

West Bridgford Junior School  
Year 4 Long Term Plan 2025-2026



	Autumn	Spring	Summer
Topics	River Deep, Mountain High	Traders and Raiders	Ancient Egyptians
	<b>Visits and Experiences:</b> Perlethorpe Environmental Education Centre Trent River Study Mountains Workshop	<b>Visits and Experiences:</b> Olaf the Viking Dukes Barn Residential Visit	<b>Visits and Experiences:</b> Magic Door Ancient Egyptian Workshop: The Gift of the Nile
English	<p><b>Text Types</b>                      Writing to Entertain                      Writing to Inform                      Poetry – Performance PPA</p> <p><b>Reading Focus</b>                      Brave Molly – first week back                      The Abominables                      Non-Fiction Texts: Rivers and Mountains, Solids, Liquids and Gases                      Biographies</p> <p>Class Reader 1 - Boy at the Back of the Class                      Class Reader 2 - When the Mountains Roared</p>	<p><b>Text Types</b>                      Writing to Entertain – Erik the Viking                      Writing to Inform – How to be a Viking                      Writing to Persuade – PPA Spring 1 Saxon Village Tour                      Poetry – Kennings – PPA Spring 2</p> <p><b>Reading Focus</b>                      Spring 1 The Saga of Erik the Viking                      Spring 2 Arthur and the Golden Rope</p> <p>Class Reader – Midnight Fox</p>	<p><b>Text Types</b>                      Writing to Entertain – Marcy Diary and story                      Writing to Persuade – Advert Dukes Barn and I Wanna Iguana                      Poetry – Acrostic and Free Verse</p> <p><b>Reading Focus</b>                      Marcy and the riddle of the sphynx                      I Wanna Iguana</p> <p>Non-Fiction Texts: e.g Ancient Egypt, Egyptian Gods, Tutankhamun, Howard Carter, Cleopatra, Mummification,</p> <p>Class Reader - Secrets of a Sun King</p>

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Maths	<p>Arithmetic skills Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division</p>	<p>Arithmetic skills Number: Multiplication and Division Measurement: Length and Perimeter Number: Fractions Number: Decimals</p>	<p>Arithmetic skills Number: Decimals Measurement: Money Measurement: Time Statistics Geometry: Properties of Shape Geometry: Position and Direction</p>
Science	<p>States of Matter Electricity</p>	<p>Animals including Humans: Teeth and the Digestion System Living Things and their Habitats (Local Fieldwork Opportunity - Link to Geography)</p>	<p>Sound</p>
Computing	<p><b>Online Safety</b> Health and Wellbeing, Privacy and Security, Self-image and Identity, Online Bullying</p> <p><b>Data Handling</b> Investigating Weather</p>	<p><b>Computer Programming</b> Further coding with Scratch</p>	<p><b>Computer Systems and Networks</b> Collaborative Learning <b>Creating Media</b> Website Design <b>Skills Showcase</b> HTML</p>
History		<p><b>Traders and Raiders: The Vikings and Anglo-Saxons</b> How and why did people invade Britain?</p>	<p><b>Ancient Civilisations: The Ancient Egyptians</b> What do the contents of a tomb tell us about life as a pharaoh?</p>
Geography	<p><b>River Deep, Mountain High</b> Physical geography- understanding how rivers and mountains are formed. Field study on River Trent Look at the environmental impact of flooding.</p>		

