

Lionel Walden Primary School: Long Term Plan – Year 4 – 2025/26

Area of Learning		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Life skills	Values and Learning Behaviours	Ready, Respectful and Safe	Kindness	Dream Big	Staying Positive	Managing Change	Healthy Lifestyles
	Wider Experience	Harvest Food Bank Appeal National Poetry Day	Church Carol Concert Remembrance Day Anti-Bullying Week	Internet Safety Week RE Day	World Book Day Science Week Shakespeare Week	International Week	Healthy Week Summer Camp
	PSHE/RSE	Citizenship Rights, Rules & Responsibilities	Myself & My Relationships Anti-bullying	Economic Wellbeing Financial Capability	Healthy & Safer Lifestyles Personal Safety	Healthy & Safer Lifestyles Relationships and Sex Education Healthy & Safer Lifestyles Drug Education	Healthy & Safer Lifestyles – Managing Change
Languages	English Key Texts	Charlie and the Chocolate Factory Aladdin	Arthur and the Golden Rope Emperor Penguins	The River The Whale	The Chocoplot The Plague	The BFG The Journey into your Microbiome	Sicily Princess and the Pea
	Writing Outcomes	Writing to entertain	Writing to entertain Writing to inform	Writing to entertain	Writing to entertain	Writing to entertain Writing to inform	Writing to persuade Writing to entertain
	MFL - French	Introducing myself Count to 20. Say their name and age. Say hello and goodbye and then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.	Family – La Famille Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).	Classroom – En Classe Remember and recall 12 classroom objects with their indefinite article/ determiner. Replace an indefinite article/ determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.	My Home – Chez Moi Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have or do not have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).	Habitats – Les Habitats Tell somebody in French the key elements animals and plants need to survive in their habitat. Tell somebody in French examples of the most common habitats for plants and animals and give a named example of these habitats. Tell somebody in French which animals live in these different habitats. Tell somebody in French which plants live in these different habitats.	
STEM	Maths	Place value – 4-digit numbers Addition and subtraction	Perimeter Multiplication and division	Multiplication and division Area Fractions	Fractions Decimals	Decimals Money Time	Geometry – angles and 2D shape Statistics Position and direction
	Science	Sound (Physics) – How can we make different sounds? Know how sound is made associating some of them with vibrating. Know what happens to a sound as it travels from its source to our ears. Know the correlation between the volume of a sound and the strength of the vibrations that produced it. Know how sound travels from a source to our ears. Know the correlation between pitch and the object producing a sound.	Changing States (Chemistry) – Where do ice cubes go when they disappear? Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when heated or cooled, and measure and research the temperature at which this happens in degrees Celsius.	Changing States (Chemistry) – Where do ice cubes go when they disappear? Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Animals inc humans (Biology) – What do our bodies do with the food we eat? 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	Electricity (Physics) – What can we do with electricity? 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 buzzers. Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes the circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors. Know the difference between a conductor and an insulator, giving examples of each. Be safe when using electricity	Living things & classification (Biology) – Are living things in danger? 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 danger to living things.
	DT		Sewing The Great Bread Bake Off	Let's go fly a kite Investigate kite shapes			<u>Mechanical Posters</u> -Explore mechanical systems

