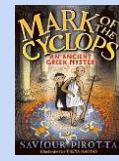
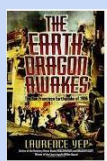
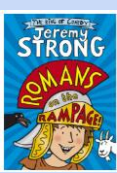
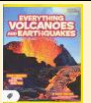
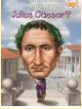
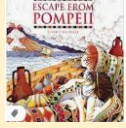
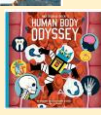
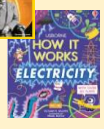


Long term plan - 2025 / 2026							
Year 4							
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
Curriculum question	Who were the Greeks?	What are natural disasters?	Who were the Romans?	What was Roman Britain like?	Where does food go?	Why are inventions important ?	
Main focus	History - Ancient Greeks	Geography - Earthquakes and Floods.	History - Beginnings of the Romans	History - Roman Empire invasion on Britain.	Science - digestive system, food chains and classification.	Science - electricity and sound	
ASPIRE - How will we weave this through?	E - understand that Greeks were polythesitic	I - how can we prepare for natural disasters based on previous events.	P - make connections with the Greeks linked to the Trojan war.	R - learning lines and songs for the Year 4 performance.	S -	A - create own invention using a circuit.	
Lyfta links	Life on a Greek island (lots of lessons for this storyworld)	Climate change and extreme weather 1	Muslim beliefs and practices 2	Multicultural London	A fish success story	Design your own electrical toy	
	Christian orthodox traditions	Climate change and extreme weather 2	Mohammed's garden	Faith in a higher power 1 (Christianity)	Let's write a poem – Iran	Setting goals as a Sikh 1	
	Descriptive writing (setting)	Volcanoes	Working children	Faith in a higher power 2 (Christianity)	Grow your own food	Setting goals as a Sikh 2	
		Muslim beliefs and practices 1	The right to protest	Phone Box saviour	Epic Eagles	Power in your pocket	
Main narrative							
Toggle texts	 	 	  	 	 	 	
Hooks/visits and visitors	A day in the life of a Greek - enrichment day (dress up)		Roman workshop in school		Trip to Eureka		
Inspirational people	Greyson Perry Alexander the Great Helen of Troy	MC Escher	Julius Ceasar	Boudicca Pompey Emperor Hadrien	Pablo Picasso	Thomas Edison Joseph Swan Lewis Howard Latimer Nicola Tesla	
Now press play	Ancient Greece	Natural disasters Water cycle	The five pillars	Roman Britain	Transition	Electricity	
Writing pieces for moderation	1. Non-chronological report - A day in the life of an Ancient Greek 2. Narrative - Battle of Troy	1. Explanation - Natural disasters 2. Narrative (senses) - Flood experience	1. Diary - A day in the life of a Roman citizen 2.Narrative- Escape from Pompeii	1. Diary (link to Caesar and his experiences during the Empire's expansion) 2. Explanation text - Roman History in Britain	1. Narrative (senses) - A missing chocolate bar 2. Explanation text about the digestive system 3. Poetry - Riddle	1. 3. Biography - Thomas Eddison 2. Narrative about a superhero 3. Poem - rhyme linked to sound	
Reading objectives and strands	Words Recognition: - Decoding as a part of Sounds and Syllables Language Comprehension: - Background knowledge - Vocabulary - Verbal Reasoning - Retrieval - Inference - Prediction - Summarising -Comprehension Literacy Knowledge	Words Recognition: - Decoding as a part of Sounds and Syllables Language Comprehension: - Background knowledge - Vocabulary - Verbal Reasoning - Retrieval - Inference - Prediction - Summarising -Comprehension Literacy Knowledge	Words Recognition: - Decoding as a part of Sounds and Syllables Language Comprehension: - Background knowledge - Vocabulary - Verbal Reasoning - Retrieval - Inference - Prediction - Summarising -Comprehension Literacy Knowledge	Words Recognition: - Decoding as a part of Sounds and Syllables Language Comprehension: - Background knowledge - Vocabulary - Verbal Reasoning - Retrieval - Inference - Prediction - Summarising -Comprehension Literacy Knowledge	Words Recognition: - Decoding as a part of Sounds and Syllables Language Comprehension: - Background knowledge - Vocabulary - Verbal Reasoning - Retrieval - Inference - Prediction - Summarising -Comprehension Literacy Knowledge	Words Recognition: - Decoding as a part of Sounds and Syllables Language Comprehension: - Background knowledge - Vocabulary - Verbal Reasoning - Retrieval - Inference - Prediction - Summarising -Comprehension Literacy Knowledge	
