

Year Four Long Term Plan 2026 – 2027

Autumn Term		Spring Term	Summer Term
Autumn One: Burps, Bottoms and Bile Autumn Two: The Wonders of the Rainforest		Spring One: Power Up Spring Two: Journey to Jo'Burg	Summer One: Hola Mexico! Summer Two: From Droplets to Rivers
English (Writing)	<u>Autumn One</u> Stimulus Text: Counting on Katherine Theme: Information (Space) Writing Outcomes: • Character description • Playscript • Cold write biography • Biography • Short Story Alan Peat Sentence types: • 2 ad sentences • BOYS sentences <u>Autumn Two</u> Stimulus Text: The Great Kapok Tree/Rhythm of the Rain Theme: Stories from another culture (folktales) Writing Outcomes: • Descriptive Poem • Persuasive Letter from animal to man • Debate • Balanced argument • Speech (character's point of view) • Animal Fact file • Story continuation Alan Peat Sentence types: • Emotion word, comma sentence • 2 pair sentence • Many questions sentence • 3 ed sentence • 2 ad pair sentence	<u>Spring One</u> Stimulus Text: The Lighthouse Theme: Historical Picture Book Writing Outcomes: • List of jobs • Setting Description • A conversation • News Report • Poem • Informal Letter in role Alan Peat Sentence types: • Emotion word, comma sentence • 2 pair sentence • Many questions sentence • 3 ed sentence • 2 ad pair sentence <u>Spring Two</u> Stimulus Text: Journey to Jo'Burg Theme: Story from Other Cultures Writing Outcomes: • Summary of a chapter • Conversation • Informal letter • News Report • Persuasive Speech Alan Peat Sentence types: Selection of: • Emotion word, comma sentence • 2 pair sentences • Many questions sentence • 3 ed sentence • 2 ad pair sentences • Repeat word • Adverbial opener	<u>Summer One</u> Stimulus Text: The Last Zookeeper Theme: Wordless Picture Book Writing Outcomes: • Sentence structures • Storm Setting description (Dadwaver) • Narrative • Short story Alan Peat Sentence types: Selection of: • Emotion word, comma sentence • 2 pair sentences • Many questions sentence • 3 ed sentence • 2 ad pair sentences • DADWAVERS openers <u>Summer Two</u> Stimulus The Boy Who Biked Round the World Theme: Adventure Chapter Book Writing Outcomes: • List • Write a chapter ending from a character's point of view • DADWAVER description • Instructions- How to mend a puncture • Diary • Explanation Text Alan Peat Sentence types: Selection of: • Emotion (comma) sentence • The more, the more • 2 ad sentences • 3 ed sentences • A range of sentences from previous Year groups • DADWAVER openers

