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| **Lunt’s Heath Primary School Year 4 Long Term Plan 2025 - 2026** | | | | | | | |
|  | **Autumn 1** | | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
|  | **Number**: Place Value = | | **Number**: Multiplication | **Number**: | **Number:** Further | **Number**: Decimals | **Measurement**: |
|  | Numbers to 1000 | | and Division | Multiplication and | Multiplication and | **Measurement**: Length | Money |
|  | **Number**: Place Value = | | **Measurement:** Time | Division **cont.** | Division | and Height | **Geometry**: Angles, |
|  | Roman Numerals | |  | **Statistics:** Graphs | **Number** :Fractions | **Measurement**: Area | Shape and |
| **Mathematics Units** | **Number**: Addition and Subtraction within | |  | **Number:** Further Multiplication and | **Measurement: Mass and Volume =** |  | Symmetry  **Geometry**; Position |
|  | 10,000 | |  | Division | Volume |  | and Movement |
|  |  | |  | **Measurement: Mass** |  |  |  |
|  |  | |  | **and Volume** = Mass |  |  |  |
| **English Units/ Core Texts** | Narrative | Classic novels (The Wind in the Willows  – Kenneth Grahame) | Novel as a theme (Roman Diary the Journal of Iliona) | Fairy/folk tales (The Pied Piper – Michael Morpurgo) | Issues and dilemmas (The Promise  –Nicola Davies) | Traditional tales with a twist (Egyptian Cinderella – Shirley Climo) | Fantasy and Narrative  (Charlie and the Chocolate Factory) |
| Non-fiction | Information text: article for a magazine (links to text - (The treasure of the Loch Ness  monster – Lari Don) | Recounts: Newspapers (links to History) | Persuasion sales pitch/article (linked to PAN) | Report (Links to History) | Explanation text (Links to History) | Instructions (Links to Geography) |
| Poetry | Poems on a theme (The sound collector – Roger McGough) | | Poems e.g. cinquains (Linked to History – objects) | | Classic poetry  (Macavity the Mystery Cat – T.S. Eliot) | |
|  | **States of matter** | | **Animals including** | **Electricity** | **Living things and** | **Sound** | **Crest Superstar** |
| **Science** | Compare and group materials due to their changing states. | | **humans:**  Understand the process of eating food from teeth to digestion in  both humans and | Construct simple series circuits including switches and conductors. | **their habitats**  Understand that living things can be grouped in different  ways displaying this | Identify how sounds are made and changed through differing factors. | **Award**  Crest Superstar Junior award delivered by Cronton College students. |
|  |  | | animals using food |  | as classification keys, |  |  |
|  |  | | webs. |  |  |  |  |

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| **Geography** | Why should we settle here?  **Settlement & Land Use**  Study types of settlements and relate to the local area of Farnworth. Investigate impact of change in the local area focused on increased housing, road use and traffic calming measures using sketch maps, plans, graphs and Digimaps. Begin to use 4 figure grid references and introduce 8 compass points. | | Why is the North West such a great place live?  **A region of the UK – Map Skills**  Identify counties and regions of the UK, then investigate the North West region including diversity of physical and human features, population, socio- economic diversity and culture. | | Where can I climb a mountain?  **Mountains & Tourism**  Investigate the formation of mountains in the world, their climates and the impact of tourism using their first hand study of a mountain in Wales using sketch maps, plans, graphs and Digimaps. Use 4 figure grid references and begin to use 8 compass points. | |
| **History** | Who were the Romans and why were they so powerful?  **The Romans.** The Roman Empire and its impact on Britain.  Start to explain the impact of the Roman civilisation on Britain identifying how their legacy is seen across the country today. | | How has technology changed our lives over the last 100 years?  **Technology through the 20th and 21st Centuries:** Theme in British History beyond 1066  Explain and give varied examples of how life was similar and different in the past identifying and noting connections, contrasts and trends over time in the everyday lives of people. | | How advanced were the civilizations around 3000 years ago?  **Ancient Egyptians**  Achievements of the Earliest Civilisations  Continue to describe connections and contrasts between aspects of history, people, events and artefacts studied comparing to other units studied and modern day. | |
| **Art / DT** | **ART** | **DT**  **Cooking and Nutrition: Adapting a recipe** Following a baking recipe, from start to finish, including the preparation of ingredients to design a biscuit within a given budget and draw upon previous taste testing judgements. | **ART**  Drawing inspired by Charles Rennie Mackintosh  Mackintosh-Architect and Artist: (Drawings)  Use different grades of pencil and drawing techniques to show tones, texture, movement, shadows and reflections. | **DT** | **ART**  Painting inspired by Claude Monet City scapes  Monet Cityscapes: Painting  Mix colours using tints and tones/shades and experiment in creating mood and feelings with colour.  Use a number of brush techniques with thin and thick brushes, to create shapes, textures, patterns and lines. | **DT**  **Textiles: Egyptian Collars**  Designing and making an Egyptian Collar applying individual design criteria. Knowing how to thread needles and tying knots with greater independence. Use cross stitch to join fabrics together and embellish using appliqué to attach  pieces of fabric decoration. |
|  | Roman Mosaics | **Electrical Systems:** |
|  | Experiment with | **Torches** |
|  | ceramic mosaic | Identify the difference |
|  | techniques to produce a | between electrical |
|  | piece of art. | and electronic  products. Evaluate a |
|  | Use tessellation and | range of existing |
|  | other patterns in a | torches and their |
|  | collage. | features, then |
|  |  | develop a new |
|  |  | functional torch |
|  |  | design. |

