



Long Term Planner

Year 4

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
TOPIC	Natural Disasters	Romans	Polar Regions	The Victorians	All around the world	The Shang Dynasty
Trips/Visitors	Cromer Museum	Horsford All Saints Church	Horsford All Saints Church	Gressenhall Farm and Workhouse	Bee Keeper visitor	Sainsbury Centre
Passport Experiences	Search for a fossil on the Norfolk coast	Decorate Horsford All Saints Church	Learn how to ride a bike Learn about Horsford All Saints Church	Meet an author and illustrator – David Terry and Robert Neave	Learn from an expert	
	Norfolk Music Hub: Learn to play an instrument					
	Learn how to swim					
English: Power of reading core text	Pebble in my pocket (2025) Mouse, Bird, Snake, Wolf (2026 onwards)	Bright Bursts of Colour	Ice Palace	The Bluest of Blues	The Little Island	The Wild Robot
Writing Opportunities	Non-Fiction To write a persuasive leaflet	Poetry To write a poem in the style of Matt Goodfellow	Narrative To write a recount story	Non-Fiction To write a biography in the style of the book	Narrative To write a conflict story	Narrative To write a sequel to the story
Cross Curricular Writing	Instructions – what to do in an earthquake (geography)	Diary – day in the life of a Roman Soldier (history)	Recipe – soup (DT)	Observation diary of an experiment (science)	World cup factfile (geography, PE)	Recount of visit to Sainsbury Centre (art)
Guided Reading	Butterfly Lion The Worst Witch	Varjak Paw	BFG	Opération Gadget Man	The Miraculous Journey of Edward Tulane	Tamarind and the Star of Ishta
Let's think in English	Alike (2 weeks)	Before, after (3 weeks)	Blue Yellow (2 weeks)	The Present (3 weeks)	Here we are (3 weeks)	Black Dog (3 weeks)
	Who, What, Where (2 weeks)	Dig a Hole (3 weeks)	Not Now Bernard (2 weeks)	Sea Saw (3 weeks)	Rain, Rainbows (3 weeks)	Red Riding Hood (3 weeks)



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SPAG	Nouns, adjectives, verbs (tenses), adverbs and adverbs of time, subject, object, verb, clauses and phrases, conjunctions, pronouns (inc possessive), determiners, noun phrases, adverbial phrases, main and subordinate clauses, question marks and exclamation marks, statement, question, exclamation, command, commas in lists and after fronted adverbials, apostrophes for omission and possession (plural), inverted commas for direct speech and comma to separate speech, prepositions.					
MATHS	<p>Number and Place Value Represent and partition numbers to 10,000 Find 1, 10, 100, 1,000 more or less Solve number and practical problems involving the above with increasingly large numbers</p> <p>Year 4 – Use, estimate and compare on a number line to 10,000 Know Roman numerals Round to the nearest 10, 100 and 1,000 Add and subtract 1s, 10s, 100s and 1,000s Add and subtract up to two 4-digit with more than one exchange Solve addition and subtraction 2 step problems in context</p>	<p>Multiplication and division Know multiples and division facts of 3, 6, 7, 9, 11 and 12 x Multiply three numbers Use factor pairs Multiply and divide by 10 and 100 Informal written methods for multiplication</p> <p>Measurement What is area? Count squares Make shapes Compare areas</p>	<p>Multiplication and division Multiply a 2 or 3 -digit number by a 1-digit number Divide a 2 or 3 -digit number by a 1-digit number Measurement Understand metres Equivalent lengths (km and m) Perimeter on a grid, Rectangle and rectilinear shapes Find missing lengths in rectilinear shapes Calculate the perimeter of rectilinear shapes Perimeter of polygons</p>	<p>Fractions Understand the whole Count beyond 1 Partition and compare a mixed number Understand and convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Add and subtract fractions and mixed numbers Decimals Tenths as fractions or decimals Divide a 1 and 2-digit number by 10 Hundredths as fractions and decimals Divide a 1- or 2-digit number by 100</p>	<p>Decimals Make a whole with tenths and hundredths Partition decimals Compare and order decimals Round to the nearest whole number Halves and quarters as decimals Money Write money using decimals Convert between pounds and pence Compare amounts of money Estimate and calculate with money Solve problems with money Time Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24 hour clock Convert from the 24 hour clock</p>	<p>Shape Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure Statistics Interpret charts Comparison, sum and difference and draw line graphs Position and direction Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid</p>
SCIENCE	<p>Rocks Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties. Fossils Describe in simple terms how fossils are formed when things that have lived are trapped within rock. Soils</p>	<p>Group and Classify Living Things (Biology) 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.</p>	<p>States of Matter (Chemistry) 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</p>	<p>States of Matter (Chemistry) 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</p>	<p>Plants A (Biology) Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. -Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</p>	<p>Skeletons (Biology) Movement (Biology) Nutrition and Diet (Biology) Identify that humans and some other animals have skeletons and muscles for support, protection and movement. -Identify that humans and some other animals have skeletons and muscles for</p>