			<p><u>The Great Bread Bake Off</u></p> <p>-Analyse different types of bread based on their characteristics</p> <p>-Shape dough</p> <p>-Knead and using tools bake bread following a recipe.</p>	<p>-Name and explain the function of the different parts of a kite</p> <p>-Accurately measure and cut the shape of the kite and join it to the frame structure</p> <p>-Make a strong and stiff frame structure to support the kite.</p>			<p>-Make mechanical systems using levers and linkages</p> <p>-Sketch to develop and communicate ideas</p> <p>-Name the parts and functions of a lever and linkage mechanical system.</p>
	Computing	Scratch (coding)	Understanding computer networks	E-safety	Kodu	Databases	Data handling
	Online Safety	Online safety will cover aspects of: <ul style="list-style-type: none"> Health, Wellbeing and Lifestyles Online Relationships Self-Image and Identity 		Online safety will cover aspects of: <ul style="list-style-type: none"> Online Bullying Online Reputation 		Online safety will cover aspects of: <ul style="list-style-type: none"> Managing Online Information Copyright and Ownership Privacy and Security 	
Humanities	Geography	<p>Rivers - 6 weeks</p> <p>Identify the stages and features of a river, and the way the land use changes from source to mouth.</p> <p>Recognise and explain how human activity affects rivers</p> <p>Recognise and explain how flooding affects communities</p> <p>Describe key features of mountains and how they are formed</p>		<p>Rainforests – 6 weeks – Ecuador Episodes 1-4 (Virtual Fieldwork)</p> <p>Oddizzi New to 2025 12 Week Unit</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <ul style="list-style-type: none"> What a rainforest is. The different layers of a rainforest. The features of a rainforest. 		<p>Rainforests – 6 weeks – Ecuador Episodes 5-7 (Virtual Fieldwork)</p> <p>Oddizzi New to 2025 12 Week Unit</p> <p>Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts - identify the position and significance of lines of latitude, the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn</p> <ul style="list-style-type: none"> The characteristics of the Congo. The impact of deforestation. 	
	History	<p>Anglo-Saxons, Vikings and Celts</p> <p>NC Obj: the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor</p>		<p>Local History – draining of the fens</p> <p>NC Obj: a local history study - a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality</p>		<p>British Rulers</p> <p>NC Obj: a study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066. Eg the changing power of monarchs using case studies such as John, Anne and Victoria</p>	
	RE	<p>Why do Christians pray?</p> <p>Why do Christians pray and worship? Where can we pray? Look at a variety of places of worship. Quakers, Pentecostal, Church</p> <p>How and why are churches different?</p> <p>Thinking about worship – could the children write their own prayer or wise words to share</p> <p>Understanding Prayer: Students will explain why Christians pray, identifying key reasons such as seeking guidance, expressing gratitude, and asking for help.</p> <p>Prayer and Worship: Students will describe the connection between prayer and worship in Christianity, discussing how they complement each other in expressing faith.</p> <p>Exploring Places of Worship: Students will identify and compare various places of worship, including Quaker meetings, Pentecostal churches, and traditional Christian churches, discussing their features and purposes.</p> <p>Identifying Locations for Prayer: Students will list different locations where Christians can pray, including homes, churches, and outdoor spaces, and explain the significance of each place.</p> <p>Understanding Church Differences: Students will analyse how and why churches differ from one another, exploring aspects such as architecture, worship styles, and beliefs.</p> <p>Family and Prayer: Students will discuss how families incorporate prayer into their daily lives and the importance of communal prayer in strengthening family bonds.</p> <p>Role of the Church Community: Students will explain the role of the Church in a Christian</p>	<p>Pilgrimage</p> <p>What does this mean for people of different religions? Compare and discuss.</p> <p>Religions covered so far include; Judaism, Christianity, Islam (Muslim), Hinduism and Sikhism.</p> <p>Hajj – Muslim</p> <p>Christian – travel to different places of worship to be closer to God</p> <p>Discuss what pilgrimage looks like fore these religions.</p>	<p>Buddhism: What does it mean to be a Buddhist?</p> <p>Pilgrimage (compare to last term)</p> <p>What does it mean to be enlightened? 8 paths, Siddhartha, Buddhism around the world.</p> <p>Thoughts – Could I be a Buddhist? Discuss.</p>	<p>The Church Year –Liturgical calendar, The holy week and Pentecost and Ascension Day.</p>	<p>Christianity/Sikhism/ Buddhist - creation story compared closely</p>	<p>Why is Seva (selfless Service) such an important aspect of human life?</p> <p>What influences the way people behave, and what is expected on an individual choosing the Sikh way of life?</p> <p>In what way do Sikhs make a difference to the local community.</p> <p>What do different faiths have in common in the way they live their lives?</p>

		community, including its support for individuals and families through prayer and worship activities.					
		<p>Creating a Prayer Space: Students will design a personal or family prayer space, considering the elements that make it special and conducive for prayer, and share their designs with the class.</p>					
		<p>By the end of year 4 children should be able to learn about religion and belief by:</p> <ul style="list-style-type: none"> Recalling in detail and use the correct vocabulary in regard to the different beliefs and practices of different religions. Beginning to compare the similarities of at least three different religious texts or stories. Beginning to understand the diversity of belief in different religions, nationally and globally. Beginning to compare directly different responses to ethical questions looking at a range of different religions. <p>and to learn from religion and belief by:</p> <ul style="list-style-type: none"> Responding to meanings behind different beliefs and practices. Responding to the meanings of some religious and moral stories and expresses how these relate (directly) to right and wrong. Expressing views about why belonging to a faith community is valuable in their own lives. Beginning to make connections between their own ideas and others. 					
Creative Arts	Art & Design	Sketching Self portraits	Water colours (Monet) Claude Monet "Impressionism" -Drawing and water colour	Expressionism (Van Gogh) Painting or oil pastels	Oil Pastels	Cubism (Picasso)	
	Music	Sing up- this little light of mine Gospel Music Pentatonic scale Rhythm Call & response	Charanga A: Mamma Mia Pop ABBA's music Talk about some of the style indicators of a song (musical characteristics) The lyrics: say what the song's about Playing tuned/untuned instruments	Charanga A: Lean On Me Gospel Soul / Gospel music and helping one another Listen to and reflect upon a composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol. To sing with an awareness of being 'in tune'. To listen to the group when singing. To demonstrate good singing posture.	Sing Up: Fanfare For The Common Man Fanfare Timbre Dynamics Texture Silence Progression Snapshot Explore how timbre, dynamics & texture can be used for impact in a fanfare. Compose a fanfare using a small set of notes, short, repeated rhythms. Recognise and talk about the musical characteristics of a fanfare using musical vocabulary.	Charanga A: Blackbird Pop / The Beatles Equality and civil rights To know that using one or two notes confidently is better than using five when improvising. To know that if you improvise using the notes you are given, you cannot make a mistake.	Sing Up: Global Pentatonics Pentatonic Scale Different musical traditions and cultures Graphic / dot notation Progression snapshot Improvise using a pentatonic scale Create accompaniment patterns to a pentatonic song. Use graphic and staff notation to represent musical ideas. Compare and understand that the pentatonic scale features in lots of musical traditions and cultures.
Sports	PE & Games	Netball <ul style="list-style-type: none"> Passing and receiving Develop passing and creating space Passing, moving and shooting Developing footwork Defending and the concept of marking Hockey <ul style="list-style-type: none"> Refine dribbling Long and short passing Combining passing and dribbling to create shooting opportunities Develop passing and dribbling creating space for attacking opportunities. Blocking and tackling 	Dodgeball <ul style="list-style-type: none"> Jumping and ducking Throwing with accuracy and power over a distance Catching Dodging, jumping, ducking Dodging, catching and throwing 	Swimming/football	Netball/tri golf	Athletics/tennis	Rounders/archery