
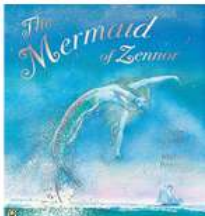
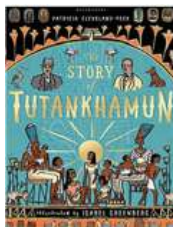


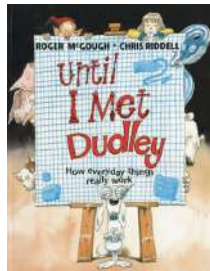


YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English Contexts for Reading & Writing	<ul style="list-style-type: none"> discussing writing similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar <ul style="list-style-type: none"> PLANNING, DRAFTING, EDITING, PUBLISHING / SHARING TO AN AUDIENCE 					
	 <p>Varmints Helen Ward</p>	 <p>The Mermaid of Zennor Charles Causley</p>	 <p>The Story of Tutankhamun Patricia Cleveland -Peck</p>	 <p>The Lion the Witch and the Wardrobe C. S. Lewis</p>	 <p>The Iron Man Ted Hughes</p>	 <p>Until I Met Dudley</p>
Grammar and Genre Journey	<p>Recap previous year group skills.</p> <p>Create cohesion through the use of nouns / pronouns.</p> <p>To use paragraphing effective with topic sentences that develop around a main point / organise ideas.</p> <p>Non Chronological Report - What Plants Need to Survive.</p>	<p>Using expanded noun phrases with modifying adjectives and prepositional phrases</p> <p>Create Your Own Legend</p>	<p>To use direct speech to show character and to move events forward within a story</p> <p>To use paragraphing for narrative and non narrative with effective topic sentences that develop around a main point</p> <p>Write an opening narrative for different version of The Lion, the witch and the wardrobe with a twist.</p>	<p>To use paragraphing for narrative and non-narrative with effective topic sentences that develop around a main point</p> <p>To choose pronouns for clarity and cohesion and to avoid repetition</p> <p>Write a clear and engaging biography of Howard Carter.</p>	<p>Application of the year 4 GPS skills taught</p> <p>Consistent use of present tense (Y2)</p> <p>Present perfect form of verbs (Y3)</p> <p>Headings and Subheadings (Y3)</p> <p>Noun phrases</p> <p>Paragraphs</p> <p>Adverbials</p> <p>Write a short story or scene inspired by The Iron Man, creating a new iron creature and adventure</p> <p>Explanation Text</p>	

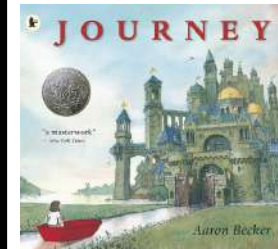
YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Whole School
Writes



Writing

Ed Shed - Weekly
SPAG lessons,
plus dictation and
practice activities

- Spell words which are often misspelt from the Y3-4 list
- Use the possessive apostrophe accurately with plurals
- Use a dictionary to check a spelling
- Use appropriate handwriting joins, including choosing unjoined letters
- Adopt the features of existing texts to shape own writing
- Build sentences with varied vocabulary and structures
- Organise paragraphs around a theme
- Develop detail of characters, settings and plot in narratives
- Use simple organisational devices in non-fiction
- Suggest improvements to grammar and vocabulary
- Proofread own work for spelling and punctuation errors

- Read aloud using appropriate intonation, tone and volume
- Use a range of conjunctions to extend sentences with more than one clause
- Choose nouns and pronouns for clarity and cohesion
- Use conjunctions, adverbs and prepositions to express time, cause & place
- Use fronted adverbials
- Understand the difference between plural and possessive '-s'
- Recognise and use standard English verb inflections
- Use extended noun phrases, including with prepositions
- Use and punctuate direct speech correctly

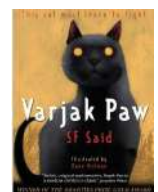
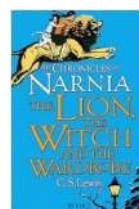
Reading

Daily Accelerated
Reader / Whole Class
Reading/ Guided
Reading

- Read aloud and understand words based on knowledge of root words, prefixes and suffixes
- Read further exception words, including those with unusual spelling/sound links
- Retell some fairy tales or traditional tales orally
- Identify themes and conventions in a range of books
- Perform plays and poetry aloud using intonation, tone, volume and action
- Recognise some different forms of poetry
- Use dictionaries to check the meanings of words

