being studied. Uses more precise chronological vocabulary. Can give simple explanations that not everyone in the past lived in the same way. When explaining, can use period specific language	Cosham V Southwick Small UK region contrast including UK National Parks Progression: Use maps, atlases, globes and digital/computer mapping to locate countries Use maps, atlases, globes and digital/computer mapping to describe features studied Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features	Anglo-Saxons Chronology •Can give simple explanations that not everyone in the past lived in the same way. Continuity and Change •Can describe and give some examples of a range of changes at particular points in history while some things remained the same. ••Can describe with simple examples different types of

	Human geography, including: types of settlement and land use		Can describe and give some examples of a range of changes at in history while some things stayed the same. Begin to understand that causes can occur for different reasons some not controllable.	Can describe and give some examples of a range of changes at in history while some things stayed the same. Begin to understand that causes can occur for different reasons some not controllable.	(including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time Understand geographical similarities and differences through the study of human and physical geography of a region of the United Kingdom	causes seeing that events happen for different reasons not just human action. (Change from paganism to Christianity/Saxon culture)
Science	Main Focus: Solid, liquid, gas Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research Progression: compare and group materials together, according to whether they are solids, liquids or gas, observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C), identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Main Focus: Teeth and eating Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research Progression: describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey	Main Focus: Electricity Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research Progression: identify common appliances that run on electricity, construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer, 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 batter, recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit, recognise some common conductors and insulators, and associate metals with being good conductors	Main Focus: Sound Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research Progression: identify how sounds are made, associating some of them with something vibrating, recognise that vibrations from sounds travel through a medium to the ear, find patterns between the pitch of a sound and features of the object that produced it, find patterns between the volume of a sound and the strength of the vibrations that produced it, recognise that sounds get fainter as the distance from the sound source increases	Main Focus: Living things and their habitats Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research Progression: recognise that living things can be grouped in a variety of ways, explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment, recognise that environments can change and that this can sometimes pose dangers to living things	Main Focus: Living things and their habitats Working Scientifically: observing over time, pattern seeking, identify, classify and group, comparative and fair testing and research Recap/consolidate skills
Art/DT	Exploring Mediums Main Focus: Drawing and painting - Develop intricate patterns using different grades of pencil and other implements to create lines and marks. - Draw for a sustained period of time at an appropriate level. - Use sketchbooks to collect and record visual information from different sources as well as planning and collecting source material for future works.	Fabric Bags Main Focus: Textiles - - Plan a design in a sketchbook and execute it. - Use a technique as a basis for stitch embroidery. - Apply decoration using needle and thread: buttons, sequins. - Use sketchbooks to collect and record visual	Torches Main Focus: STEM- - Start to generate ideas, considering the purposes for which they are designing- link with Mathematics and Science. - Planning how to use materials, equipment and processes - Identify the strengths and areas for development	Landscapes Main Focus: Painting a landscape in the style of David Hockney Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects.	Healthy eating Main Focus: Food & Nutrition - Understand that food is grown - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Know how to use a range of techniques such as peeling, chopping, slicing, grating, mixing, spreading, kneading and baking.	Outdoor Art Main Focus: 3D art - Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. - Use recycled, natural and man-made materials to create sculptures.