Year Four Long Term Plan 2026 – 2027

English (Reading)	<u>Autumn One</u> Week 3: Strategy 1-Making Connection Week 4: Strategy 2-Predication Week 5: Strategy 3-Visualisation Week 6: Strategy 4-Identify important words and phrases Week 7: Strategy 5-Notice a breakdown <u>Autumn Two</u> Week 1: Strategy 6- Repair the breakdown Week 2: Strategy 7-Inference Week 3: Strategy 8: Put it all together Week 4: Strategy 1-Making Connection Week 5: Assessment Week Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation	<u>Spring One</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Strategy 6- Repair the breakdown Week 4: Strategy 7-Inference Week 5: Strategy 8: Put it all together <u>Spring Two</u> Week 1: Strategy 1-Making Connection Week 2: Assessment Week Week 3: Strategy 2-Predication Week 4: Strategy 3-Visualisation Week 5: Strategy 4-Identify important words and phrases	<u>Summer One</u> Week 1: Strategy 5-Notice a breakdown Week 2: Strategy 6- Repair the breakdown Week 3: Strategy 7-Inference Week 4: Strategy 8: Put it all together Week 5: Strategy 1-Making Connection Week 6: Strategy 2-Predication Week 7: Strategy 3-Visualisation <u>Summer Two</u> Week 1: Strategy 4-Identify important words and phrases Week 2: Strategy 5-Notice a breakdown Week 3: Assessment Week Week 4: Strategy 6- Repair the breakdown Week 5: Strategy 7-Inference Week 6: Strategy 8: Put it all together Week 7: Transition Week
English (Spelling)	<u>Autumn One</u> Week 2: Step 1- Words that are homophones Week 3: Step 2- Words with the prefix 'in-' meaning 'not' Week 4: Step 3- Words with the prefixes 'il-', 'im-' and 'ir-' Week 5: Step 4- with the prefix 'sub-' meaning 'below' or further divided Week 6: Step 5- Words with the prefix 'inter-' meaning 'between or among' Week 7: Step 6- Challenge Words Week 8: Step 7- Words ending in '-ation' <u>Autumn Two</u> Week 1: Step 8- Words ending in '-ation' Week 2: Step 9- Words ending '-ly' Week 3: Step 10- Words ending '-lly' Week 4: Step 11- Words where 'ch' makes a /sh/ sound Week 5: Step 12- Challenge Words Week 6: Step 13- Words ending in '-sion' Week 7: Consolidation	<u>Spring One</u> Week 1: Step 14- Words ending in '-ous' Week 2: Step 15- Words ending in '-ous' incl. those where 'ge' from the base word remains Week 3: Step 16- Words where a suffix is added to words ending in 'y' Week 4: Step 17- Words ending in '-ious' and 'eous' Week 5: Step 18 Challenge Words Week 6: Step 19 Words where 'au' makes an /or/ sound <u>Spring Two</u> Week 1: Step 20- Words ending in '-tion' Week 2: Step 21- Words ending in '-sion' Week 3: Step 22- Words ending in '-cian' Week 4: Step 23- Words that are adverbs of manner Week 5: Step 24- Challenge Words	<u>Summer One</u> Week 1: Step 25- Words that are homophones Week 2: Step 26- Words spelled with 'c' before 'i' and 'e' Week 3: Step 27- Words containing 'sol' and 'real' Week 4: Step 28- Words containing 'phon' and 'sign' Week 5: Step 29- Words with the prefixes 'super-', 'anti-' and 'auto' Week 6: Step 30- Words with the prefix 'bi-' meaning 'two' Week 7: Step 31- Challenge Words <u>Summer Two</u> Week 1: Step 32- Words that are plurals with possessive apostrophes Week 2: Step 33- Revision words Week 3: Step 34- Revision words Week 4: Step 35- Revision words Week 5: Step 36- Revision words Week 6: Consolidation Week 7: Transition Week
Handwriting	<u>Autumn One</u> Week 2: Practising joining from the letter e eat, eac, ead Week 3: Practising joining to and from the letter s ask, asp, ast Week 4: Practising writing letters at the correct size and height ried, ries, rief Week 5: Practising writing double letters tt, ll, rr, ee Week 6: Practising consistency in spacing sce, sca, sci Week 7: Practising using a diagonal join un, unn, inn, imm	<u>Spring One</u> Week 1: Practising joining to and from the letter w owf, owb, owm, owd Week 2: Practising joining from the letter m circumnavigate, circumstance, circumvent, circumference Week 3: Practising joining to the letter a from the letter w wan, was, wav, wax Week 4: Practising using a diagonal joining line ship, ment, ness, less Week 5: Consolidation	<u>Summer One</u> Week 1: Practising joining to and from the letter e rec, red, ved, ves Week 2: Practising punctuation . ' ! ? Week 3: Practising consistency in forming and joining letters ear, are, rew, new Week 4-5: Practising printing to make captions whole alphabet Week 6: Year 4 Residential- Young Thames Mariners Week 7: Consolidation

