The Federation of the Church Schools of Shalfleet & Freshwater, and Yarmouth

Long Term Planning Year 4 Coast Class 2025-2026

	AUTUMN		SPRING		SUMMER	
Title	**Ancient Egyptians – Awful or Extraordinary?**		**Help! The Romans are Coming!**		**South America – Land of Rain and Fire**	
Half Term Split	**Autumn 1**	**Autumn2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Focus Curriculum Principle	• **Broad, Relevant and Balanced.** • **Valuing all children, learning is accessible to all.**		• **High Quality Outcomes & Deep Learning.** • **Challenging, engaging, and motivating** • **Coherent learning links and pathways**		• **Strong Working Partnerships.** • **Promotes Independence and Curiosity.** • **Opportunities for memorable experiences**	
English (Focus Texts/Writing Opportunities)	**Harry Potter & The Philosopher's Stone + The Hobbit and the Cursed Child extracts** - Diary - Descriptions - Magical encounter Play script **The Story of Tutankhamun (Non-fiction)** - Instructional writing for Mummification		**Poetry Block on Kennings and List Poems- Hamilton Trust** **Iron Man** – Ted Hughes - Menu - Podcast - Letter to Hogarth from Iron Man **The Woman in Black** - Gothic Horror genre		**Poetry** **Jungle Book –** Rudyard Kipling Comparison **Tiger, Tiger** - William Blake Animal poetry, repeating lyrics **Jabberwocky** – Lewis Carroll Nonsense words **The Vanishing Rainforest (Fiction/non-fiction)**	

	- Interview with Howard Carter **Marcy and the Riddle of the Sphinx** - Graphic novel - Adventure story		- -Character and setting development - -Comparison to film audio and radio play **The Tempest** - Playscript - -Heritage		- Persuasive writing and explanation text as a Speech to the UN **The Promise** - Environmental Narrative	
Maths	**Place Value** **Addition and subtraction**	**Area** **Multiplication and Division**	**Multiplication and Division** **Length and Perimeter**	**Fractions** **Decimals**	**Decimals** **Money** **Time**	**Shape** **Statistics** **Position and Direction**
Science	**<u>Group and classify living things</u>** **Step 1**: Group animals **Step 2**: Vertebrates and invertebrates **Step 3** Classification keys (animals) **Step 4**: Group plants **Step 5** Classification keys (plants) **<u>Data collection A</u>** **Step 1**: Data collection A **Step 2**: Analyse data **<u>States of matter</u>** **Step 1**: Explore solids, liquids, and gases **Step 2**: Think differently - solids, liquids, and gases **Step 3**: Change states **Step 4**: Use equipment **Step 5** Plan - melting experiment **Step 6** Investigate - melting experiment **Step 7**: The water cycle **Step 8** Plan - evaporation experiment **Step 9** Investigate - evaporation experiment **Step 10**: Evaluate - evaporation experiment		**<u>Sound</u>** **Step 1** Vibrations **Step 2**: The ear **Step 3**: Investigate sounds **Step 4**: Explore volume **Step 5**: Explore pitch **Step 6** Plan - volume experiment **Step 7** Investigate - volume experiment **Step 8**: Evaluate - volume experiment **<u>Data collection B</u>** **Step 1** Data collection B **Step 2**: Analyse data **<u>Electricity</u>** **Step 1**: Common appliances that use electricity **Step 2**: Build and draw series circuits **Step 3**: What has gone wrong? **Step 4** Conductors and insulators **Step 5**: Conductivity within a circuit **<u>Energy</u>**		**<u>Data collection C</u>** **Step 1** Data collection C **Step 2**: Analyse data **Step 3**: Make conclusions **<u>Habitats</u>** **Step 1**: Living things and their habitats **Step 2** Classification keys (animals) **Step 3** Classification keys (plants) **Step 4**: Human impact on habitats **<u>Deforestation</u>** **Step 1**: What is deforestation? **Step 2**: What are the impacts in the UK and the rest of the world? **<u>The digestive system</u>** **Step 1**: Teeth - carnivores, herbivores, and omnivores **Step 2** Human teeth **Step 3**: Layers of the teeth **Step 4** Plan - tooth decay experiment **Step 5**: The digestive system **Step 6**: The digestive system - model	