Phonics / sounds and syllables	Words with elision words with /s/ spelled 'sc' words with /sh/ spelled 'ch' words with /s/ spelled 'st' Words with /i/ spelled 'y'	Words with /g/ spelled 'gh' and 'gu' words ending with 'gue' and 'que' words ending with 'et' words ending with /n/ spelled 'gn' words ending with 'ain' words beginning with 'de' words beginning with 'pre'	Words beginning with 'pro' words beginning with 'il', 'im', 'in' and 'ir' words beginning with 'sub' and 'under' words beginning with 'e' and 'ex' words ending 'ered'	Multisyllable words with double consonants words ending with 'en' words ending with 'ic' words ending with 'ship' words ending with 'ine'	Words ending with 'ian' and 'cian' words ending with 'ation' words ending with 'sion' words ending with 'sion', 'ssion' and 'tion' words ending with 'ally'	words ending with 'eous' and 'ious' words with 'uni', 'bi' and 'tri' words with 'dec', 'cent', 'kilo' and 'mill' words with 'circ' and 'cycle(e)'	
Power maths units	Number and place value Addition and subtraction	Measurement - perimeter Multiplication and division Measurement - area	Multiplication and division Measure - area Fractions	Fractions and decimals part 2	Decimals Money Time Statistics	Angles Position and direction	
Fluency	Weeks 1 - 6	Weeks 6 - 14	Weeks 15-19	Weeks 20- 25	Weeks 26 - 31	Weeks 32-36	
Science knowledge and skills in context inc. enquiries		Context / enquiry : Enquiry into changing states of matter. How is water represented in 3 states? Skills: - Recording, concluding: Observations of states - Asking Questions: What will happen and why? - Testing: Measuring results - Classify and present data: To present data in a table - Identifying and classfyng: linked to states of matter Knowledge: -Chemistry- States of matter - Water cycle - Animals, including humans and their impact (environment based objective).			Context / enquiry : Why can liquids cause tooth decay at different rates? Skills: Observing over time Predicting & measuring: What will happen? Testing: Measuring changes of eggs Recording: Drawing of eggs at different points Identifying and classifying: (linked to clasifying animals and food chains) Knowledge: - Biology - Animals including humans-teeth - Digestive system - Classification - Food chains	Context / enquiry : Circuits - Can foods be used as a source of electricity? Skills: Asking questions: Why can foods create electricity? Testing: How many food items will light the bulb? Predicting: Which food will work better and why? Concluding: Writing conclusions Knowledge: - Physics - sounds and electricity	

History knowledge and skills in context	Context: Life in Ancient Greece/ Troy Interpretation - who was in the right in the Trojan war? Skills Chronology - To make connections within and across periods of time, describing their influence on local, British and world history. This is linked to buildings, the olympics and Roman Numerals Causality - Articulate the process of change within and across periods of time. This is linked to Alexander the Great. Enquiry - Ask and answer historically valid questions, which involve selecting relevant sources of evidence. Linked to Greek artifacts. Knowledge Ancient Greeks - All knowledge objectives		Context : Beginning of the Roman Empire Enquiry : What happened in Pompeii? Skills : Chronology – Connections within and across periods of time linked to events of Pompeii Characteristic features – comparisons between groups Causality – cause and consequence within a period of time Enquiry –organise relevant historical information Knowledge : Leadership and power (rise of Rome, famous leaders) Defining moments (Romulus and Remus, Pompeii)	Context : Romans in Britain Enquiry : How had the Romans impacted British life and history? Skills : Chronology -To make connections within and across periods of time, describing their influence on local, British and world history. Causality -Articulate the process of change and consequence, within and across periods of time. Charateristics features - tribes V Romans Enquiry- link impact to modern day Charateristics features - tribes V Romans -Enquiry- link impact to modern day (What impact did the Romans have on modern day Britain? Knowledge : Romans in Britain (Impact on the UK/ Boudicca's rebellion)			