Year Four Long Term Plan 2026 – 2027

	<u>Autumn Two</u> Week 1: Practising the horizontal join rep, rem, rea, reo Week 2: More practice joining to the letter y ly, ily, ity, ify Week 3: Practising speedwriting speedily, quickly, swiftly, briskly Week 4: Practising the size and height of letters ous, ious, eous Week 5: Assessment Week Week 6: Practising spacing within words constellation, station, relaxation, education, habitation, nation Week 7: Consolidation	<u>Spring Two</u> Week 1: Practising speedwriting department, ten o'clock, accident and emergency, as soon as possible Week 2: Assessment Week Week 3: Practising joining from the letter i lig, rig, tig, mig Week 4: Practise the diagonal join to ascenders al, all, alt, afl Week 5: Practising joining to and from the letter f ff, lfs, lfe, ife	<u>Summer Two</u> Week 1: Practising joining to and from the letter v live, tive, sive, five Week 2: Practising break letters bl, pl, gl Week 3: Assessment Week Week 4: Practising speedwriting 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 one, two, three, four, five, six, seven, eight, nine, ten Week 5: Practising printing to make a poster Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday Week 6: Consolidation Week 7: Transition Week
Mathematics	<u>Autumn One</u> Weeks 1-4: Unit 1- Reasoning with 4-digit numbers Weeks 5-7: Unit 2- Addition and subtraction Weeks 8: Unit 3- Multiplication and division <u>Autumn Two</u> Weeks 1-3: Unit 3- Multiplication and division Weeks 4-5: Unit 4- Interpreting and presenting data Week 6: Assessment Week Week 7: Consolidation	<u>Spring One</u> Week 1: Unit 5- Calculating with multiplication and division Weeks 2-4: Unit 6- Fractions Week 5: Unit 7- Time <u>Spring Two</u> Week 1: Unit 8: Decimals Week 2: Assessment Week Weeks 3-4: Unit 8: Decimals Week 5: Unit 9- Area and perimeter	<u>Summer One</u> Week 1: Unit 9- Area and perimeter Weeks 2-4: Unit 10- Solving measure and money problems Weeks 5-7: Unit 11- 2-D Shape and Symmetry <u>Summer Two</u> Week 1: Unit 12- Position and Direction Week 2: Unit 13- Reasoning with patterns and sequences Week 3: Assessment Week Weeks 4-5: Unit 13- Reasoning with patterns and sequences Week 6: Unit 14- 3D Shape Week 7: Transition Week
Science	<u>Autumn One</u> Animals including humans <i>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; and finally, construct and interpret a variety of food chains, identifying producers, predators and prey.</i> <u>Autumn Two</u> Living things and their habitats - Conservation <i>Learn how to recognise that environments can change and that this can sometimes pose dangers to living things</i>	<u>Spring One</u> Electricity <i>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.</i> <u>Spring Two</u> Living things and their habitats <i>Recognise that living things can be grouped in a variety of ways; and explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</i>	<u>Summer One</u> Sound <i>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; and finally, recognise that sounds get fainter as the distance from the sound source increases.</i> <u>Summer Two</u> States of matter <i>Compare and group materials together, according to whether they are solids, liquids or gases; 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)</i>
Physical Education	<u>Autumn One</u> Swimming Dance	<u>Spring One</u> Swimming Net and Wall Games/ Basketball	<u>Summer One</u> Dance/ Yoga Athletics