		Step 1: What is energy? **Step 2**: How can we reduce our energy usage?	**Step 7** Findings - tooth decay experiment **<u>Food chains</u>** **Step 1**: What is a food chain? **Step 2**: Interpret food chains **Step 3**: Draw food chains **Step 4**: What would happen if?
History	**<u>Ancient Egyptians</u>** **<u>Possible Enquiry Questions</u>** Should the Ancient Egyptians have been proud of their pyramids? Why did the Ancient Egyptians build the pyramids? How did the unique geography of the River Nile shape the civilisation of Ancient Egypt? **Knowledge** The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt. **Skills** **Historical Interpretation** Children can: Explain that different types of evidence and sources can be used to help represent the past. **Historical Enquiry** Children can: Use a range of sources, including maps, to explore the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information;	**<u>Romans</u>** **<u>Possible Enquiry Questions</u>** What impact did the Roman Empire have on Britain, and how did its legacy endure? How did the Roman Empire influence the culture and way of life of the people already living in Britain? **Knowledge** The achievements of the earliest civilisations – The Roman Empire and its impact on Britain. **Skills** **Historical Interpretation** Children can: Explain that different types of evidence and sources can be used to help represent the past. **Historical Enquiry** Children can: Use a range of sources, including maps, to explore the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Devise your questions to find answers about the past.	**<u>Local History</u>** **<u>Possible Enquiry Questions</u>** What are the events from history that have made a difference to our community? **Skills** **Historical Interpretation** Children can: Explain that different types of evidence and sources can be used to help represent the past. **Historical Enquiry** Children can: Use a range of sources, including maps, to explore the past; Construct informed responses about one aspect of life or a key event in the past through careful selection and organisation of relevant historical information; Devise your questions to find answers about the past. **Knowledge and understanding of events, people, and changes in the past** Children can: Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in the period studied, compared

	Devise your questions to find answers about the past. **Knowledge and understanding of events, people, and changes in the past** Children can: Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in the period studied, compared with our lives today, and their influence on us today. Identify key features, aspects, and events of the time studied; Describe connections and contrasts between aspects of history, people, events, and artefacts studied.	**Knowledge and understanding of events, people, and changes in the past** Children can: Note key changes over a period of time and be able to give reasons for those changes. Find out about the everyday lives of people in the period studied, compared with our lives today, and their influence on us today. Identify key features, aspects, and events of the time studied; Describe connections and contrasts between aspects of history, people, events, and artefacts studied.	with our lives today, and their influence on us today. Identify key features, aspects, and events of the time studied; Describe connections and contrasts between aspects of history, people, events, and artefacts studied.
Geography	**<u>Ancient Egyptians</u>** **Revise and secure KS1 objectives.** **Locational Knowledge:** Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities. Identify globally significant places, terrestrial and marine environments. Identify the position and significance of latitude, longitude, the Equator, the Northern Hemisphere, the Southern Hemisphere, the Arctic, and the Antarctic Circle.	**<u>Romans</u>** **Locational Knowledge:** Locate the world's countries, using maps to focus on Europe concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, key topographical features (including hills, mountains, coasts and rivers), and land-use patterns; and understand how some of these aspects have changed over time.	**<u>South America</u>** **Locational Knowledge:** Locate the world's countries, using maps to focus on Europe and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. Identify Globally significant places, terrestrial and marine environments. **Place Knowledge:** Understand geographical similarities and differences through studying the human and physical geography of