	Geography knowledge and skills in context inc. fieldwork Context: How does the UK compare to Greece? Skills : -Locate Greece and Athens To identify physical geographical similarities and differences across places and regions in the UK (link to history). Knowledge : -Human and Physical features - The physical Georgraphy of Greece	Context / fieldwork : What is the impact of floods and quakes? Skills : - To use keys and begin to recognise symbols on an OS map (e.g. capital cities, rivers, train station, church) and use 4 figure grid references to find places on a map. - Evaluate physical geographical data in the wider world and local area using quantative data. Link to local floods. - To identify physical geographical similarities and differences across places and regions in the UK (link to history). - Link to rivers and floods (e.g. flood barriers/ Why people live on raised ground? - Fieldwork - Collect, record and evaluate physical geographical data in local area using quantative data, e.g. rainfall over a week Knowledge: -Physical Geography features	Context: How do volcanoes erupt? Skills: -To use different types of map from an atlas (topographic, climatic, physical etc.) to gain information about a place and to identify where things are or have taken place Knowledge : -Human Geographical features - choices of living Physical geographical features - volcanoes Locate Italy and Rome	Context / fieldwork : What connections can we make between Roman sites and the geography of the UK? Skills: -To use different types of map from an atlas (topographic, climatic, physical etc.) to gain information about a place and to identify where things are or have taken place. Knowledge: -Location - Locate the counties Kent and Bath (Romans)			
Computing knowledge and skills	Context: Ancient Greeks - create a photo of Greek inspired building Skills : Creating media To explain that the composition of digital images can be changed Knowledge : Photo editing I can improve an image by rotating it I can experiment with different colour effects I can identify how a photo edit can be improved	Context: Natural disasters - Record data of natural distaters Skills : Data and information - using a computer to review and analyse data, pose questions and then use data loggers to automatically collect the data needed to answer those questions. Knowledge : Data logging To explain that data gathered over time can be used to answer questions To use a digital device to collect data automatically To recognise how a computer can help us analyse data	Context: Romans: Programming Shapes Skills : Create programs by planning, modifying, and testing commands to create shapes and patterns Knowledge : To create a program in a text-based language To modify a count-controlled loop to produce a given outcome	Context: Romans in Britain: Creating media- Audio Editing Voice over on shobie of art - printing techniques. Skills : To record sound using a computer Knowledge : To identify that an input device is needed to record sound To identify that output devices are needed to play audio	Context: Food: Programming- Repetition in games Skills : To plan a program that includes appropriate loops to produce a given outcome Knowledge : To develop the use of count-controlled loops in a different programming environment	Electricity: Computing systems and networks- The internet Online Safety Context: Skills : apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. Knowledge : To describe how networks physically connect to other networks To evaluate the consequences of	
Art knowledge and skills with outcomes	Context: Greek Pottery Outcome: Clay Greek pots Artist: Grayson Perry Skills : Sculpture/ clay objectives Reflecting and Evaluating Knowledge : Knowledge: Sculpture - Greek pottery + Story telling	Context: Moving water Outcome: Impossible waterfall drawing Artist: MC Escher Skills : Drawing objectives Appreciating and analysing - Can identify elements of art within a piece of work and use this knowledge to confidently talk about the purpose Knowledge : Drawing objectives	Context: Pompeii and Volcanoes Outcome: Volcano watercolour Artist: John Martin Skills : Watercolour painting of Pompeii (Volcanic eruption) Appreciating and analysing - Can identify elements of art within a piece of work and use this knowledge to confidently talk about the purpose Knowledge : Painting objectives	Context: Roman patterns Outcome: Roman pattern print Artist: Pablo Picasso Skills : Prints of Roman patterns Printing objectives Knowledge : Printing objectives	Context: Human body Outcome:Painting of the human body Artist: Pablo Picasso Skills : Painting inspired by Picasso Appreciating and analysing: Can identify elements of art within a piece of work and use this knowledge to confidently talk about the purpose, the similairites and differences between the work of different artists from different cultures and styles. Painting objectives Knowledge : Painting objectives	Context: Link to DT project of a wire buzzer toy Outcome: Wire frame sculpting Skills : Wire design for project Sculpture objective Knowledge : Sculpture objective	