- Check that a text makes sense, including explaining the meaning of words in context/Identify and summarise the main ideas drawn from more than one paragraph
- Draw inferences about feelings thoughts and motives
- Use evidence to justify inferences
- Discuss words and phrases which capture the reader's interest
- Identify how language contributes to meaning
- Identify how structure and presentation contribute to meaning
- Retrieve and record information from non-fiction texts

Whole Class
Reading
Texts



YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

<p>Maths Whiterose https://whiterosemaths.com/</p>	<p><u>Place Value</u> -Represent, write and partition numbers up to 10,000</p> <p><u>Addition and Subtraction -</u> Add and subtract 4 digit numbers up to 1,000.</p>	<p><u>Area</u> Identification and comparison of area.</p> <p><u>Multiplication and Division A -</u> Multiply and divide by: 3, 6, 9, 7, 11 and 12.</p>	<p>Multiplication and Division B - Multiply and divide up to 3 digits by 1 digit.</p> <p>Length and perimeter - Perimeter of rectangles and rectilinear.</p>	<p>Fractions Decimals A</p> <p>Identify and compare fractions. Use tenths and hundredths.</p>	<p>Decimals B Write, compare, order and round decimals.</p> <p>Money - ordering and estimating money</p> <p>Time - Telling the time to the minute and 24 hour clock.</p>	<p>Shape - Properties of 2D and 3D shape, symmetry and angles.</p> <p>Statistics - Charts and line graphs.</p> <p>Position and Direction - translation of shape on a grid.</p>
<p>Science Science Bug https://www.activelearnprimary.co.uk/</p>	<p>Human Nutrition</p> <p>Identify and name the parts of the human digestive system. Know the functions of the organs in the human digestive system. Identify and know the different types of human teeth. Know the functions of different human teeth. Use and construct food chains to identify producers, predators and prey.</p> <p>Ivan Pavlov (Digestive System Mechanisms)</p>	<p>Electricity</p> <p>Identify and name appliances that require electricity to function. Construct a series circuit. Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers). Predict and test whether a lamp will light within a circuit. Know the function of a switch. Know the difference between a conductor and an insulator; giving examples of each.</p> <p>Thomas Edison</p>	<p>Sound</p> <p>Know how sound is made.. Know how sound travels from a source to our ears. The correlation between pitch and the object producing a sound. The correlation between the volume of a sound and the strength of the vibrations that produced it. Know what happens to a sound as it travels away from its source.</p> <p>Alexander Graham Bell</p>	<p>Grouping Living Things</p> <p>Use classification keys to group, identify and name living things.</p> <p>Group materials based on their state of matter (solid, liquid, gas)</p> <p>Jacques Cousteau (Marine Biologist)</p>	<p>Dangers to Living Things</p> <p>Know how changes to an environment could endanger living things.</p> <p>Cindy Looy (Environmental Change and Extinction)</p>	<p>Changes of State</p> <p>Know the temperature at which materials change state.</p> <p>Know about and explore how some materials can change state</p> <p>Know the part played by evaporation and condensation in the water cycle.</p> <p>Anders Celsius (Celsius Temperature Scale)</p>

YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Washington Sheffield (designer of 1st tube toothpaste)	(First Working Lightbulb)	(Telephone)			Daniel Fahrenheit (Fahrenheit Temperature Scale / Invention of the thermometer)
--	---------------------------	-------------	--	--	---

Working Scientifically

Ask questions such as:

- Why are steam and ice the same thing?
- Why is the liver important in the digestive systems?
- What do we mean by 'pitch' when it comes to sound?

Use research to find out how much time it takes to digest most of our food.
 Use research to find out which materials make effective conductors and insulators of electricity.
 Carry out tests to see, for example, which of two instruments make the highest or lowest sounds and to see if a glass of ice weighs the same as a glass of water.
 Set up a fair test with more than one variable e.g. using different materials to cut out sound.
 Explain to others why a test that has been set up is a fair one e.g. discover how fast ice melts in different temperatures.
 Measure carefully (taking account of mathematical knowledge up to Year 4) and add to scientific learning.
 Use a data logger to check on the time it takes ice to melt to water at different temperatures.
 Use a thermometer to measure temperature and know there are two main scales used to measure temperature.
 Gather and record information using a chart, matrix or tally chart, depending on what is most sensible.
 Group information according to common factors e.g. materials that make good conductors or insulators.
 Use bar charts and other statistical tables (in line with Year 4 mathematics statistics) to record findings.
 Present findings using written explanations and include diagrams, when needed.
 Write up findings using a planning, doing and evaluating process.
 Make sense of findings and draw conclusions which helps them understand more about the scientific information that has been learned.
 When making predictions there are plausible reasons as to why they have done so.
 Be able to amend predictions according to findings.
 Learn to change ideas as a result of what has been found out during a scientific enquiry

