St Blaise Church of England Primary School

Long Term plan - Willow - Year 4 2026-2027

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
Topic Title	**Local Area 7**	**Let There Be Light 7**	**Tombs, Temples and Tourists 6**	**Tombs, Temples and Tourists 5**	**North America 7**	**North America**
Focus	History/Geography	Science	History/Geography	History/Geography	History/Geography	History/Geography
Visits	**Court Hill Residential Wk4 (Wednesday 23rd - Friday 25th September 2026)** **Church visit Wk6 (Monday 12th October 2026)**		**School musical Wk6 (w/c 8th February 2027)**	**Ashmolean Museum Wk3 (Wednesday 3rd March 2027)** **Open Classroom**	**BAPS Shri Swaminarayan Mandir Temple Visit Wk3 (Friday 30th April 2027)**	**Showcase (Monday 5th July 2027)**
English Texts	The Wolf's Story by Toby Forward *Dialogue practice* *Alternative ending* *Character description* Court Hill *non-fiction writing* Church trip *non-fiction writing* Milton Wonder Tree *narrative writing*	The Dark by Lemony Snicket *Atmospheric setting description* *Persuasive writing* *Newspaper report writing* Thomas Edison Circuit Building *Information report writing*	Marcy and The Riddle of the Sphinx by Joe Todd-Stanton *Character description* *Persuasive writing* Egyptian Gods *Playscript writing* *Information report writing* *Poetry writing* Mummification Process *Instructional writing*	Cinderella of the Nile by Beverley Naidoo *Persuasive writing* *Alternative ending narrative writing* The Story of Tutankhamun by Patricia Cleveland-Peck *Newspaper report writing*	How to live forever by Colin Thompson *Prequel narrative (RE spirituality link)* Topic writing *Letter to the Temple* Brother Eagle, Sister Sky by Susan Jeffers *Debating* *Diary writing* *Internal monologue* *Letter writing*	On Our Travels Weekly write *narrative outcomes (letters, diaries, comparing this week's location to last week's)* Link to North American landscapes *Creative writing* *Travel brochure*
Class Novel	**A Year Full of Stories**		**Egyptian Myths book** **Michael Rosen's A-Z of Poems**	**Egyptian Myths book** **Human Body Stories**	**A Story of the Seasons**	Native American Myths and Legends (GR)
Mental Maths	***Revisit fact families of 10 and 20 for addition and**	***Revisit counting in 3's** *** Times Tables Fact**	***Times Tables Facts Families 3s**	***Times Tables Facts Families 4s**	***Times Tables Facts Families 3s**	***Times Tables Facts Families 6s and 9s**

