

## Year 4 - Long Term Plan

2025/26

|                | Autumn Term  |  | Spring Term  |  | Summer Term  |                               |
|----------------|--|--|--|--|--|-------------------------------|
|                | Wonderful Water  | Monsters Academy   | Ancient Egyptians  |  | Romans   |                               |
| Weeks          | AT1  | AT2  | SP1  | SP2  | SUM1   | SUM2                          |
| English (text) | Alba, the Hundred Year-Old Fish  | The Iron Man   | Arthur and the Golden Rope   | The Egyptian Cinderella                                  | Oliver and the Seawigs   | The Promise                   |
| Maths          | <b>Number</b><br>Place Value<br><br><b>Number and Calculations</b><br>Addition and subtraction   | <b>Measure</b><br>Area<br><br><b>Number and Calculation</b><br>Multiplication and division | <b>Measure</b><br>Length and Perimeter<br><br><b>Number</b><br>Fractions   | <b>Number</b><br>Decimals<br><br><b>Measure</b><br>Money | <b>Measure</b><br>Time<br><br><b>Geometry</b><br>Properties of shapes<br><br><b>Statistics</b>   | <b>Position and direction</b> |
| History        |  |  | *Timeline using dates- BCE and CE.<br>*Sources of evidence for historical enquiries<br>*Suggest causes and consequences of some of the main events within Ancient Egypt.<br>*Explain the concept of change.<br>*Compare the similarities and differences between the new and old kingdoms of Ancient Egypt.<br>*Discuss the importance of people and events in time and the significant impact they had on British archaeological thought. |  | *I can begin to discuss the reliability of sources.<br>*Suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded.<br>*Explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence.<br>*Describe the social, ethnic, cultural and religious diversity of the past.<br>*Describe different accounts of a historical event, explaining some of the reasons why the account may differ (Boudicca).<br>*Discuss the importance of people and events in time and the significant impact they had on society using evidence to prove my discussion (with support). |                               |
| Geography      | *To identify longest rivers in the world<br>*To understand the water cycle and accurately use key terminology to describe its process<br>Key physical features - rivers and water cycle, transpiration |  | *Use maps, atlases, globes and digital/computer mapping (Google Earth) to locate countries and describe features studied<br>*On a world map, locate areas of similar environment regions, either desert, rainforest or temperate regions<br>*To identify largest deserts<br>*Revisit the eight compass and apply to reading 4 figure grid reference (maths co-ordinates)   |  | *To describe key aspects of human geography including trade links in the Pre-roman and Roman era<br>Key human features – types of settlement, land use<br>*To locate the countries that make up Europe (including the location of Russia)<br>*Identify the major cities of key European countries  |                               |

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|-------------------------|--|---|--|---|---|----------------------------------|
|                         | *To name and locate counties and cities of UK<br>identifying rivers and land use             |   | *Use symbols and keys (including use of OS maps) to build their knowledge of the U.K. and the wider world<br>*Identify the position and significance of Equator<br>*Northern and Southern hemisphere |   |   |                                  |
| <b>Science</b>          | Materials  | Electricity   | Animals including humans   | Living things and their habitats                          | Sound   |                                  |
| <b>RE</b>               | How do creation stories help people understand the world?                                    |   | How does the bible help Christians to live a good life?  | How are the stories of holy week important to Christians? | Why do people follow inspirational leaders?     |                                  |
| <b>PSHE</b>             | Me and My Relationships  | Valuing Difference  | Keeping Safe   | Rights and Respect  | Growing and Changing                            | Being My Best                    |
| <b>Music</b>            | Bamboo Tamboo  | Glockenspiel  | Stop!  | Lean On Me  | Blackbird                                       | Reflect, Rewind and Replay       |
| <b>DT</b>               |  | Simple circuits & switches<br>2D shape to 3D product  | Healthy & varied diet  |   |   |                                  |
| <b>Art</b>              | Painting   |   | Drawing  |   | Working in 3D                                   |                                  |
| <b>Computing</b>        | Computing systems and networks   | Programming - Repetition in shapes  | Creating media - Audio Production  | Data and information<br>Data logging                      | Creating media - Photo editing                  | Programming- Repetition in games |
| <b>French</b>           | Weather and seasons<br><br>Asking for the time and telling the time to o'clock and half past | Counting 12-31<br>Asking for dates, giving dates to the year including birthdays.<br>(Yesterday. Today, tomorrow) | Introducing Family members<br><br>Pets   | Body Parts<br><br>Clothes                                 | What's in your home?<br><br>What's in the Town? | Fruit and vegetables and story   |
| <b>PE</b><br>Indoor PE  | Yoga   | Fitness   | Gymnastics   | Dance   | Badminton                                       | Gymnastics                       |
| <b>PE</b><br>Outdoor PE | Rounders   | Basketball  | Hockey   | Tennis  | Athletics                                       |                                  |