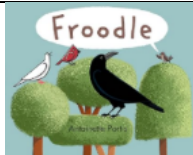




Cycle B

Long Term Plan
Year 4
Cycle B – 2026-2027

	Autumn 1 Being us	Autumn 2 Shape Shifters	Spring 1 Echoes of Change	Spring 2 Wild World	Summer 1 Light and Dark	Summer 2 From Field to Form
English						
	Daily explicit teaching outside of the teaching sequence		Teach in the Writing sequence		Lesson Design	
	Handwriting Spell words using phonics and NC spellings Spell contractions and singular possession using the apostrophe Dictation of sentences for fluency		Write for a range of purposes Describe setting and character Draft sentences with a range of subordinating conjunctions Teach organisational devices and paragraphing using boxing up Teach headings and subheadings in non-fiction		Orally rehearse to secure tense accuracy particularly progressive form and perfect tense Orally rehearse sentences with a wider range of subordinating conjunctions Dictate sentences to secure sentence fluency Compose sentences oral before writing Compose sentences where tense changes are accurately managed e.g. dialogue in a story Teach the rules of writing speech/dialogue	
Grammar Skills Fiction unit Non-narrative unit	-Use conjunctions, prepositions or adverbs to add detail to a sentence. Clauses must have a subject and a verb -Use full stops, capital letters (including proper nouns), question marks and exclamation marks	-Use inverted commas for dialogue with additional punctuation -Use fronted adverbials (time) with commas -Use expanded noun phrases with prepositions -Use perfect tense	-Use fronted adverbials(manner) with commas -Organise content into paragraphs -Use variety of pronouns as a cohesive device within a paragraph -Use although/even though in subordinate	-Use since/as in a subordinate clause at the start of a sentence with a comma (complex sentence) -Organise content into paragraphs Use full stops, capital letters (including proper nouns), question marks	-Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and verb -Use expanded noun phrases with prepositions	-Use variety of pronouns as a cohesive device within a paragraph -Use a subordinate clause at the start (using a comma) or the end of a sentence. Clauses must have a subject and a verb

	-Use inverted commas for dialogue with additional punctuation -Use apostrophes for contraction and singular possession -Use commas to list nouns in a sentence	-Use fronted adverbials (place) with commas	clause at the start of a sentence with a comma (complex sentence) Clauses must have a subject and a verb -Use apostrophes for plural possession	and exclamation marks -Use perfect tense -Use expanded noun phrases with prepositions	Use inverted commas for dialogue with additional punctuation -Use apostrophes for contraction -Use commas to list nouns in a sentence	-Use inverted commas for dialogue with additional punctuation -Use fronted adverbials with a comma -Use perfect tense
Maths	Place Value Addition & Subtraction	Addition & subtraction Measurement (Area) Multiplication & division	Multiplication & division Length & perimeter	Fractions Decimals	Decimals including money Time	Shape Statistics Position & direction
History	<u>How have children's lives changed?</u> Investigating the changes in children's lives through time, children learn how spare time, children's health and work have changed. They explore the most crucial change – work – in more detail, learning about a day in the life of a working child before learning about the significance of Lord Shaftesbury and his impact on schools and working conditions.		<u>What changed in Britain after the Anglo-Saxon invasion?</u> Developing their understanding of why people invade and settle, children learn about the Anglo-Saxon invasion and Viking raids. They learn about Anglo-Saxon beliefs and how Christianity spread. They investigate Anglo-Saxon settlements and investigate how the period of Anglo-Saxon rule came to end.		<u>How did the achievements of the Ancient Maya's impact their society and beyond?</u> Children explore the achievements of ancient peoples like the Maya by investigating historical and archaeological evidence. Through the observation and analysis of artefacts, children scrutinise their settlement strategies in rainforests, the cultural significance of chocolate and the impact of their beliefs, inventions and decline within and beyond their society.	
Geography		What are rivers and how are they used? Exploring the different ways water is stored and moves, pupils develop an understanding of the		Y3/4: Why are rainforests important to us? Developing an understanding of biomes, ecosystems and tropics; mapping features of the		Where does our food come from? Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn

		water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features.		Amazon rainforest and learning about its layers; investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.		about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global.
Art	Drawing Power in prints Using everyday electrical items as a starting point, pupils develop an awareness of composition in drawing and combine media for effect when developing a drawing into a print.	Painting and mixed media Light and Dark Developing colour mixing skills, using shades and tints to show form and create three dimensions when painting. Pupils learn about composition and plan their own still life to paint, applying chosen techniques.			Sculpture & 3D Mega Materials Exploring the way different materials can be shaped and joined, learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp and creating their own sculptures.	
DT			Cooking and nutrition: Adapting a recipe Our refreshed Y4 cooking and nutrition unit including opportunities for children to learn a basic biscuits recipe and adapt it to suit a target audience.	Textiles – fastenings Building upon their sewing skills from previous years, pupils design and create a book sleeve; exploring a variety of fastenings and selecting the most appropriate for their design based on strength and appropriate-use.		Structures – Pavilions Exploring pavilion structures, learning about what they are used for and investigate how to create strong and stable structures before designing and creating their own pavilions, complete with cladding.
Music	Hear it! Play It! Exploring rhythmic patterns. This term, children will explore rhythmic patterns through active, engaging music-making. They'll identify and perform rhythms using body percussion, instruments, and even plastic cups!		Painting Pictures With Sound This term begins with activities to help children identify and describe the key ingredients (dimensions) of music—through movement,		Sing, play, notate! This term begins with songs and activities to help children listen to and describe pitch and melody. Using their voices, they'll create	