	subtraction e.g. 12 + 6 = 18, 18 – 6 = 12 ***Revisit 2, 5, 10 times table facts** ***Revisit counting forwards and backwards from any number in 10's e.g. 97, 107, 117, 127** ***Add ones to a 3 digit number** ***Revisit counting in multiples of 4 and 8** ***Count in multiples of 3, 6 and 9** ***Count in multiples of 1000**	**Families 2, 5s and 10s** ***Count in multiples of 50 and a 100** ***Numbers bonds of a 100 e.g. 36 + 64 = 100 , 100 – 18 = 82** ***4 and 8 times table facts** ***Count in steps 100 forwards and backwards from any 2 digit or 3 digit number** ***Add 10s to a 3 digit number** ***Count in multiples of 7** ***Count in multiples of 25**	***Count in multiples of 4** ***Number bonds – adding multiples of 100 to make 1000 e.g. 600 + 400 = 1000** ***Instant recall of 100 more and 100 less of any 3 digit number.** ***Count in steps 1000 forwards and backwards from any 2 digit or 3 digit number** ***Number bonds – adding multiples of 1000 to make 10,000 e.g. 6000 + 4000 = 10,000**	***Count in multiples of 8** *** Add hundreds to a 3 digit number** ***Doubling and halving multiples of 10** ***Doubling and halving multiples of 100**	***Counting in multiples of 3, 6 and 9** ***Doubling 2-digit numbers within 100** ***Doubling and halving any 2-digit number**	***Halving even 2-digit numbers** ***Doubling and halving any 3-digit number**
Maths White Rose	**<u>7 weeks</u>** **Place value (5 weeks)** **Addition and subtraction (2 weeks)**	**<u>7 weeks</u>** **Addition and subtraction (2 weeks)** **Multiplication and division (5 weeks)** **NFER Autumn**	**<u>6 weeks</u>** **Multiplication and Division (3 weeks)** **Perimeter (2 weeks)** **Area (1 week)**	**<u>5 weeks</u>** **Fractions (5 weeks)** **NFER Spring**	**<u>7 weeks</u>** **Fractions (1 week)** **Decimals (3 weeks)** **Money (3 weeks)**	**<u>7 weeks</u>** **Decimals (1 week)** **Time (2 weeks)** **Statistics (1 week)** **Shape (2 weeks)** **Position & Direction (1 week)** **NFER Summer**
Science	**<u>States of Matter (Y4)</u>** Compare and group materials by their properties solid, liquid and gas. Investigate the changes in state of matter of a material when heated or cooled.	**<u>Light (Y3) & Electricity (Y4)</u>** The need for light in order to see things. Reflection. Reflected light. Dark is the absence of light. Dangers of the sun.	**<u>Animals including Humans (Y4)</u>** Investigate the basic parts of the digestive system in humans. Investigate different types of teeth.	**<u>Animals including Humans (Y4)</u>** Construct and interpret food chains	**<u>Living things and their habitats (Y4)</u>** Investigate different ways of grouping living things Recognise that habitats and environments change and that this can pose a danger to a species.	**<u>Science Investigators (Working Scientifically development)</u>** John McAdam – Tarmac – Bumpy Roads Catch up on previous topics where necessary.

		How shadows form and change size.			Use classification keys.	
History	Describe some of the main events and people in a period of history. Create timelines. Understand vocab associated. Order things chronologically. Describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day. History of our school – Use a timeline to locate events Describe changes to the way of life. How things have happened and changed. Describe things which stayed the same within the period studied. Describe similarities and differences between the daily life of people in the past and people today. Study the history of the school building. Milton Village – Milton Heights. Aspects of the change to school. Artefacts – school horse/ bells/ window. History of Milton Heights - use a timeline to locate events and periods of history studied. Understand CE and BCE See term 1a Ask questions and find answers about the past.	History of light – Famous figures including the Swan/ Edison debate – consider the role of many in inventions Tessla – legacy Describe some of the main events and people in a period of history. Ask questions and find answers about the past. Identify primary and secondary sources. Explore the idea that there are different accounts of history.	Describe some of the main events and people in a period of history. Create timelines. Understand vocab associated. Order things chronologically. Describe similarities and differences between rich and poor people in the past and compare with other time periods studied in Year 3 and the current day.	Use documents, printed sources (e.g. archive materials) the Internet, databases, pictures, photographs, music, artefacts, historic buildings, visits to museums and galleries and visits to sites as evidence about the past. Ask questions and find answers about the past. Identify primary and secondary sources. Understand that different sources may give conflicting information about the same event. Study on the discovery of Tutankhamun's tomb – visit to Ashmolean	History of Native American territories Explore some aspects of Native North American Culture.	History of Native American territories Explore some aspects of Native North American Culture.