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	Recognise that soils are made from rocks and organic matter.		happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Food Chains (Biology) Construct and interpret a variety of food chains, identifying producers, predators and prey.	- Investigate the way in which water is transported within plants. - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.	support, protection and movement. - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. Plants B (Biology) Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.
History		Romans The Roman Empire and it's impact on Britain.		Victorians A study of an aspect or theme in British history that extends pupil's chronological knowledge beyond 1066.		Shang Dynasty The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared, a depth study.
Geography	Natural disasters Pupils should extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America (to include characteristics of a range of the world's most significant human and physical features) Describe and understand key aspects of: physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and		Polar regions identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere and the Arctic and Antarctic Circle		Countries of the world locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Prime/Greenwich Meridian	



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	<p>earthquakes, and the water cycle.</p> <p>Use maps, atlases, globes and digital/computer mapping to locate countries</p>				<p>and time zones (including day and night)</p>	
ART		<p>Roman mosaics Collage</p> <p>Create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History.</p> <p>Artist Study - Emma Briggs, Gaudi</p> <p>Roman Mosaic - Art with Mrs Begum</p>		<p>Victorian Relief Printing</p> <p>Create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History.</p> <p>Artist Study - William Morris</p> <p>KS2 Ink printing on textiles: William Morris style Victorian art</p>		<p>Shang Dynasty Sculpture</p> <p>Create sketchbooks to record their observations and use them to review and revisit their ideas.</p> <p>To improve their mastery of art and design techniques. Learn about great artists, architects and designers in History</p> <p>Artist study – Historical pieces</p> <p>Sainsbury Centre Link</p>
DT	<p>Bookmark</p> <p>Design, make, evaluate. Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Textiles</p>		<p>Warm Soup</p> <p>Understand and apply the principles of a healthy and varied diet.</p> <p>Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques.</p> <p>Understand seasonality, and know where and how a variety of ingredients are grown.</p> <p>Veggie Bolognaise with lentils</p>		<p>Bridges of the world</p> <p>Design, make, evaluate. Technical knowledge - apply their understanding of how to strengthen, stiffen and reinforce more complex structures</p> <p>Build a bridge and test strength</p>	