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Art	<p><b>Artists/ Crafts Studied: Jen Aranyi</b> Final Outcome: Ink and Watercolour Sketch of Mountain Landscapes</p>	<p><b>Artists/ Crafts Studied: Clay Sculptures</b> Final Outcome: Clay Dragon Viking Figurehead</p>	<p><b>Artists/ Crafts Studied: Ancient Egyptian Gold Profiles</b> Final Outcomes: Images Created with Different Tools and Materials, Colours Mixed from Natural Resources</p>
RE	<p><b>The Journey of Life and Death (Unit 4.1)</b> Why do some people think life is like a journey? Where do we go? What do different people think about life after death? (Christmas, Diwali)</p> <p><b>Religion, Family, Community, Worship, Celebration, Ways of Living (Unit 4.4)</b> How do Hindu families practise their faith? What are the deeper meanings of some Hindu festivals? (Holi, Diwali)</p>	<p><b>Continue: Religion, Family, Community, Worship, Celebration, Ways of Living (Unit 4.4)</b></p> <p><b>Symbols and Religious Expression (Unit 4.2)</b> How do people express their religious and spiritual ideas on pilgrimages? (River Ganges, Lourdes, Hajj)</p>	<p><b>Spiritual Expression (Unit 4.3)</b> Music and worship: what can we learn?</p>
DT	<p><b>Electrical Systems</b> (Linked to simple circuits and switches - Including programming and control) Make a Christmas lantern</p>	<p><b>Food</b> (Linked to Healthy and varied diet) Design and Make a Samosa</p>	<p><b>Mechanical Systems</b> (Linked to Levers and Linkages and Ancient Egypt) Ancient Egypt – Design and make a Shaduf</p>
PE	<p>Basketball Dance Netball Indoor Athletics</p>	<p>Paceball Curling Gymnastics Outdoor Adventurous Activities (Dukes Barn)</p>	<p>Football Cricket Athletics Orienteering</p>
Music	<p>Gospel Music: This Little Light of Mine</p>	<p>Instrument teaching: Cornet</p>	<p>My Fantasy Football Team: Chanting and Rhythms</p>

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French	Phonetics 2 and Presenting Myself (I) Family (I)	Goldilocks (I) Habitats (I)	Classroom (I) My Home (I)
PSHE	<p><b>Health and Wellbeing</b></p> <p>Feelings- overreacting and self-respect (Unit 5 L5-6) Anti-racism unit (linked to Black History Month) Loss/ Separation and Family Changes (Unit 5 L3-4) (Link to The Journey of Life and Death) Identifying strengths and setting goals (Unit 4 L1-4)</p>	<p><b>Health and Wellbeing (Core Theme 1)</b></p> <p>Balanced diet and food (Unit 3 L1-4) (Linked to DT Food)</p> <p><b>Relationships (Core Theme 2)</b></p> <p>Reactions, self-worth and resilience (Unit 3 L1-3) Responding to others/ Expressing opinions (Unit 1 L3-4) Forming relationships (Separate unit lesson 1)</p>	<p><b>Living in the Wider World (Core Theme 3)</b></p> <p>Gender Stereotypes (Unit 3 L1) Relationships and Sex Education Money choices/ Managing money (Unit 4 L1-2) (Linked to Maths Measure: Money)</p>
DEIB (people, events, texts)	<p><b>Biographies:</b> Edmund Hillary, Tenzing Norgay, Junko Tabei. Varied backgrounds.</p> <p><b>Class Stories:</b> Boy at the Back of the Class, When the Mountain Roared.</p> <p><b>Art:</b> Jen Aranyi as one example. We will find others as well. Landscapes from across the world.</p> <p><b>RE:</b> Christmas lanterns to be more accessible for all; link to Diwali.</p> <p><b>Music:</b> Gospel unit.</p> <p><b>Geography:</b> Examples from around the world.</p> <p><b>PSHE:</b> Anti-racism unit and Black History Month.</p>	<p><b>Poetry:</b> Find a range of poets to take examples from (Kennings).</p> <p><b>Dukes Barn:</b> accessible for all.</p> <p><b>PSHE:</b> responding to others and expressing opinions.</p> <p><b>Art:</b> dragons from other cultures as well as Norse.</p> <p><b>DT:</b> design and make samosas.</p> <p><b>PE:</b> curling (Paralympic focus).</p> <p><b>Music:</b> instruments for all.</p>	<p><b>Poetry:</b> Find a range of poets to take examples from (acrostics).</p> <p><b>Science:</b> disabilities awareness.</p> <p><b>RE:</b> music from different faiths through spiritual expression.</p> <p><b>Music:</b> awareness of real life issues and community experiences.</p> <p><b>PSHE:</b> gender stereotypes, relationships and sex education.</p>