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| **Religious Education**  How should we live our lives? | What might a Hindu learn from celebrating Diwali?  Hinduism Describe what moral  guidance Hindus might gain from the story of Rama and Sita. Diwali- Explain the deeper meaning of festival celebrations. Reflect on the symbolism of light within all human cultures. | How and why might Christians use a Bible?  Christianity (Bible) Describe why some Christians might view the Bible as an important source of authority and moral guidance, with examples of different writings. | How do Sikhs express their beliefs and values?  Sikhism Explain the symbolism  of the 5Ks. Explain Sikhs principles of a life of religious, moral and social commitment.  Sikhism Workshop | Is a sacrifice an important part of religious life?  Christianity (Jesus) Explain agapé (selfless love for others). Reflect on the sacrifices that Jesus made in the Easter story. | Why do Muslims fast during Ramadan?  Islam Understand the  submission to Allah and service to God through charitable life and actions in greater depth. | What does ‘love your neighbour’ really mean?  Christianity (Church) Retell some of the main parables of Jesus and explain how and why these might be important for Christians. |
| **PHSE** | Being Me In My World  Understanding being a citizen in school and an introduction to democracy. | Celebrating Difference  Making assumptions based on appearance. Bullying-it can be hard to spot and what to do if unsure. | Outdoor Learning | Dreams And Goals  Hopes and dreams and dealing with disappointment. | Healthy Me  Understanding the effects of smoking, alcohol and dealing with peer pressure. | Relationships  Understanding how relationships may change over time and why. |
| **Computing** | My online Life As in Year 3 plus…  It highlights what a child should know in terms of current online technology, its influence on behaviour and development, and what skills they need to be able to navigate it. | Hour of code As in Year 3 plus…  Answer questions such as; What is coding?  Why is coding important? What is visual coding What is an algorithm? What is a program? What is a conditional statement? | Fake or real? Fake news has become commonplace in  society and children are very much part of those who are reading fake news on a daily basis. This module will aim to make them aware of Fake News, give them the skills to consider each piece of news they read on its own merits and decide what is real or fake. | Endangered Animals The children will learn new online skills and discuss AI, computer- generated images and copyright. They will visit protected national parks by using Google Earth.  Then the children will create illustrations and use a video editing app to produce a social media advert that raises awareness of  our planet’s endangered animals. | Dinosaurs  This unit of work will see children take on the role of actors, directors, editors, camera operators and special effect artists as they create a movie trailer for a dinosaur- themed film. | Game design The children will learn all about the career of a Games Designer. They will play games, write reviews and then design and prototype  their own game. Finally they will pitch their game idea to the class. |

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| **Indoor PE** | **Roman Dance**  Creatively change static actions into travelling movement and show different levels and pathways | **Yoga**  Position and alignment | **Gymnastics- Rolling and travelling low**  Produce a sequence of rolls which show elements of unison, canon and mirroring | **Health related fitness Core, plyometrics and technique**  Develop core strength, flexibility and understand the effects of exercise on the body | **Dance- Egyptians**  To recognise good timing, execution and performance skills | **Net and Wall- Volleyball**  Move quickly to be in a position to return the ball using varied hand techniques. |
| **Outdoor PE** | **Swimming**  To communicate, negotiate and navigate | **/Swimming**  **OAA**  To communicate, negotiate and navigate | **Hockey OAA**  To effectively use the push pass and jab tackle | **Cricket/**  To develop power and direction of the ball using the full face of the bat | **Athletics**  To use the correct techniques for running, hurdling, throwing and  jumping | **Tri golf**  To putt and chip a ball towards a target striking the ball with accuracy |
| **Music** | **Mamma Mia**  Pop | **Whole Class - Keyboard Lessons** | **Glockenspiel Stage 2** | **Stop!**  Grime | **Lean On Me**  Soul/Gospel | **Blackbird Civil Rights** |
| **MFL** | **French Culture**  Exploring parts of France and recapping instructions  **Welcome to School**  Learning how to talk about where they live. | **Numbers**  Exploring numbers 0-20  **Calendar** Developing knowledge on days, months and  seasons  **Assessment 1** | **Classroom objects**  Say and write nouns for classroom items | **Family** Exploring different members of family and write personal  information  **Assessment 2** | **Parts of the body** Understand parts of the face and body and write a simple description. | **Summertime** Describe the weather forecast, talk about summer foods.  **Assessment 3** |
| **Curriculum Enrichment** | Autumn Term -  Hinduism Workshop  Autumn 2 – Roman Chester Experience (HISTORY)  Christmas Nativity  Local Fieldwork in Widnes (GEOGRAPHY) | | Catalyst Sleepover (History and Science)  Y4 PAN – Spring 1 (February) Electricity Workshop (SCIENCE)  Liverpool Museum (GEOGRAPHY) | | Rivington Pike (GEOGRAPHY)  Theatre Trip / Empire Tour | |