	Id Identify primary and secondary sources. Interview staff/ local people – get accounts (Caroline & Burgess & Tim)					
Geography	Google Earth/maps – locate UK, Oxfordshire, Oxford, Abingdon, Didcot, Milton Heights, Court Hill – Zoom in. OS maps – notice physical and human features, map symbols / use of colour / contour lines. Compass directions. Make and use maps. Use fieldwork to observe, measure and record human and physical features using sketch maps, plans, graphs and digital technologies.		Locate and name continents – Europe and Africa. Locate Egypt, surrounding countries and seas on map. Identify capital cities. Identify Equator, Northern Hemisphere, Tropic of Cancer. Notice where Egypt is in relation – further south than the UK. Compare the climate of Egypt to the UK. The Nile, the longest river in the world. Desert. What is the significance of the Nile to development of settlements? https://world-explorer.online/asia-africa-and-australia/	Locate and name continents – Europe and Africa. Locate Egypt, surrounding countries and seas on map. Identify capital cities. Identify Equator, Northern Hemisphere, Tropic of Cancer. Notice where Egypt is in relation – further south than the UK. Compare the climate of Egypt to the UK. The Nile, the longest river in the world. Desert. What is the significance of the Nile to development of settlements? https://world-explorer.online/asia-africa-and-australia/		We Are Still Here (Topic text) Locate N America & oceans. Maps of physical features, cities, climate and biomes. Alaska, Hawaii, desert, mountains, distances, arctic regions. Cities and landmarks. Why is NewYork located where it is? Describe and understand key aspects of Physical and HumanGeography. Land use, economic activity, trade links, distribution of natural resources). How does it compare to other places? Compare a region of the UK with a region in North America.
Art Access Art	Festival Feasts How might we use food and art to bring us together?	Using Natural Materials to Make Images Using natural pigments and dyes from the local environment to make art. Exploring Cyanotype and Anthotype	Exploring Pattern Exploring how we can use colour, line and shape to create patterns, including repeating patterns	Exploring Still Life Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work.	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create concertinas or comic strips to retell poetry or prose through drawing.	Working with Shape and Colour "Painting with Scissors": Collage and stencil in response to looking at artwork.
DT	Structure - Playgrounds (designing/creating a model and creating a footprint at the base)	Electrical systems - torches (applying science - create a torch/ design and evaluate)		Mechanisms - pulleys (research and design/build their own)		
Music	BBC Ten Pieces Connect It - Anna Meredith	Christmas Carol Concert / Musical rehearsals	Musical rehearsals	Showcase Music - Tutankhamun	BBC Ten Pieces John Adams - Short Ride in a Fast Machine	Performance Poetry - instruments used
PE	Nathan - Tag Rugby Gaby - Netball skills	Nathan - Gymnastics	Nathan - Hockey skills Gaby - Dance	Nathan - Handball Gaby - Golf	Nathan - Athletics –	Nathan - Striking, fielding and rackets

	(7 a-side rules)	Gaby - Orienteering/ cross country running			Gaby - Rounders – introducing rules	Gaby - Swimming and lifesaving
Computing TeachComputing	Computing systems & networks (The Internet)	Creating Media (Audio production)	Programming A (repetition in shapes)	Data and Information (data logging)	Creating Media (photo editing)	Programming B (repetition in games)
MFL **Spanish** Language Angels	Recap: I am Learning Spanish/ Phonics Me presento (Presenting Myself)	Recap:Days of the Week, Months of the Year, numbers La historia de la antigua Gran Bretaña (Ancient Britain)	¿Tienes una mascota? [Do You Have a Pet?] Los colores (Colours)	Mi familia (My Family) Mi casa(My Home)	¿Qué tiempo hace? (What Is the Weather?) ¿Qué hora es? (What Time Is It?)	La ropa (Clothes) Hábitats (Habitats) Los helados (Ice-Creams) OR El cálculo (Mental Maths)
R.E ODST Understanding Christianity	**Christianity** Understanding Christianity unit 2a.3 (core) What is the Trinity? Christianity	**Hinduism** How do Hindus understand God?	**Christianity** Understanding Christianity Unit 2a.5 (core) What is it like to follow God?	**Christianity** Understanding Christianity unit 2a.5 (Digging deeper) Why do Christians call the day Jesus died Good Friday?	**Hinduism** What role does Worship play in the life of a Hindu? Trip to Hindu temple BAPS Shri Swaminarayan Mandir, London	**World View** How and why do people argue that some places can be spiritual?