DT knowledge and skills with outcomes	Mechanism: Outcome: Moving Trojan horse Context: Tojan Horse Skills : research design make evaluate Knowledge : Mechanisms - linkages and levers	Textiles: Outcome: To produce a Christmas stocking Context: Linked to R.E Christmas learning Skills : research design make evaluate Knowledge : Knowledge: Textiles - 3D product			Food: Skills: Cooking and nutrition Knowledge: Health and safety Food Outcome: To produce Chocolate Tiffins Context : Linked to healthy eating and the Chocoplot Skills : research make evaluate Food safety Knowledge : Food objectives	Electrical system: Skills: research and design Outcome: To produce a product with an electrical system (Toy Buzzer) Context: Electricity and circuits Skills : research design make evaluate Knowledge : Electrical system objectives	
Music knowledge and skills with outcomes	Strings - Y3 gap play and perform using tuned instruments Context: Greek traditional and popular music comparison Skills : To listen to 2 pieces of music and compare and contrast them using musical vocabulary. Knowledge : To know musical terminology and use this to discuss different pieces of music. To know pieces of music may have similarities and differences . To know that music comes from different counties, contexts, origins and traditions (explore these ideas of the music that they listen to, sing and play)	Create and compose Respond and review Play and perform - instruments Outcome: Natural disasters Sea shanty, Hear the wind Context: Singing in a round weather songs Skills : To sing and use voices expressively across a wider range (do-do) following the direction from a conductor to create pitch and different sound effects, e.g. rounds, partner songs in different time signatures (2, 3 and 4 time). Knowledge : To know what singing in a round means and how we can do this e/g Hear the wind https://www.youtube.com/watch?v=i5GSFR		Context: Play and perform - singing Outcome: Romans - Sing up Skills : To sing and use voices expressively across a wider range (do-do) following the direction from a conductor to create pitch and different sound effects, e.g. rounds, partner songs in different time signatures (2, 3 and 4 time). To create music to create a specific mood, e.g music for a short film clip or to reflect a photo/painting, making use of musical features that have been taught, e.g. legato, staccato, piano, forte and explaining their compositional decisions Knowledge :	Play and perform - Singing Create and compose Respond and review Outcome:Where does food go - our dustbin Context: Skills : Knowledge :	Listening Play and perform - instruments. Outcome: Candle light Context: Skills : Knowledge :	
RE Units	Does praying at regular intervals help Muslims in their everyday lives? <i>Islam</i>	Christmas What is the significant part of the nativity story for Christians today? <i>Christianity</i>	Does completing a pilgrimage make a person a better Muslim? <i>Islam</i>	Easter Is forgiveness always possible for Christians? <i>Christianity</i>	What is the best way for a Muslim to lead a good life? <i>Islam</i>	Prayer and Worship Do people need to go to church to show they are Christians? <i>Christianity</i>	
PE Units	CT -Swimming Xb -Athletics (Greek Olympics)	CT -Swimming XB - Hockey	CT - Handball XB - Football	CT - Dance unit 1 XB - Tag Rugby	CT - Tennis XB - Basket Ball	Rounders Assessment	
SCARF/PSHE	Healthy relationships	Valuing difference	Rights and responsibilities	Keeping myself safe	Growing and changing	Being by best	
Life skills	Keeping safe: drugs	Basic First Aid	Real life Skills	Online Safety	Money	Keeping safe: out and about	
MFL (Updated Aug	Revisit phonics and pronunciation 1 Phonics and pronunciation 2 Presenting myself (I)	Seasons (E)	My family (I)	My home (I)	The classroom (I)	At the cafe (I)	