

Year 4: Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reading	Young, Gifted and Black The Raven	The Girl who Stole an Elephant	Varjack Paw	Boy at the Back of the Class	The Queen's Nose	Wind and the Willows
Writing	Strong Start Persuasive Writing – Adverts (3 weeks) Poetry (1 Week) First person diary entry (3 weeks) Third Person adventure stories (3 weeks) News Reports (3 weeks)		Stories from another culture (3 Weeks) Explanation text (3 weeks) Persuasive Writing - Adverts (2 weeks) Third person adventure story (3 Weeks)		Stories from other cultures (3 weeks) Poems which explore form (1 Week) First person diary entries (2 weeks) News Reports (3 Weeks) Explanation Text (3 Weeks)	
Mathematics	Place Value Addition and subtraction	Measurement Multiplication and division A Consolidation week	Multiplication and division B Length and perimeter	Fractions Decimals A	Decimals B Money Time	Consolidation Shape Statistics Position and direction

Year 4: Long Term Plan

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PSHE	Me and my relationships: Healthy relationships Listening to feelings Bullying Assertive skills	Valuing Difference: Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Keep Safe: Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Rights and Respect: Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Being my Best: Having choices and making decisions about my health Taking care of my environment My skills and interests	Growing and changing: Body changes during puberty Managing difficult feelings Relationships including marriage
Yoga	Balancing asanas	Diwali Rivers / Water theme	Stories from other cultures	Nature Easter	Friendship / teamwork Partner yoga	Mindfulness techniques/ summer
PRE	The Self Pupils understand the difference between the material and spiritual self, the relationship with God as Paramatman, and the unity of all souls. They explore life, death, and the location of the self, reflect on equality beyond material differences, and analyse Chaitanya's vision of oneness and difference.	What Happens When You Die? Pupils learn about suffering in Chaitanya and Buddhist traditions, including the life of the Buddha. They explore concepts of compassion, liberation, the nature of the soul, death, and raise questions for reflection and debate about suffering in modern life.	Nature of Divine Pupils understand God as a personality, in personal and impersonal forms, and how this compares with other religions. They study Krishna's qualities and the five eternal relationships with him, with examples. They evaluate the importance of knowing God's name, form, and activities, and critically question how humans can experience or understand the divine.	Chaitanya Mahaprabhu Pupils learn about Chaitanya's life, message, divinity, and the Pancha-Tattva. They explore key teachings such as rasa theology, achintya bheda-abheda tattva, pancha-anga bhakti, and the importance of sankirtan. They connect his pastimes with Jagannath Puri to Krishna's separation from Vrindavan and evaluate the relevance of his teachings today.	The Ramayana Pupils study the Ramayana as a key Hindu text, exploring its main characters and their relationships. They reflect on the power of loving devotion, duty, risk-taking, tolerance, and God's empowerment. They apply the examples of Sita, Lakshman, Bharat, and Hanuman to their own lives and express the story creatively to show understanding of its meaning.	

Year 4: Long Term Plan

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Spanish	Review key vocabulary from Year 3 and extend their speaking confidence through greetings, numbers, and classroom language used in everyday routines	Learn to describe family and friends using simple adjectives for appearance and personality, forming short descriptive sentences	Focus on school life, where pupils name subjects and classroom items, express likes and dislikes, and give simple reasons using connectives	Talk about hobbies and free time, using basic verbs and time phrases to describe what they do and when	Explore food and mealtimes, learning to name dishes and drinks, express preferences, and practise polite conversations in cafés or shops	Learn about holidays and travel, describing destinations, weather and transport while combining familiar vocabulary to communicate more fluently and accurately
Sanskrit	Using half an alphabet at the end of the word – reading and writing (halantas) Topic- nature Bhagavad Gita verse	Using half an alphabet in the middle of the word – reading and writing (halantas) Topic- nature Bhagavad Gita verse	Using vertical line drop and double decker alphabets Topic- birds Bhagavad Gita verse	Leg reading – adding the sound ‘r’ onto the alphabets (leg) Topic – Birds Bhagavad Gita verse	Hook reading - adding the sound ‘r’ onto the alphabets (hook) Topic – fruits and vegetables Bhagavad Gita verse	Special combination alphabets – reading and writing Topic – fruits and vegetables Bhagavad Gita verse
Trips		Church visit- Christmas Service Synagogue		OAA- ‘Vikings’ trip @ LOPC (CC history unit)		Watford temple- a focus on Ratha Yathra Beaumanor Hall- Orienteering
Careers	Authors Illustrators Poets Artists Biologists Conservationists	Engineers Designers Food technologists Historians Archaeologists	Scientists Inventors Doctors Journalists Reporters	Geographers Explorers Navigators Programmers Digital designers	Chefs Nutritionists Product designers Musicians Performers Entrepreneurs Event planners	Tour guides Translators Pilots Travel writers Global ambassadors
Enrichment Weeks / Days	Diwali	Anti bullying Enterprise	We are mathematicians E- safety day	Guara Purnima Reading Holi	Sports week Earth Day Science week	Ratha Yatra Art Gallery