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PE	Invasion Games Play competitive games with attacking and defending. Football	Dance Perform dances using a range of movement patterns Compare performances with previous ones and demonstrate improvement to achieve personal best.	Gymnastics Develop flexibility and strength techniques. Develop control and balance.	Gymnastics Linking movements to show a specific task; showing balance, coordination and creativity using the skills taught.	Athletics Use running and jumping, throwing and catching in isolation and in combination. Compare their performances with previous ones and demonstrate improvement to achieve their best.	Striking and fielding Use running, jumping, throwing and catching in isolation and in combination.
Games	Invasion Games Tag Rugby	Invasion Games Basketball	Invasion Games Hockey	Outdoor Adventurous Activities	Athletics Use running and jumping, throwing and catching in isolation and in combination.	Net/Wall Games Tennis (outdoor) & Badminton (indoor)
RE	What is Philosophy? Recognise that there are many different religious and non-religious answers to questions people raise about the world around them Talk about the difference between knowing and believing. Decide if a reason or argument based on a religion or belief makes sense to them and is expressed clearly. Use more than one reason to support their view. Recognise that it is difficult to define 'right', 'wrong', 'good' and 'bad'. Recognise some of the similarities and differences between these ideas.	What do Christians learn from the Creation story? Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	Why do Christians call the day Jesus died Good Friday? Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority Recognise that beliefs are influenced by events in the past and present Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.		How do religious groups contribute to society and culture? Identify some of the ways people use the terms 'religion' and 'belief' when exploring religions, beliefs and worldviews. Identify some similarities and differences in how people practise and express beliefs both within and between at least two different religions/worldviews. Identify a range of ways in which beliefs can have an impact on a believer's daily life, their family, community and society.	What is the Trinity? Show awareness of different sources of authority and how they link with beliefs. Identify different types of writing and give an example of how a believer might interpret a source of authority Recognise that beliefs are influenced by events in the past and present Identify some links between beliefs being studied within a religion or worldview. Show awareness of some of the similarities and differences between and within religions and worldviews.
MUSIC	Writing music down Identify the tempo as fast, slow or steady; when learning an instrument, hold it correctly and use correct technique to play it	Exploring feelings when you play Describe what they hear using appropriate musical vocabulary; reflect on the performance and how well	Compose using your imagination Recall by ear memorable phrases heard in the music; explore ways in which sounds are combined	Feelings through music Rehearse and learn songs from memory and/or with notation; demonstrate vowel sounds, blended	Enjoying improvisation Understand the relationship between lyrics and melody; perform a simple part of an ensemble rhythmically; improvise using repeated	The Show Must Go On Use notations to record and interpret sequences of pitches; use notations to record compositions in a small group or on their own;



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		it suited the occasion; when learning an instrument, hold it correctly and use correct technique to play it	towards certain effects; use simple dynamics	sounds and consonants; sing 'on pitch' and 'in time'; sing expressively, with attention to staccato and legato; perform, with confidence, a song from memory or using notation	patterns with increasing accuracy and fluency	use notation in a performance; play and perform melodies following staff notation, using a small range
COMPUTING	E-Safety (1-2 hours) Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact.	Animation (5-7 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.	Programming in Scratch (6-8 hours) Design, write & debug programs that accomplish specific goals. Use sequence, selection, & repetition in programs; work with various forms of input & output. Use logical reasoning to explain how some simple algorithms work & to detect & correct errors in algorithms & programs.	E-Safety (1-2 hours) Use technology safely, respectfully & responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content & contact.	3D Design (6-8 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.	Internet Research (3-4 hours) Use search technologies effectively, appreciate how results are selected & ranked, & be discerning in evaluating digital content.
	Data Handling (3-4 hours) Collecting, analysing, evaluating & presenting data & information.			Video Editing (2-3 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.		eBook Creation (3-5 hours) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.
	Graphic Design (1 hour) Select, use & combine a variety of software (including internet services) on a range of digital devices to design & create a range of programs, systems & content that accomplish given goals.			Inside a Computer (1 Hour) Use search technologies effectively, appreciate how results are selected & ranked, & be discerning in evaluating digital content.		
PSHE	VIPs Friendships, forming and maintaining friendships, the qualities of a good	Safety First Taking responsibility for their own safety. Everyday risks, hazards and dangers.	One World How people's life experiences and opportunities differ	Digital Wellbeing What we use the internet for and the benefits and risks of online activities.	Growing Up The human body; how we grow and change, both physically and emotionally.	Money Matters Where money comes from and how it is used.



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	friend. Disputes and bullying.	First aid, dealing with common injuries and responding to emergency situations. (Opportunity for first aider to come into school and teach basic first aid)	throughout the world and that our actions can have both positive and harmful effects on people living in different countries.			
RSHE	My Feelings Pupils can recognise and respond to a wide range of emotions in themselves and others and know ways to respond.	My Body Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	My Relationships Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	My Beliefs Pupils recognise differences and similarities between people arise from a number of factors including family types and personal identity. Pupils can identify some causes and effects of conflict at all levels from personal to global.	My rights and responsibilities Pupils know marriage is a commitment freely entered into by both people, and that no one should marry if they don't absolutely want to or are making the decision freely for themselves.	Asking for help Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.
LANGUAGES French	French Where in the world speaks French? Numbers to 100 My Family & Me	French My Home Colours Animals (zoos)	French Food Calendar	French Clothing Shopping Holidays & celebrations	French My Town The Weather	French Sports and hobbies Schools