

**Year 4 (Kingfishers)**

**Long Term Yearly Plan**

**2025-2026**

Year 4 Kingfishers 2025-2026	Autumn 1 7 WEEKS (3 INSETS)	Autumn 2 7 WEEKS	Spring 1 5 WEEKS & 4 DAYS (1 INSET)	Spring 2 5 WEEKS & 4 DAYS (1 BANK HOL)	Summer 1 4 WEEKS & 4 DAYS (1 BANK HOL)	Summer 2 7 WEEKS & 2 DAYS (1 INSET)
<b>Trips and events</b>			Owl/Kingfisher Panto	The Newt -School trip		Anglo-Saxon/Viking Workshop
<b>Class book</b>	Tamarind and the Star of Ishta <i>by Jasbinder Bilan</i>	The Firework Maker's Daughter <i>by Phillip Pullman</i>	The Lion, The Witch and the Wardrobe <i>by C.S.Lewis</i>	The Iron Man by Ted Hughes	Annie Lumsden, the Girl from the Sea <i>by David Almond</i>	Norse Myths <i>by Kevin Crossley-Holland</i>
<b>English</b>	<p><b>Theme:</b> <u>Window to the world</u></p> <p><b>Text:</b> Pride: The Story of Harvey Milk and the Rainbow Flag <i>by Rob Sanders</i></p> <p><b>Purpose:</b> To inform</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Biographies</li> <li>• Thought bubbles</li> <li>• Speech</li> <li>• Simple leaflets</li> </ul> <p><b>Text:</b> Jabberwocky <i>by Lewis Carroll</i></p> <p><b>Purpose:</b> To explain/entertain</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Nonsense poems</li> <li>• Performance poetry</li> <li>• Explanatory descriptions</li> </ul>	<p><b>Theme:</b> <u>Darkness &amp; light</u></p> <p><b>Text:</b> The Crown <i>by Emily Kapff</i></p> <p><b>Purpose:</b> to inform</p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• "Book of wonder" information text</li> <li>• Descriptive labels</li> <li>• Diary entry in role</li> <li>• Poetry</li> <li>• Poster</li> </ul> <p><b>Text:</b> The Selfish Giant <i>by Oscar Wilde</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Own version narrative about kindness</li> <li>• Letters</li> <li>• First person recounts</li> <li>• Diaries</li> <li>• Letters</li> <li>• Posters</li> <li>• Reports</li> </ul>	<p><b>Theme:</b> <u>Taking courage</u></p> <p><b>Text:</b> The Baker by the Sea <i>by Paula White</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Tourist brochure</li> <li>• Job applications</li> <li>• Advertisements</li> <li>• Setting descriptions</li> <li>• Letters in role</li> </ul> <p><b>Text:</b> Shackleton's Journey <i>by William Grill</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Packing list (justifications)</li> <li>• Letters (formal and informal)</li> <li>• Interviews</li> <li>• Diaries</li> </ul>	<p><b>Theme:</b> <u>Taking courage</u></p> <p><b>Text:</b> Shackleton's Journey <i>by William Grill</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Newspaper report</li> <li>• Packing list (justifications)</li> <li>• Letters (formal and informal)</li> <li>• Interviews</li> <li>• Diaries</li> </ul> <p><b>Theme:</b> <u>Progress and innovation</u></p> <p><b>Text:</b> Varmints <i>by Helen Ward</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Explanations of a life cycle</li> <li>• Diary entries</li> <li>• Instructions</li> <li>• Letters</li> <li>• Descriptions</li> <li>• Speeches</li> </ul>	<p><b>Theme:</b> <u>Freedom &amp; flight</u></p> <p><b>Text:</b> FARTHER <i>by Grahame Baker Smith</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Sequel stories</li> <li>• Retellings</li> <li>• Recounts (postcards)</li> <li>• Setting descriptions</li> <li>• Diary entries</li> <li>• Instructions</li> </ul> <p><b>Text:</b> The Mermaid of Zennor <i>by Charles Causley</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Own version legends</li> <li>• Information booklets</li> <li>• Retelling from a different perspective</li> <li>• Letters</li> <li>• Tourist guides updates</li> <li>• Dialogue</li> </ul>	<p><b>Theme:</b> <u>Unearthing civilisations</u></p> <p><b>Text:</b> The Ever-Changing Earth <i>by Grahame Baker Smith</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Narrative sequels</li> <li>• Informal letters</li> <li>• Explanatory leaflets</li> <li>• List poems</li> <li>• Dictionary of terms</li> </ul> <p><b>Text:</b> Riddle of the Runes <i>by Janina Ramirez</i></p> <p><b>Purpose:</b></p> <p><b>Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Historical fiction narrative (alternative ending)</li> <li>• Character descriptions</li> <li>• Crime scene setting descriptions</li> </ul>

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						<ul style="list-style-type: none"> <li>• Dialogue</li> <li>• Instructions</li> <li>• Letter</li> </ul>
<b>Yr 4 Maths</b>	<b>Place value</b> <b>Addition and subtraction</b> <b>Area</b> <b>Multiplication and division</b>		<b>Multiplication and division</b> <b>Lengths and perimeter</b> <b>Fractions</b> <b>Decimals</b>		<b>Decimals</b> <b>Money</b> <b>Time</b> <b>Shape</b> <b>Statistics</b> <b>Position and Direction</b>	
<b>RE</b>	Belief: <b>Incarnation</b> AMV: What do Christians believe about Incarnation? Miracle stories	Belief: <b>Incarnation</b> Understanding Christianity: What is the Trinity?	Belief: <b>Torah</b> AMV: What do Jewish people believe about Torah?	Belief: <b>Salvation</b> Understanding Christianity: What did Jesus do to save human beings?	AMV: <b>Humanism</b>	Belief: <b>Iman (Faith)</b> AMV: What do Muslim people believe about Islam and Iman?
<b>Science</b>	Living things and their Habitats	Electricity	States of Matter	Animals Including Humans	Sound	Animals Including Humans
<b>Geography</b>		Place Knowledge: Geographical similarities and differences with an area of Europe - <b>Greece, Rhodes</b>	Locational Knowledge – <b>Our Changing Planet: Antarctica</b>		Physical Geography – <b>Volcanoes and Earthquakes</b>	
<b>History</b>	Achievements of the earliest civilisations - <b>Ancient Greece – Life as a Greek</b>			The <b>Roman Empire</b> and its impact on Britain – <b>Life in Roman Britain and Legacies</b>		Britain's settlement - <b>Scots, Anglo-Saxons and Vikings</b>
<b>Art and Design</b>	<b>Clay modelling</b> – Sculpture (Greek pots) – History link	<b>Observational Drawing</b> – Drawing of and around local area – Geography link		<b>Mark Making/ abstract</b> - Poly block printing – repeating patterns – History link		<b>Abstract Painting</b> – on a larger scale
<b>Design and Technology</b>			<b>DT</b>		<b>DT</b>	

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Computing	Computing Skills	Computing systems and networks – The Internet	Programming A – Repetition in shapes	Creating media – Photo editing	Programming B – Repetition in games	Data and information – Flat-file databases
	ESafety – I am kind and responsible		ESafety – I am safe and secure		ESafety – I am healthy	
Music	Mamma Mia!		Stop!		Lean On Me	
PE	Dance – Dance Around the World	Gymnastics	Netball	Football	Cricket	Rounders
	Yoga	Dodgeball		Invasion Games	Tennis	Athletics 5
PSHE	Being Me in my world	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
MFL (French)	Les animaux (Animals)		Les glaces (Ice-Creams)		Je peux... (I Am Able...)	