	Place Knowledge: **Human and Physical:** Physical geography, including **rivers**, climate zones, biomes, and vegetation belts. Human geography, including: types of settlement and land use and economic activity. **Geographical skills and fieldwork:** Use maps, atlases, globes, and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Ask and answer questions, observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, and graphs, and digital technologies. Use findings to make judgments and draw conclusions. **Fieldwork** Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements, and agriculture.	**Place Knowledge:** **Human and Physical:** Human geography including types of settlement and land use, and economic activity. **Geographical skills and fieldwork:** Use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. Begin to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. Ask and answer questions, observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, and graphs, and digital technologies. Use findings to make judgments and draw conclusions. **Fieldwork** Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements, and agriculture.	Hampshire or the Isle of Wight, and a region of South America. **Human and Physical:** Physical geography, including **rivers**, climate zones, biomes and vegetation belts, volcanoes, tornadoes, tsunamis, earthquakes, mountains, and the water cycle. Human geography including types of settlement and land use, and economic activity. Extreme weather, the processes involved in the causes and effects of extreme weather, and begin to understand the impact of humans on the earth. **Geographical skills and fieldwork:** Ask and answer questions, observe, measure, record, and present the human and physical features in the local area using a range of methods, including sketch maps, plans, and graphs, and digital technologies. Use findings to make judgments and draw conclusions. **Fieldwork** Exploring and collecting fieldwork based on Weather, Rivers, Local Settlements, and agriculture.

Art	**Study of Ancient Egyptian Art** = look at art, sculpture, carvings from the British Museum, **Drawing, painting & printing** Hieroglyphs and frontalism **Painting** and **Sculpture**– recreate then create own version of a brick within a tomb, use hieroglyphs and frontalism to create a self-portrait – clay plus acrylic or poster paint. **Sculpture-**death mask **Artist** – modern graffiti artist **Alaa Awad** blends colourful neo-pharaonic style with modern techniques to create stunning murals. Recreate, then create own **painting** in his style.	Carousel of media to record **Historic Roman art** – **paint**, wax crayon, coloured pencil, powder paints, and **printing** Make **Mosaics** following a trip to Roman Villa out of broken pottery, pebbles, tiles etc plus create **prints** in a mosaic style. **Nancy Wolff** – **Printing**- Textile and wallpaper designer	**Marianne North and Judith Scott** Drawing, textiles, and sculpture Still Life **drawing** links to text driver or topic with a focus on highlight, shadow, and negative space – Botanical Gardens **Artist Irene Guerriero** recreates and then creates their **collages** in her style.
Design and Technology	**Levers and linkages: interactive books** This unit develops pupils' knowledge of mechanisms through levers and linkages. They will apply this knowledge by exploring mechanisms and incorporating them into an interactive book with a user-centred focus. **Lessons in unit** 1. Reverse motion levers and linkages 2. Parallel and push-pull linkages 3. Bell crank and lazy-tong linkages 4. Levers and linkages in products 5. User research	**Simple programming and control: data loggers** This unit develops pupils' knowledge of simple circuits, programming and control. Fault finding of circuits will be introduced. Pupils will learn how to integrate a BBC Micro:bit in a simple circuit and use sensors to program a light display. **Lessons in unit** 1. Plan and design a data logger case 2. Microcontrollers 3. Using Micro:bit inputs and outputs	**Food Tech** **Making Chili con carne** **Cooking and nutrition: Adapting a recipe** Describe features of a recipe using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients. **CAD textiles: pattern design** This unit introduces pupils to Computer Aided Design and how it can be used to produce fabric templates. Pupils will develop knowledge of fabrics and apply

	6. Plan and make an interactive book 7. Assembling components for an interactive book 8. Present the book to the user		4. Micro:bit programs with variables 5. Ada Lovelace 6. Data logger cases 7. Connecting components safely 8. Data logger tests and understanding the data		this by selecting fabrics for functionality and aesthetics to design a product. **Lessons in unit** 1. Pattern design criteria 2. Fabric aesthetic properties 3. Fabric patterns 4. Research interviews 5. Simple patterns in CAD 6. Select and make a fabric pattern 7. Client feedback to improve the pattern 8. Develop a fabric pattern in response to feedback	
Music	**Body and tuned percussion** Identify the structure of a piece of music. Have an idea as to when there is one layer in a piece of music and when there are two. Play a sequence in the correct order	**Rock and Roll** Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence.	**Changes in pitch, tempo & dynamics** Sing in tune and harmony with others, while developing breath control. Explain how a piece of music makes them feel with some use of	**Haiku, music, and performance** Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name, and describe the	**Samba and carnival sound and instruments** Explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. Clap on the off-beat (the and of	**Adapting and transposing motifs** Learn a new song, singing in time and in tune while following the lyrics. Identify motifs aurally and play a repeated pattern on a tuned instrument.

