St Hilda's C of E Primary School

Long Term Planning: Year 4 2025 - 2026

Subjects	Overview of Learning Experiences					
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Writing outcome:** Fantasy Narrative **Text:** Gorilla by Anthony Browne **Additional Text:** Silverback by Ian Redmond **Guided Reading:** A World Full of Animal Stories 50 Folktales and Legends (Fiction)	**Writing outcome:** Diary text **Text:** Leon and the Place Between by Grahame Baker Smith & Angela Mcallister **Additional Text:** The Nowhere Emporium by Ross Mackenzie **Guided Reading:** Greek Myths (Fiction)	**Writing outcome:** Historical Narrative **Text:** Escape from Pompeii by Christina Balit **Additional Text:** Letters by Pliny the Younger **Guided Reading:** Fantastic Forests (Non-Fiction)	**Writing outcome:** Adventure Narrative **Text:** Koji's Island by The Literacy Company **Additional Text:** Amazing Islands by Sabrina Weiss & Kerry Hyndman **Guided Reading:** Ariki and the Island of Wonders (Fiction)	**Writing:** Non Chronological Report **Text:** Where the Forest Meets the Sea by Jeannie Baker **Additional Text:** Jungle Explorer by The Literacy Company **Guided Reading:** Fantastically Great Women Who Saved the Planet (Non-Fiction)	**Writing:** Playscript **Text:** Julius Caesar From A Stage Full of Shakespeare Stories by Angela McAllister **Guided Reading:** A Myth-hunter's Travel Guide (Non-Fiction)
Mathematics	• **Number** – number and place value • **Number** – addition, subtraction, solving word problems, • **Measure** – area • **Number** – multiplication, and division, solving word problems,		• **Number** – multiplication, and division, solving word problems, • **Measure**- Length and Perimeter • **Number fractions** – equivalent fractions; comparing fractions; addition, converting fractions to mixed numbers and from mixed numbers. • **Number fractions** – adding and subtracting fractions from mixed numbers. Problem solving finding fractions of amounts. • **Decimals** – tenths as decimals, hundredths as decimals, divide by 10 and 100.		• **Decimals** – partition decimals, compare and order decimals, rounding to the nearest whole. • **Money-** convert between pounds and pence, compare monetary values, solve money problems. • **Time** – covert between analogue and digital times, problem solving with units of time • **Geometry** – identifying, comparing and ordering angles, lines of symmetry • **Statistics** – interpret charts, interpret line graphs and draw line graphs	

					• **Geometry** – describe position using coordinates, draw 2d shapes, translate on a grid	
Science	**Digestion and Food** • Label key organs found in the digestive system and describe each of their functions. • Describe the functions of the four different types of adult human teeth using key vocabulary. • Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. • Produce a food chain that begins with a plant and has arrows that move up the food chain. • Define a producer, predator and prey and identify examples in food chains. • Describe digestion, teeth and diets when talking about the observed poo clues. • Write a letter that uses a range of scientific vocabulary from the unit.	**Electricity and Circuits** • Recall a range of electrical appliances, classify them as mains or battery-powered and explain why. • Explain how to test if a circuit works and identify when simple electric circuits will work. • Identify symbols for open and closed switches and give examples of how switches are useful. • Predict whether a circuit will work based on whether the switch is open or closed and explain that it works by breaking and completing a circuit. • Describe that a material is a good electrical conductor when it is added to an electric circuit and the bulb lights and that a material is a good electrical insulator when it is added to an electric circuit and the bulb does not light. • Recall that metals, for example, are good electrical conductors and plastics, for example, are good electrical insulators. • Describe that the more bulbs added to a series circuit, the dimmer the bulbs will be and explain that they will be dimmer when more are added to a circuit, as less	**States of Matter** • Identify solids, liquids and gases using their properties. • Describe melting, freezing, condensing and evaporating. • Describe the different stages of the water cycle. • Describe how temperature affects the rate of evaporation and, therefore, the water cycle.	**Classification and Changing Habitats** • Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. • Group plants in various ways, including flowering and non-flowering plants. • Recognise and describe different habitats and their inhabitants. • Recognise the impact humans can have on habitats. • Recognise the impact of natural disasters on habitats.	**Sound and Vibrations** • Describe how sounds are made. • Describe how sounds are heard through different mediums. • Explain the relationship between vibration strength and volume. • Describe the relationship between volume and distance. • Describe pitch and how to change it. • Explain how insulating materials can be used to muffle sound.	**How does the flow of liquids compare?** • Recall key knowledge from previous units. • Apply knowledge in new contexts. • Carry out a full scientific enquiry.