	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Margret Godfrey	information from different sources. To record textile explorations and experimentations as well as try out ideas. - Adapt work as and when necessary and explain why. - Change and modify threads and fabrics, use language appropriate to skill and technique. - Demonstrate experience in looking at fabrics from other countries.	- Learn about inventors, designers, engineers - Know how to measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques. - Start to understand that mechanical and electrical systems have an input, process and output and how simple electrical circuits and components can be used to create functional products. - Understand how to reinforce and strengthen a 3D framework. - Evaluate own and others work	- Start to develop a painting from a drawing. - Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. - Start to look at working in the style of a selected artist (not copying). Artist study: David Hockney	- Know that a healthy diet is made up from a variety and balance of different food and drink - Know that to be active and healthy, food and drink are needed to provide energy for the body.	- Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why. - Demonstrate awareness in environmental sculpture and found object art. Show awareness of the effect of time upon sculptures. - Discuss and review own and others work, expressing thoughts and feelings, and identify modifications/ changes and see how they can be developed further. - Begin to explore a range of great artists, architects and designers in history. Artist Study: Andy Goldsworthy
PSHE	My healthy self: How can I make healthy choices?	Connecting with others: How can we respect each other?	The online world: How can we decide what to trust online?	Citizenship: How can I spend money responsibly?	Growing up: How will my body and emotions change as I grow up?	Staying safe: What signs help me recognise what is safe or unsafe?
RE	Theme: Beliefs and Practices Key Question: How special is the relationship Jews have with God? Religion: Judaism	Christmas Concept: Incarnation Key Question: What is the most significant part of the nativity story for Christians today? Religion: Christianity	Theme: Passover Key Question: How important is it for Jewish people to do what God asks them to do? Religion: Judaism	Theme: Easter Concept: Salvation Key Question: Is forgiveness always possible for Christians? Religion: Christianity	Theme: Rites of Passage and good works Key Question: What is the best way for a Jew to show commitment to God? Religion: Judaism	Theme: Prayer and Worship Key Question: Do people need to go to church to show they are Christians? Religion: Christianity
PE Year 4	Invasion Games (Ball games with transferable skills)	Dance Horror themed showcase	OAA Team Building Element	Gym Travel Based and Synchronised	Athletics KS2 Rewards Scheme	Striking and Fielding Cricket Focus
Computing	Computing Topic: The Internet I can save and retrieve work on the Internet, the school network or my own device.	Computing Topic: Repetition in shapes I can break an open-ended	Computing Topic: Photo editing I can create different effects with different technology tools.	Computing Topic: Data logging	Computing Topic: Repetition in games I can refine a procedure using repeat commands to improve a program.	E-safety Privacy and security Computing Topic: Audio editing

	- I can talk about the parts of a computer. - I can tell you ways to communicate with others online. - I can describe the World Wide Web as the part of the Internet that contains websites. - I can use search tools to find and use an appropriate website. I think about whether I can use images that I find online in my own work. E-safety Health, Well-being and Lifestyle Self-Image and Identity	problem up into smaller parts. - I can put programming commands into a sequence to achieve a specific outcome. - I keep testing my program and can recognise when I need to debug it. - I understand and can use basic selection and repetition in algorithms. - I can create and describe the algorithm I will need for a simple task. I can detect a problem in an algorithm which could result in unsuccessful programming. E-safety Online Reputation Copyright and Ownership	- I can combine a mixture of text, graphics and sound to share my ideas and learning. - I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. - I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online. E-safety Online bullying	- I can talk about the different ways data can be organised. - I can search a ready-made database to answer questions. - I can collect data help me answer a question. - I can add to a database. - I can make a branching database. I can use a data logger to monitor changes and can talk about the information collected E-safety Managing Online Information	- I can understand and use variables within my programming. - I can use input to alter and affect my variables. - I can confidently use sequence, selection and repetition within my algorithms and programming E-safety Online relationships	- I can create different effects with different technology tools. - I can combine a mixture of text, graphics and sound to share my ideas and learning. - I can use appropriate keyboard commands to amend text on my device, including making use of a spellchecker. - I can evaluate my work and improve its effectiveness. I can use an appropriate tool to share my work online.
Music	Singing in parts: Loops and layers		Musical motifs: Reading the stave		Music technology: Loop-based composition	
Spanish	Spanish Topic: Welcome to School Main Focus: School subjects and super learners (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)	Spanish Topic: My Local Area Main Focus: shops, signs and directions (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)	Spanish Topic: Family Tree Main Focus: Family members (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)	Spanish Topic: Body Parts Main Focus: Naming body parts (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)	Spanish Topic: Feeling Unwell Main Focus: Describe feelings and illnesses. (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)	Spanish Topic: Summer Time Main Focus: Weather (Listen, speak, read and write using phrases, sentences and questions. Use Phonics to help with writing and pronunciation. Understand masculine and feminine)

Year Four Long Term Plan 2026-2027

(NB: music is taught in one of the half-terms each term)