Year Four Long Term Plan 2026 – 2027

	<u>Autumn Two</u> Swimming Gym	<u>Spring Two</u> Swimming Striking and Fielding Games /Rounders	<u>Summer Two</u> Striking and Fielding/Cricket Athletics
History	<u>Autumn One</u> How have children's lives changed? Examining how children's lives have changed over time by investigating leisure, health and work in the past.	<u>Spring One</u> What changed in Britain after the Anglo-Saxon invasion? <i>Understanding how Britain changed after the Anglo-Saxon invasion by investigating settlement, beliefs and daily life in Anglo-Saxon England.</i>	<u>Summer One</u> The ancient Maya's impact their society and beyond <i>Investigating the ancient Maya by examining historical and archaeological evidence to learn about their achievements and way of life.</i>
Geography	<u>Autumn Two</u> Why are rainforests important to us? <i>Examining the relationship between climate and biomes by locating the Amazon rainforest and investigating its physical features and vegetation.</i>	<u>Spring Two</u> Where does our food come from? <i>Exploring global trade and food production by mapping the world's biomes and tracing where food imports come from.</i>	<u>Summer Two</u> What are rivers and how are they used? <i>Investigating how water is stored and transferred by learning about the water cycle, rivers and their features.</i>
Art and Design	<u>Autumn One</u> Drawing: Exploring tone, texture and proportion <i>Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes.</i>	<u>Spring Two</u> Craft and design: Fabric of nature <i>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</i>	<u>Summer Two</u> Painting and mixed media: Light and dark <i>Investigating the use of tone in art through studying how artists use highlights, midtones and shadows to create the illusion of form.</i>
Design and Technology	<u>Autumn Two</u> Mechanical systems: Mechanical cars <i>Exploring mechanical systems by building and testing prototype cars to identify effective design features.</i>	<u>Spring One</u> Electrical systems: Torches Designing and making an electronic circuit, with a switch, to create a working torch.	<u>Summer One</u> Structures: Helmets Designing and making a helmet, using strengthening techniques to reinforce the shell structure.
Music	<u>Autumn One</u> Singing in parts: Loops and layers <i>Developing vocal technique, confidence and control by singing in rounds and performing musical loops. Pupils build independence, timing and listening skills while collaborating to create layered group performances.</i> <u>Autumn Two</u> Musical motifs: Reading the stave <i>Developing an understanding of musical notation by learning how notes move higher and lower on the stave through reading, playing and composing short musical motifs. Pupils apply their understanding by recognising patterns within musical phrases, creating motifs for characters and performing compositions using stave notation.</i>	<u>Spring One</u> Sounds of China: Scales and structure <i>Examining traditional Chinese music through listening, improvising and performing, pupils deepen their understanding of the pentatonic scale. They create their own improvisations with a focus on structure and contrast, while developing collaborative and creative thinking skills through group performance.</i> <u>Spring Two</u> Music Technology: Loop-based composition <i>Developing digital literacy through music technology, pupils create and manipulate musical loops. They turn simple motifs into catchy compositions.</i>	<u>Summer One</u> 12 bar blues: playing in a band <i>Exploring history of blues music through, listening, singing and playing, pupils recognise key features of the genre.</i> <u>Summer Two</u> Minimalist melodies: developing patterns <i>Exploring minimalist music, pupils recognise how simple musical ideas can develop into engaging compositions. By listening to key compositions.</i>