History	<p><u>Ancient Egypt</u> Place events chronologically on a time using and understanding AD and BC Know Ancient Egyptians 4500BC – 332AD Name and know the importance of different Pharaohs and Gods Understand the importance of rituals - process of embalming, mummification and the After life Know how and why the pyramids / tombs were built – their content – the importance of finding Tutankhamun's tomb / treasures Understand the hierarchy of society – different roles and responsibilities and what was life like for each member of society</p>	<p><u>Rainforest Exploration</u> Understand and research key historical pioneers of Amazon rainforest exploration, and the hardships they went through (and caused) to fully discover the most remarkable, mysterious, and alluring realm in South America. Francisco de Orellana -first person to navigate the entire Amazon River - Looking for gold. Teddy Roosevelt is probably the most famous explorer to investigate the Amazon having been President of the USA between 1901 and 1909.</p>	<p><u>The Tudors</u> .A study of an aspect or theme in British history that extends pupils' chronological knowledge beyond 1066 The Tudors 1485 - 1603 Use an increasing range of common words and phrases relating to the passing of time. Describe memories of key events in his/her life using historical vocabulary. Place some historical periods in a chronological framework Use historic terms related to the period of study Use sources of information in ways that go beyond simple observations to answer questions about the past</p>
----------------	---	---	--

YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Percy Harrison Fawcett was a British artillery officer, archaeologist, and explorer.

Sydney Possuelo is an explorer and social activist 2006, Possuelo has lead many expeditions to find uncontacted tribes to protect them from common threats including deforestation, drug trafficking, and violence, and disease

Use a variety of resources to find out about aspects of life in the past
Understand that sources can contradict each other

Geography

Modern Day Egypt
Locate Egypt – capital city, continent, languages spoken, flag Use an atlas
Know the importance of the River Nile and irrigation systems used (Modern and Ancient)
Know tourists visit modern day Egypt
Deserts
Explain the weather and climate of a desert
Know that Antarctica is classified as a desert (little . no rainfall) are deserts?Locate deserts
Understand their environmental conditions
Know how they useful to humans for natural resources
Understand how animals and plants adapt to living in the desert

Rainforests
Know rainforests are found near the Equator, in the Tropics between the Tropic of Cancer and Capricorn
Use an atlas
Locate the Amazon Rainforest in South America and know it is the largest area of rainforest
Know Over 50% of the world's species are found in the rainforest
Know the Rainforest is made of 4 layers: Emergent, Canopy, Understory, Forest Floor and understand the features of each layer
Know about the indigenous tribes of the rainforest and how they live
Know the reasons why the Rainforests are in danger, the impact on the environment and how we can protect them

Europe study
Know at least five differences between living in the UK and a Mediterranean country.
Use correct geographical words to describe a place (settlement types, land use, economic activity).
Identify key features of Little Aston locality by using a map.
Use 4 figure grid references.
Plot NSEW on a map use N NE E SE S SW W NW.
Use some basic OS map symbols.
OS maps use scale 1:2500 and 1:10 000 and work out distances across a number of squares.
Use an atlas

Art (Kapow)

<https://www.kapowprimary.com/>

Power 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.

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

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.

YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

Design Technology (Kapow) https://www.kapowprimary.com/	Electrical systems: Torches Identify the difference between electrical and electronic products. Evaluate a range of existing torches and their features, then develop a new functional torch design.		Mechanical Systems: Slingshot car Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets.		Food: Adapting a recipe - (Bread) Work in groups to adapt an existing bread recipe, whilst taking into account the cost of the ingredients and other expenses against a set budget.	
Music (Kapow) https://www.kapowprimary.com/	Body and tuned percussion (Theme: Rainforests) A topic of discovery; children will explore the rainforest through music and be introduced to new musical terms	Rock and Roll Learn about the origin and features of rock and roll music, pupils learn how to play the Hand Jive and Rock Around the Clock.	Changes in pitch, tempo and dynamics (Theme: Rivers) Learning to listen to changes in pitch, tempo and dynamics and relate it to something tangible and familiar.	Adapting and transposing motifs (Theme: Romans) Drawing upon their understanding of repeating patterns in music, pupils are introduced to the concept of motifs.	Haiku, music and performance (Theme: Hanami festival) This Japanese inspired topic looks at the springtime festival of Hanami, which celebrates the fleeting beauty of spring flowers.	Samba and carnival sounds and instruments (Theme: South America) Getting a feel for the music and culture of South America, children are introduced to samba and the sights and sounds of the carnival.
Computing (Kapow) https://www.kapowprimary.com/subjects/computing/lower-key-stage-2/	Computing systems and networks: Collaborative learning Working collaboratively in a responsible and considerate way as well as looking at a range of collaborative tools.	Programming 1: Further coding with Scratch Learning the basics of programming in Scratch, children will create a simple script, use decomposition and understand what variables are.	Creating media: Website design Developing their research, word processing, and collaborative working skills whilst learning how web pages and web sites are created, exploring how to change layouts, embed images and videos	Online safety: Year 4 Learning how to navigate the internet in an informed, safe and respectful way.	Programming 2: Computational thinking Developing the four areas of computational thinking through a range of plugged and unplugged activities.	Data handling: Investigating weather Researching and storing data using spreadsheets, designing a weather station which gathers and records data and learning how weather forecasts are made. Children use tablets or digital cameras to

YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

PSHE

Entrust Staffordshire

and link between
pages.

present a weather
forecast.

Me and My School

Participate in the school's decision making process, relating it to democratic structures and processes such as council, parliaments, government and voting

Me and My Safety

Recognise different risks in different situations, decide how to behave responsibly

School rules about health and safety, basic emergency aid procedures and where to get help

Me and My Relationships

How the body changes as they approach puberty

That their actions affect themselves and others, to care about other people's feelings and to try to see things from their points of view

To be aware of different relationships including marriage, those between friends and families and to develop skills to be effective in relationships

Prepare for change

Happy and Healthy Me

Bacteria and viruses affect health and following simple safe routines can reduce their spread

Which commonly available substances and drugs are legal, illegal, their effects and risks

Me and Other People

Realise the consequences on individual and communities of anti-social and aggressive behaviours e.g. bullying, racism

That differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender and disability. (PSHE Association adds age, sexual orientation in line with Equality Act)

Develop relationships through work and play: taking part in activities with groups that have particular needs such as children with special needs and the elderly; communicating with children in other countries via satellite, email or letters

Me in My World

Realise the consequences on individual and communities of anti-social and aggressive behaviours e.g. bullying, racism

That differences and similarities between people arise from a number of factors e.g. cultural, ethnic, racial, religious diversity, gender and disability. (PSHE Association adds age, sexual orientation in line with Equality Act)

Develop relationships through work and play: taking part in activities with groups that have particular needs such as children with special needs and the elderly; communicating with children in other countries via satellite, email or letters

YEAR 4 CYCLE 1 LONG TERM PLAN 2025 to 2026



Little Aston Primary Academy
Achieving Together

Staffordshire
University
Academies
Trust

<p>PE PE Hub</p>	<p><u>Netball</u> Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.</p>	<p><u>Gymnastics</u> Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences.</p>	<p><u>Dance</u> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance.</p>	<p><u>Tennis</u> Explore some forehand and backhand shots. Work to return the serve. Explore positions in gameplay.</p>	<p><u>Volleyball</u> Consistently perform basic pairs volleyball skills such as rainbow pass and switching. Implement the basic rules of pairs volleyball. Develop tactics and apply them competitively. Increase accuracy and power during gameplay.</p>	<p><u>Athletics</u> Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws.</p>
<p>RE Entrust Staffordshire</p>	<p>Harvest Explore religious stories and teachings about the environment and identify and reflect their impact on behaviour</p>	<p>Landmarks in Life Investigate the importance for believers of ceremonies in which special moments in the life cycle are marked The Christmas story.</p>	<p>Commitment Engage with a variety of people about their beliefs and values and ask questions about the way commitment affects their lives</p>	<p>Study of a chosen religion Research some key events in the development of a religious tradition and explain the impact on believers today The Easter Story</p>	<p>Thinking about God Identify some of the ways in which religions name and describe attributes of God and make links with belief and practice</p>	<p>Feature and Patterns of Worship Identify the main features and patterns of an act of worship and talk about the importance of worship for believers</p>
<p>French (ATLP)</p>	<p>French numbers, calendars and birthdays Children learn French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys; they research dates of French festivals and revise the unit by having a traditional French birthday celebration in the classroom.</p>		<p>Portraits - describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun.</p>		<p>Clothes - getting dressed in France Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Incorporating previous learning about colour into their descriptions of clothing and recapping the concept of adjectival agreement. Expressing their opinions about outfits in French.</p>	