	They'll experiment with call-and-response phrases and develop ensemble skills by performing simple rhythmic ostinatos with songs or poems. Children will sing in styles like Blues and Rock 'n' Roll, listening for key features in songs such as <i>Hound Dog</i> and <i>Rock Around the Clock</i>. They'll also begin composing and notating their own rhythms using graphic notation.		drawing, and listening to pieces like Beethoven's <i>5th Symphony</i> and Vivaldi's <i>Winter</i>. They'll explore instruments and timbres from different countries, using this knowledge to create simple accompaniments for songs like <i>We're Going Round the World</i>. As the term progresses, children will learn to vary musical elements to evoke mood and atmosphere, creating music for lyrics, poems, and even a musical "phone call." They'll finish the term by composing music inspired by stories and settings.		soundscapes and develop solo singing with songs like <i>The Losing Things Song</i>. They'll represent melodies from songs like <i>Healthy Heart</i> and <i>Un, Deux, Trois</i> using creative graphic notation such as dots, coins, and pipe cleaners. Later, they'll explore the pentatonic scale, working in groups to compose and improvise simple melodies. The term ends with a focus on performance, as children compare versions of pieces like <i>March of the Trolls</i> and <i>There's No Business Like Show Business</i>, and perform their own music for others.	
Science	Digestion and Food Using models, children describe the function of key organs in the digestive system. Pupils identify the types of human teeth to create their own model and investigate factors that impact our dental health. They compare human teeth to other animals' and consider this in the light of prior knowledge about predators, prey and food chains. Children take on the role of a naturalist investigating animal faeces for clues about diet, digestion and dentition.	States of Matter Investigating the properties of solids, liquids and gases, children learn about the different states of matter. They explore changes of state using relatable examples and use this to explain changes to water through the water cycle. Pupils investigate the relationship between temperature and rate of evaporation while broadening their experience of working scientifically.	Sound and Vibration Exploring different ways of producing sounds, children learn about the relationship between vibrations and what they hear. They use examples of dolphins and whales to develop their understanding of how sound travels between objects and investigate the role of insulation to protect our ears. Pupils explore how pitch and volume can be altered and make their own musical instruments to demonstrate these principles.	Classification and changing Habitats Identifying different ways living things can be grouped, children make classification keys to explore which grouping methods are most effective. Pupils study ways that habitats may change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of naturalists and review the impact of conservation programmes.	Light and Shadows Identifying examples of light sources, children learn that light is needed to see and how its absence causes darkness. Children investigate reflection and shadow formation, including how different factors change the shadows observed. They explore how shadows can be used to entertain in the arts and create shadow puppets to recount how different people work or experiment with light.	Working Scientifically consolidation
SCARF	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference)	Managing risk Understanding the norms of drug use	Making a difference (different ways of helping others or the environment)	Having choices and making decisions about my health	Body changes during puberty Managing difficult feelings

		Understanding and challenging stereotypes	(cigarette and alcohol use) Influences Online safety	Media influence Decisions about spending money	Taking care of my environment My skills and interests	Relationships including marriage
PE	Tennis	Dodgeball	Gymnastics	Fitness	Athletics	Dance
	Orienteering	Rugby	Golf	Netball	Cricket	Rounders
RE		How is art used in religion and belief?		How might a faith make a difference to families and celebrations? Hinduism, Christianity		What do stories of creation teach people? Christianity, Judaism
French	Animals (KS2, Early Language, Les animaux) In this unit pupils will learn 10 familiar animals and be introduced to the 1 st person singular high frequency verb 'I am' in the foreign language. By the end of the unit pupils will be able to recognise, recall, remember and spell up to 10 animals with their indefinite article. This is one of the first sentence building units where pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.		Little Red Riding Hood (KS2, Early Language, Petit Chaperon Rouge) In this unit pupils will learn to listen carefully to able to understand a familiar fairy tale recounted in the foreign language using picture and word cards. Pupils will be exposed to more language and be encouraged to use mind-mapping activities to support their learning. This unit links strongly to literacy skills.		I am able... (KS2, Early Language, Je peux) In this unit pupils will learn 10 familiar activities that they are able or are not able to do in French. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions	
Computing	The internet Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content	Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes	Photo editing Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.	Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.	Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation
	Online Safety L1 (Y4 unit)	Online Safety L2 (Y4 unit)	Internet safety day	Online Safety L3 (Y4 unit)	Online Safety L4 (Y4 unit)	Online Safety L5 (Y4 unit)