	in time with their partner. Have two contrasting rhythms being played together. Have two different melodies being played together. Have a complete piece of music with four different layers with an appropriate structure.	Independently play their part with some awareness of the other performers.	musical terminology. Perform a vocal ostinato in time. Listen to other members of their group as they perform. Create an ostinato and represent it on paper so that they can remember it. Create and perform a piece with a variety of ostinatos.	effect of the interrelated dimensions of music. Select instruments and sounds that match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.	each beat) and be able to play a syncopated rhythm. Play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). Play their break in time with the rest of their group and play in the correct place in the piece. Play in time and with confidence, accurately playing their break.	Create and perform a motif, notating it with reasonable accuracy. Transpose their motif, using sharp or flat notes where necessary, and change the rhythm. Combine different versions of a musical motif and perform as a group using musical notation.	
Computing	Computer Systems and Networks – The Internet https://teachcomputing .org/curriculum/keystage-2/computingsystems-and-networksthe-internet Key Program – Variety of websites	Creating Media – Audio Editing https://teachcomputing .org/curriculum/keystage-2/creatingmedia-audio-editing Key Program – Audacity	Programming A – Introduction to Micro:Bits - https://microbit.org/teach/lessons/firstlessons-withmakecode-and-themicrobit/ (Go as far through these as the class can whilst maintaining	Data and Information – Data Logging https://teachcomputing.org/curriculum/keystage-2/data-andinformation-datalogging Key Program – Use Micro:Bit as the data logger. You will need to install	Creating Media – Photo Editing https://teachcomputing .org/curriculum/keystage-2/creatingmedia-photo-editing Key Program – paint.net	Programming B – Repetition in Shapeshttps://teachcomputing.org/curriculum/keystage-2/programminga-repetition-in-shapesKey Program – turtleacademy.com/playground (Children can sign	

	(Including Chrome Music Labs)		understanding – the lower the year group, the less of the lesson sequences you'll get through) Key Program - MakeCode	this code - https://makecode.micr obit.org/#editor onto the Micro: Bits to use it as a data logger – see this link for how to view results - https://microbit.org/pr ojects/make-it-codeit/environment-datalogger/?editor=makeco de		in to save) OR FMS Logo	
PE	Personal Challenge: Vortex, Speed Bounce, Standing long jump & Vertical jump Dance: Specialist Teacher Focus: Dance & Evaluate <u>Assess: Fundamentals of movement</u> (Sports Coach Led) Recap: Locomotion,	<u>Invasion Games</u> Through: Netball (Teacher led) Focus: Locomotion <u>Invasion Games</u> Through: Tag Rugby (Sports Coach Led) Focus: Manipulation & Simple Tactics	Personal Challenge Progress Check: Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Indoor Athletics</u> (Sports Coach Led) Focus: Locomotion <u>Target Games</u> Through: Dodgeball (Teacher Led) Focus: Stability & Manipulation	Net and Wall Games Through: Volleyball (Sports Coach Led) Focus: Manipulation <u>Invasion Games</u> Through: Hockey (Sports Coach Led) Focus: Manipulation & Simple Tactics <u>Invasion Games</u> Through: Handball (Teacher led) Focus: Locomotion	Gymnastics: Specialist Teacher Focus: Stability <u>Athletics</u> (Teacher Led) Focus: Locomotion & Stability <u>Striking and Fielding</u> Through: Cricket (Teacher: Coach Led) Focus: Manipulation & Simple tactics	Personal Challenge Review: Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Outdoor Adventurous Games</u> Through: Orienteering (Sports Coach Led) <u>Athletics</u> (Teacher Led) Locomotion & Manipulation	

