

Year 4 Long Term Plan

Woodland Grange Primary School

2025/2026	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Visual Literacy Character Exploration and Description Dialogue Plan play script Science Fiction To use questions to open a story Identifying language choices and impact Imagery Narrative Monologue Narrative Poetry Discuss and debate themes Non-chronological report Identify features of a non-chronological report Write a non-chronological report	Diverse Wellbeing Narrative Character Profile Comic strip Character Study Letter Writing Poem Fiction -Adventure Exploring viewpoint (diary entry, letter writing) Letter Writing Setting Description Write Persuasive Advert Nonsense Explore how language contributes to meaning Word choice for effect Figurative language Plan and write own poem on theme of food	Adventure Narrative Enjoy a story and express an opinion Explore authorial devices to engage reader Figurative Language Narrative of journey Illustrative devices to convey meaning and engage reader Free Verse Explore figurative language simile & metaphor Analyse poetry organisational devices, similes and metaphors, themes	Non-Fiction - Explanation Text Ask questions Letter writing Plan and write Informal and Formal Explanations Haiku, Tanka and cinquains Structure of a haiku Write their own haiku Structure tanka and haiku Personification for effect Write a tanka and cinquain	Historical Narrative Setting description Opening Editing and improving Contrasting Vocabulary - attitudes of characters change Description of dramatic event Witness statement Newspaper report Free Verse Role of punctuation in a poem Consider language choices Write a free verse Perform	Picture Book write opening Exploring characters motives Dialogue between characters Diary Radio broadcast Explore emotions Poem Narrative-alternative ending Calligram Explore calligram structure Explore language, letter shape for calligrams Create own calligram linked to natural disasters
Maths (White Rose maths)	Place value, Addition and subtraction	Perimeter, Multiplication and division	Multiplication and division, area	Fractions, decimals	Decimals, money, time	Statistics, properties of shape, position and direction
Science (Snap Collins Connect science)	Digestion (where does all that food go?)	Sound (source, amplitude and pitch)	Classification-vertebrates and invertebrates.	Human impact	States of matter	Electricity
Computing (Teach computing, National Centre for Computing education, Raspberry Pi scheme)	Internet Recognising the internet as a network of networks including the WWW, and why we should evaluate online content <i>Other skills covered:</i> Word processing: choose text styles, Use both hands/2 fingers to type. ICT covered through topic work on Romans: Use of Ipads- Thinglink and popplet to create interactive timeline. Chromavid for greenscreen use.	Audio editing Capturing and editing audio to produce a podcast, ensuring that copyright is considered	Photo editing Manipulating digital images, and reflecting on the impact of changes and whether the required purpose is fulfilled.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
History	Ancient Romans - timeline and background, story of Rome, Roman Invasion How the Romans were able to keep control over such a vast empire.		The Roman Empire in Britain cont. -How were the Romans able to keep control over such a vast empire? -How can we solve the mystery of how this great empire came to an end? -How much of our lives today can possibly be		Anglo-Saxons Why did the Anglo Saxons invade and how can we possibly know where they settled? What does the mystery of the empty grave tell us about Saxon Britain? How did peoples' lives change when Christianity came to Britain and <u>how can we be sure?</u>	

			influenced by the Romans who lived here 2,000 years ago?		How dark were the dark ages, really? (Saxon crime and punishment).	
Geography		Study of Italy and Europe -landscapes (Polders, Fjords and the Alps) -Climate -Comparative studies -Import and trade -Human and Physical Geography -Land use		The shape of the land Natural disasters and their impact Enquiry questions: How are landscapes different? What are features of a mountain environment? What are the features of a river environment? What is a volcano like? What is it like to live near Mount Vesuvius? How does volcanic activity affect people around the world?		The shape of the land Natural disasters and their impact Enquiry questions: Where do earthquakes happen and why? What causes earthquakes and tsunamis? How are people affected by earthquakes?
DT		MECHANICAL SYSTEMS (Levers and linkages) Moving Roman soldier		STRUCTURES (Shell structures & shell structures using CAD) Creating a box for an explorer survival kit		ELECTRICAL SYSTEMS (Simple circuits and switches). Making a working torch.
Art	Sketching a human face. Sculpting a head using joining of thumb pots techniques		Anglo Saxons- Illuminated letters. Artist study- Book of Kells.		Art inspired by natural disasters (fire and water). Artist study: Deyanira Harris	
PE	Indoor Fitness Outdoor Tennis	Indoor Orienteering Outdoor Hockey	Indoor Dance Outdoor Netball	Indoor Gymnastics Outdoor Handball	Indoor - Dodgeball Outdoor- Athletics	Indoor- Yoga Outdoor-Cricket
RE	What 'Trinity' is and why it is important to Christians.	What Hindus believe their God is like.	What it means to be a Hindu in Britain today.	Why Christians call the day Jesus died 'Good Friday'. Sikhism- Vaisakhi	The impact of Pentecost (when Jesus left)	How and why do people mark the significant events of life. (Christianity, Hinduism, Sikhism and non religious)
British Values	Democracy	Rule of Law	Individual Liberty	Mutual Respect and Tolerance for Diversity	Encouraging Diversity	
PSHE	Health and wellbeing: thinking positive	Health and wellbeing: taking responsibility for your own safety.	Living in the wider world: respecting rights	Living in the wider world: one world	Relationships: be yourself	Relationships: VIPS
Everyone's Welcome	Book: When Sadness comes to call <i>To look after my mental health</i>	Dogs don't do Ballet <i>To choose when to be assertive</i>	Red <i>To be proud of who I am</i>	Aalfred and Aalbert <i>To find common ground</i>	Along Came A Different <i>To help someone accept difference</i>	Julian is a Mermaid <i>To show acceptance</i>

Music	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)	Ensemble teaching (ukuleles)
Languages (French)	- Family - Prepositions Unit 5 La Famille	- Months of the year - Birthdays - Christmas End of unit assessments (Numbers 21-60) Unit 6 Bon Anniversaire	Food & drink & Opinions Unit 11 On Mange	- Telling the time - Poisson d'Avril/ Easter End of unit assessments Unit 8 Quelle heure est-il ?	Describing someone Unit 7 Encore!	- Places and Directions - Weather - Bastille Day End of unit assessments Unit 10 Où vas-tu?