Year 4: Long Term Plan

Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Recognise that living things can be grouped in a variety of ways	Compare and group materials together, according to whether they are solids, liquids or gases	Describe the simple functions of the basic parts of the digestive system in humans	Construct and interpret a variety of food chains, identifying producers, predators and prey	Identify common appliances that run on electricity	Identify how sounds are made, associating some of them with something vibrating
Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment	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 different types of teeth in humans and their simple functions		Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers	Recognise that vibrations from sounds travel through a medium to the ear
Recognise that environments can change and that this can sometimes pose dangers to living things	Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature			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 battery	Find patterns between the pitch of a sound and features of the object that produced it
				Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit	Find patterns between the volume of a sound and the strength of the vibrations that produced it
				Recognise some common conductors and insulators, and associate metals with being good conductors	Recognise that sounds get fainter as the distance from the sound source increases

Year 4: Long Term Plan

Science

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Living things and their habitats	States of matter	Animals, including humans	Animals, including humans	Electricity	Sound



To inspire spiritually compassionate changemakers

Year 4: Long Term Plan

Art

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Know what is meant by still life	Know similarities and differences between the work of two artists	Know Kente cloth is a woven fabric from West Africa	Know an illusion can suggest movement		
Know how to identify details	Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction	Know tie dye is a method used to create designs and colour	Know proportion will make a figure seem realistic		
Know how to use a viewfinder to create a focal point or an area of interest	Be able to make comparisons and form opinions	Know textile artists use a range of materials to create textured designs and images	Be able to assemble pieces of paper to create the illusion of movement		
Be able to assemble objects to create an interesting composition	Be able to create an abstract painting of a natural object	Be able to create printing to represent Kente designs	Be able to create figures that are in proportion and out of proportion		
Be able to use a viewfinder and use fine control to add detail	Know painted images can be layered to create space	Be able to use tie dye to create colour designs			
	Know an ombre effect can be created with paint by changing the tint and tone	Be able to combine media to create texture			
	Be able to position images on a plane to create space				
	Be able to add grey to a colour to create a tonal change				
	Be able to add white to a colour to create tints				

Year 4: Long Term Plan

Art: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Drawing Block A	Painting Block B and E	Printmaking and textiles Block C	3D and collage Block D		



To inspire spiritually compassionate changemakers

Year 4: Long Term Plan

Design Technology

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Know: Processed foods have many added ingredients Know: That cheap processed food often contains additives, salt and sugar, which makes it less healthy than unprocessed food	Know: Types of hinges and the related terminology Common uses for hinges	Know: Fastenings have different functions A shank provides a small amount of space between the button and fabric	Know: Triangles provide stability in a structure Structural engineers work with architects to ensure structures withstand forces	Know: A switch is an interruption in a circuit Switches are widely used in a range of products	
Be able to: Make, roll and shape bread dough Make a soup Be able to: Peel, grate and chop vegetables to make economical, tasty and healthy food	Be able to: Make a variety of model hinges Make and evaluate hinged products using modelling materials	Be able to: Select appropriate fastenings and attach them to fabric Make a shank for a button	Be able to: Make triangles to form and join trusses Identify the forces that affect structures	Be able to: Incorporate different types of switches into circuits to perform a function	

Year 4: Long Term Plan

Design Technology: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Food and Nutrition Block A and F	Mechanisms	Textiles	Structures	Electrical systems	



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Year 4: Long Term Plan

Music

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
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	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	Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control, and expression	Listen with attention to detail and recall sounds with increasing aural memory
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	Listen with attention to detail and recall sounds with increasing aural memory	Use and understand staff and other musical notations	Use and understand staff and other musical notations	Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians
Develop and understanding of the history of music		Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions, and from great composers and musicians	Develop an understanding of the history of music	Develop an understanding of the history of music	

Year 4: Long Term Plan

Music: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
This little light of mine		Enchanted Forest (Recorder)		Favourite song (Classroom percussion)	



To inspire spiritually compassionate changemakers

Year 4: Long Term Plan

Computing

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Review coding vocabulary and knowledge, create simple programs and playable games, and develop an understanding of programming concepts including selection, IF and IF/ELSE statements, coordinates, the Repeat Until command, and the use of number variables	Learn how to protect themselves from online identity theft and understand the digital footprint left by their activity		Learn the basics of 2Logo, including its language structure, inputting simple instructions, creating letter shapes, using the Repeat command to form patterns, and building procedures	Learn to locate information using search engines, use searches effectively to answer questions, and evaluate the reliability and accuracy of information sources
		Explore the risks and benefits of installing software, understand plagiarism and appropriate behaviour in online collaborations, and consider the effects of technology on health and the environment, including the importance of balancing screen time			