Year Four Long Term Plan 2026 – 2027

Religion and World Views	<u>Autumn One</u> Are all religions equal? Exploring the origins of various religions, children discover geographical and historical connections among them. <u>Autumn Two</u> What makes some texts sacred? <i>Examining the role of scripture in different religions by exploring how sacred texts are used and treated.</i>	<u>Spring One</u> Just how important are our beliefs? <i>Exploring how people show commitment to their beliefs by investigating practices such as ceremonies, charitable giving, dietary choices and clothing.</i> <u>Spring Two</u> Who was Jesus really? <i>Investigating the life and teachings of Jesus by exploring accounts from the Bible and examining how different people viewed him during his lifetime.</i>	<u>Summer One</u> Why is the Bible the best-selling book of all time? <i>Investigating how the Christian Bible developed over time by exploring when it was written and the different types of writing it contains.</i> <u>Summer Two</u> Does the language of scripture matter? <i>Exploring the use of different languages in religious scriptures by investigating what this can reveal about beliefs, identity and tradition.</i>
Spanish	<u>Autumn One</u> Welcome to school super learners <u>Autumn Two</u> Fireworks Poem, Classroom Commands, Places in Town, Christmas shopping	<u>Spring One</u> Epiphany, Alien family tree, Faces <u>Spring Two</u> Face and Body parts	<u>Summer One</u> I don't feel well / Walking through the jungle <u>Summer Two</u> The Weather / Ice creams / Language Puzzle
Personal, Social and Health Education	<u>Autumn One</u> Being Me in My World Who am I and how do I fit? <i>In this Puzzle, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community.</i> <i>Across the six Pieces, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy.</i> By the end of the Puzzle, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome. <u>Autumn Two</u> Celebrating Difference Respect for similarity and difference. Anti-bullying and being unique. <i>In this Puzzle, children explore how first impressions and appearance can influence assumptions, learning to accept others for who they are and question their own judgements. They develop a deeper understanding of bullying, including the roles of bystanders and witnesses, and practice how to seek help and solve problems safely. Protected</i>	<u>Spring One</u> Dreams and Goals Aspirations, how to achieve goals and understanding the emotions that go with this. <i>In this Puzzle, children explore their hopes and dreams and learn how feelings such as excitement, anxiety and disappointment can accompany them. They develop resilience by reflecting on setbacks, coping strategies and how support from others can help them move forward. Across the Pieces, children practise creating new plans, setting achievable goals and working collaboratively on group challenges. They reflect on the importance of perseverance, positive attitudes and self-belief whilst helping themselves and others to succeed.</i> <u>Spring Two</u> Healthy Me Being and keeping safe and healthy. <i>In this Puzzle, children explore friendships, group dynamics and the emotions linked to belonging, trust and feeling left out. They consider how peer influence can affect choices and learn ways to stay safe with friends, including near railways.</i> <i>Across the six Pieces, children learn key facts about smoking, vaping and alcohol, and practise recognising pressure, managing uncomfortable feelings and acting assertively. They reflect on what makes a healthy friendship and how to resist unsafe situations.</i>	<u>Summer One</u> Relationships Building positive, healthy relationships. <i>In this Puzzle, children explore feelings such as jealousy, love and loss, and learn how memories can help us stay connected to people we no longer see. They develop strategies for managing difficult emotions and supporting others through change.</i> <i>Across the six lessons, children practise negotiating, compromising and repairing friendships, and reflect on what makes healthy relationships. They consider early ideas about romantic relationships and learn not to feel pressured.</i> <u>Summer Two</u> Changing Me Coping positively with change. <i>In this Puzzle, children explore identity and what makes them unique while learning about physical and emotional changes linked to puberty, including menstruation. They consider the role of families, trusted adults, and inner circles in providing care and support.</i> <i>Across the six Pieces, children develop strategies for coping with change, managing worries, and accepting things beyond their control. They practise reflecting on personal goals and positive changes they would like to make.</i>

Year Four Long Term Plan 2026 – 2027

	characteristics are introduced including age, disability, race and sex. Across the six Pieces, children reflect on what makes them special and unique, learn to value physical differences, and practice kindness, respect and empathy. They explore how opinions can change when people get to know one another.		
Computing	<u>Autumn One</u> Weeks 1-4: Unpacking Hardware & Software Weeks 5-8: Animation <u>Autumn Two</u> Weeks 1-2: Animation Weeks 3-7: Logo	<u>Spring One</u> Weeks 1-4: Sound Stories Weeks 5-6: Effective Searching <u>Spring Two</u> Weeks 1-2: Effective Searching Weeks 3-5: Coding	<u>Summer One</u> Weeks 1-3: Coding Weeks 4-7: Composing Beats <u>Summer Two</u> Weeks 1-4: Introduction to AI Weeks 5-6: Micro: bit
Trips and Events Swimming (Throughout the year) (Volunteers Appreciation Tea- Summer 2)	<u>Autumn One</u> • Dentist visit / School Nurse Workshop (Science) <u>Autumn Two</u> • Kew Gardens (Science/Geography) £ <u>Whole School Theme Events</u> Aut 1- Poetry Competition European Day of Language Aut 2- Theatre Visit- Aladdin Remembrance Day EYFS, KS1 Christmas Productions, KS2 Carol Concert	<u>Spring One</u> • Kingston Museum, Surrey (History) <u>Spring Two</u> • William Morris Gallery (Art) • First Aid Workshop (Skillz4Life) <u>Whole School Theme Events</u> Spr 1- Mental Health Week Safer Internet Day Spr 2- Word Book Day Engineering Week	<u>Summer One</u> • 2 Day Residential: Young Thames Mariners (PSHE- Water Safety) £optional • Visiting History Man (Ancient Mayans) £ • St Dunstan's Church, Feltham (RE) <u>Summer Two</u> • Thames Explorer, Kew (Science, Geography) £ • Volunteers Appreciation Tea <u>Whole School Theme Events</u> Sum 1- Earth Day Sum 2- Arts Week