		energy is transferred to each of them. • Describe precautions for working safely with electricity and explain some precautions using knowledge of circuit diagrams, electrical components, conductors or insulators.				
Kapow History and Geography	**Where does our food come from?** • Identify that different foods grow in different biomes and say why. • Explain which food has the most significant negative impact on the environment. • Consider a change people can make to reduce the negative impact of food production. • Describe the intentions around trading responsibly. • Explain that food imports can be both helpful and harmful. • Describe the journey of a cocoa bean. • Locate countries on a blank world map using an atlas. • Use a scale bar correctly to measure approximate distances. • Collect data through an interview process. • Analyse interview responses to answer an enquiry question. • Discuss any trends in data collected.	**Egyptians** • Identify where and when ancient civilisations first appeared. • Ask historically valid questions about sources. • Identify Ancient Egypt's location and its key geographical features. • Explain why the River Nile was important to ancient Egyptians. • Explain the significance of the Rosetta Stone. • Explain the importance of gods and goddesses to people in Ancient Egypt. • Analyse mummification's connection to Ancient Egyptian beliefs about the afterlife. • Decide what was important to people in Ancient Egypt.	**Why do people live near volcanoes?** • Name all four layers of the Earth in the correct order, stating one fact about each layer. • Explain one or more ways a mountain can be formed. • Give a correct example of a mountain range and its continent. • Describe a tectonic plate and know that mountains occur along plate boundaries. • Correctly label the features of shield and composite volcanoes and explain how they form. • Name three ways in which volcanoes can be classified. • Describe how volcanoes form at tectonic plate boundaries. • Explain a mix of negative and positive consequences of living near a volcano. • State whether they would or would not want to live near a volcano. • State that an earthquake is caused	**How hard was it to invade and settle in Britain?** ***British History*** • Explain how the Britons felt when the Romans left Britain. • Suggest reasons for the Anglo-Saxon invasion of Britain. • Name the key features of Anglo-Saxon settlements. • Identify changes and continuities in settlements from prehistoric Britain. • Make inferences about artefacts. • Describe how Anglo-Saxon beliefs changed. • Explain how missionaries spread Christianity. • Explain the threat the Vikings posed to the Anglo-Saxons. • Identify the qualities needed to be a monarch in 1066.	**What are rivers and how are they used?** • Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved.	**How did the achievement of the ancient Maya impact their society and beyond?** • Sequence the key periods of the Ancient Maya civilisation. • Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.

			• when two plate boundaries move and shake the ground. • Explain that earthquakes happen along plate boundaries. • List some negative effects that an earthquake can have on a community. • Observe, digitally record and map different rocks using a symbol on a map. • Identify rock types and their origins based on collected data.			
Computing	• **Unpacking Hardware and Software** • **Animation** • **Logo**		• **Sound Stories** • **Effective Searching** • **Coding**		• **Composing Beats** • **Introduction to AI** • **Microbits**	
Being Safe in a Digital World	• **Self image and identity** • **Online relationships**		• **Online reputation** • **Online Bullying** • **Managing online information**		• **Health, Well-being and Lifestyle** • **Privacy and security** • **Copyright and ownership**	
RE	L2.3 What is the 'Trinity' and why is it important for Christians?	L2.7 What do Hindus believe that God is like?	L2.8 What does it mean to be a Hindu in Britain today?	L2.5 Why do Christians call the day Jesus died 'Good Friday'?	L2.6 For Christians, what was the impact of Pentecost?	L2.11 How and why do people mark the significant events of life?
PE	• **Personal Skills-** Accepting Challenge • **Coordination-** footwork • **Static Balance-** One Leg	• **Social Skills-** Supporting Others • **Dynamic Balance to Agility-** jumping to landing • **Static Balance-** Seated	• **Cognitive Skills-** Identify Areas to Improve • **Dynamic Balance to Agility-** On a Line • **Coordination-** Ball Skills	• **Creative Skills-** Recognise and Respond • **Coordination-** Sending and Receiving **Counter Balance-** With a Partner	• **Physical Skills-** Select and Apply • **Agility-** Reaction and Response • **Static Balance-** Floor work	• **Health and Fitness Skills-** Prepare for Activity • **Agility-** Ball Chasing • **Static Balance-** Stance
Relationships (PSHE)	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL	Presenting Myself	My Family	At the tearoom At the café At the restaurant	In the classroom	What is the Weather?	Goldilocks or The Tudors
Music	Musical Structures	Exploring feelings when you play	Compose with your friends	Feelings through music	Expression and improvisation	The show must go on

	Music Whole Class Tuition- Ukulele					
Art and Design	Art: Exploring tone, texture and proportion	DT: Making structures-helmets	Art: Painting and mixed media	DT: Mechanical systems	Art: Fabrics of nature	DT: Electrical structures