Year 4: Long Term Plan

Computing: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Scratch: Using Variables in a Game	Be Internet Legends: Making Good Decisions Online, Being Brave Online and Speak Up & Report It		Everyone Can Code: Commands and Functions	Computer systems and networks - The Internet Everyone Can Create: Infographics



To inspire spiritually compassionate changemakers

Year 4: Long Term Plan

Physical Education

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Perform dances using a range of movement patterns Performs with grace and rhythm, accurately mirroring movement sequences Shows creativity and control when performing with a partner or in a group Demonstrates increasing accuracy and recall of movement patterns Developing timing, coordination, and spatial awareness in response to music	Develop flexibility, strength, technique, control and balance Demonstrates good balance, coordination, and control across a range of activities Applies techniques from one sport to another and reacts quickly to game scenarios Shows growing strength and precision in movement and technique Participates enthusiastically and steadily improves focus and coordination	Play competitive games, modified where appropriate, and apply basic principles suitable for attacking and defending Understands and applies basic principles of attack and defence during gameplay Communicates effectively with teammates and makes strategic decisions Developing awareness of positioning, movement, and marking Demonstrates enthusiasm and increasing spatial awareness in competitive play	Take part in outdoor and adventurous activity challenges both individually and within a team Works cooperatively with others, listening to instructions and showing resilience during outdoor tasks Maintains good form and effort across a range of fitness stations Challenges self by increasing intensity and duration of exercises Builds stamina and demonstrates determination to complete tasks Responds well to encouragement and shows steady physical improvement	Swim competently, confidently and proficiently over a distance of at least 25 metres Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke] Perform safe self-rescue in different water-based situations Swims over 25 metres with competence and confidence Uses a range of strokes effectively and with control Developing breathing techniques and stroke consistency Learning water safety and self-rescue skills with growing confidence	

Year 4: Long Term Plan

Physical Education: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
OAA/Dance- Indian classical with coach	Multisport with coach	Invasion games- tag rugby/ hockey	OAA- ‘Vikings’ trip @ LOPC (CC history unit) Circuit training	Swimming	



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Year 4: Long Term Plan

Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Human and physical geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Locational knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Locational knowledge Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian and time zones (including day and night)	Human and physical geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Human and physical geography Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle	Locational knowledge Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities
	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied	Geographical skills and fieldwork Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied
	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world	Use the eight points of a compass (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world

Year 4: Long Term Plan

Geography

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies	

Year 4: Long Term Plan

Geography: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Rivers	Latitude and longitude	Latitude and longitude	Water cycle	Rivers: Nile and Amazon	Map skills and environmental regions



Year 4: Long Term Plan

History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Britain's settlement by Anglo-Saxons and Scots Knowing and explaining that communities can be made up from different people from a wide range of places through migration, invasion and settlement			Vikings Knowing and explaining how knowledge of navigation, travel, sailing, warfare and trade connected different people from different places. For example, the Angles, Saxons and Jutes invaded and settled in Britain	Ancient civilisation – Egypt Knowing and explaining the importance of burials within a community	Ancient civilisation – Egypt Knowing and explaining the causes and effects that led to civilisations rising, such as in the reign of Rameses II, and falling when weak and divided pharaohs led the civilisation
Knowing and explaining how the knowledge of technology changed the way people lived through tools, irrigation, farming, buildings and weapons knowing and explaining how power, knowledge and technology helped leaders invade and forcibly take places and resources from others, such as the settlement of Anglo-Saxons in Britain or the Norman invasion of Britain			Knowing and explaining how the knowledge of warfare helped the Viking raids and invasions be successful	Knowing and explaining how knowledge of technology, mathematics and building helped shaped ancient civilisations	Knowing how laws and rules shaped and influenced how leaders, kings and queens controlled communities, kingdoms and civilisations

Year 4: Long Term Plan

History

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Knowing and explaining how leaders ruled communities, kingdoms and civilisations			Knowing and explaining the reasons why people exerted force and power over others, such as the Viking and Anglo-Saxon struggle for the kingdom of England	Knowing and explaining how leaders and beliefs shaped how people lived their lives with common beliefs, language, laws and ways of doing things	Knowing and explaining how power is connected to knowledge, technology and trade - it can be used to make communities, kingdoms or civilisations more stable and better places to live, such as irrigation from the River Nile

Year 4: Long Term Plan

History: Linked Activities

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Britain's settlement by Anglo-Saxons and Scots			Vikings	Ancient civilisation- Egypt or Shang Dynasty	Ancient civilisation- Egypt or Shang Dynasty