	Stability & Manipulation Through: Tennis Recap of Locomotion: Cross Country/Fitness: Teacher led					Swimming
Forest Schools	**It's a Bugs Life** Habits and Habitats Site survey - flora and fauna Maintaining and creating habitats	**As the world turns** Seasonal changes Extreme weather Climate change Eco-warriors	**Watch the Birdie** Birds - observe, identify, feed, shelter, count Garden/river/sea birds Preserving our bird population	**Catch the Wind** Weather watch - observe, record. Wind power Climate Change Eco-warriors	**How does your garden grow?** Plant and nurture seedlings. Create and maintain garden beds. Climate change - planting for the future	**A sense of wonder** Harvesting fruit and veg Making art Minimising use of natural resources Our impact Climate activists
RE	**Theme:** Christianity **Key Concept:** Neighbour	**Theme:** Hanukkah **Key Concept:** Symbol	**Theme:** Myth **Key Concept:** Myth	**Theme:** Passover **Key Concept:** Freedom	**Theme:** Stones **Key Concept:** Stones as symbols	**Theme:** Ideas about God **Key concept:** God
French	**Consolidation** - Children are reminded of the French alphabet and how to ask and say their name and basic greetings. - Children are reminded of numbers 0-20 and how to ask and say	**Portraits and Bodies** - Children draw their own portrait and learn how to say their facial parts (e.g. ears, eyes, nose, mouth). - Children use their prior knowledge of colours to say and	**Clothes** - Children will learn the names for articles of clothing (e.g. trousers, dress, shirt etc) - Children will learn how to describe articles of clothing using colours and size -	**Calendars** - Children learn numbers 0-31. - Children learn how to say different dates using the days of the week, months of the year and their numbers. - Children learn about special	**Food** - Children will learn names for common fruits and vegetables. - Children will learn names of traditional French cuisine (e.g. croissant, baguette, escargot etc)	**Hobbies** - Children will learn about different hobbies and activities. - Children will play games and do fun activities to cement the learning. - Children will speak and write

	their age. - Children are reminded of basic colours and pets and how to describe the pets they have. - Children are reminded of objects around the classroom and in their pencil cases and how to say what is in their pencil case. - Children are reminded how to say the school subjects in French and whether they like them or not.	write their hair colour, eye colour etc. - Children learn names for different parts of their bodies (e.g. arm, leg, head, shoulder) - Children cement learning by labelling a diagram of the body or other fun activities. - Children learn to sing 'head, Shoulders, Knees and Toes,' in French.	for example long, short, small, big. - Children given fun activities to Consolidate learning (e.g. label pictures from magazines or design and describe an outfit) - Children describe their school uniform and what they are wearing in sentences (J'ai un pull bleau). - Consolidate.	dates in the year celebrated in France including the traditional celebrations like Christmas, New Year and Easter. - Children learn how to say when their birthday is and ask others when it is their birthday. - Children use games and fun activities to cement the learning above.	- Children will taste test some French foods in class and document it (teachers discretion) - Children will use their prior knowledge to say what foods they like and do not like. - Children consolidate the learning through games and fun activities.	about the activities they like and do not like. **Consolidate** - Children will recap on body parts and parts of their face. Can they remember the song? - Children will recap on clothes and describe them. - Children will recap on dates and special calendar events.
SMSC/PSHE	**Respect** **Social** – Teamwork within class, working with each other to make a successful video in computing. **Cultural** – How did the Ancient Egyptians impact our modern world? **Moral** – Looking at the moral implications of using slaves to build some of the most historically and culturally significant locations.		**Determination** **Social – Teamwork within the class, especially through creating our drumming music, which involves the entire class working together.** **Cultural** – Looking at how Myths and Rituals differ around the world. **Moral** – Looking at the moral implications of the developments to our country by the Romans		**Relationships** **Social** – Teamwork within class, particularly in Literacy with our persuasive writing and poetry performances. **Cultural** – Looking at aspects of South American native cultures. **Moral** – Looking at the moral implications of deforestation on the Rainforest and its native peoples.	

	Spiritual – Constant referral to issues around spirituality in worships (class and whole)	**Spiritual** – Constant referral to issues around spirituality in worships (class and whole)	**Spiritual** – Constant referral to issues around spirituality in worships (class and whole)
Trips/Events/Visitors/ Risk Day	The Egyptian Day – Parents in Harry Potter World	Romans Day – Parents in Brading Roman Villa	Ventnor Botanical Gardens Local Area Geography Field Trip Topic Celebration Day – Parents in