

# Stapeley Broad Lane CE Primary Long Term Plan

Year 4 2025-2026

| Subject                            | Autumn 1  | Autumn 2  | Spring 1  | Spring 2  | Summer 1   | Summer 2  |
|------------------------------------|---|---|---|---|--|---|
| Reading (Key texts/shared reading) | The Undeclared<br>Kwame Alexander<br><br>Zombierella - J Coelho   | The Story of Flight<br>Jakob Whitfield<br><br>Skygazing<br>Anna Claybourne  | The Firework Makers<br>Daughter - Philip Pullman<br><br>How does a Lighthouse<br>Work? - Roman Belyaev  | The Poet's Dog<br>Patricia MacLachlan<br><br>Norse Myths<br>Kevin Crossley-Holland  | The Fossil Hunter<br>Kate winter<br><br>Poems from a Green and<br>Blue Planet Sabrina<br>Mahfouz   | The Lion the Witch and<br>the Wardrobe - C.S. Lewis<br><br>Two Weeks with the<br>Queen - Morris Gleitzman   |
| English                            | Tar Beach<br>Faith Ringgold<br><b>Narrative retelling as a<br/>play script</b><br>Poetry, setting descriptions,<br>formal letters, dialogue (as<br>a script)<br><br>Varmints<br>Helen Ward<br><b>Explanations of a life cycle</b><br>Diary entries, instructions,<br>letters, descriptions,<br>speeches | FARThER<br>Grahame Baker Smith<br><br><b>Sequel stories</b><br>Retellings, recounts<br>(postcards), setting<br>descriptions, diary<br>entries, instructions<br>Until I Met Dudley<br>Roger McGough and Chris<br>Riddell<br><b>Two explanation texts -<br/>formal and informal</b><br>Letters, short<br>explanatory paragraphs | Winter's Child<br>Angela McAllister<br><br><b>Fantasy story sequels</b><br>Descriptive poems,<br>postcards, dialogue,<br>setting descriptions as<br>letters, retellings<br>Cinnamon<br>Neil Gaiman<br><b>Own version fable</b><br>Diaries, informal letters,<br>dialogue, adverts, limericks<br>and other poetic forms  | The Lion and the Unicorn<br>Shirley Hughes<br><br><b>Own version historical<br/>narratives</b> Letters, diaries,<br>character and setting<br>descriptions, non-<br>chronological reports<br>The Matchbox Diary<br>Paul Fleischman<br><br><b>Biography</b><br>Dialogue, diary entry, re-<br>telling (oral dictation), mini-<br>autobiography, fact file  | The Ever-Changing Earth<br>Grahame Baker-Smith<br><b>Narrative sequels</b><br>Informal letters,<br>explanatory leaflets, list<br>poems, dictionary of terms<br>Shackleton's Journey<br>William Grill<br><b>Tutankhamun biographies</b><br>Reports, instructions,<br>character descriptions,<br>diaries, newspaper, posters | The Lion the Witch and<br>the Wardrobe<br>C. S. Lewis<br><b>Own version narratives<br/>(set in other worlds)</b><br>Poems, eyewitness reports,<br>imaginary conversations,<br>writing in role<br>Jabberwocky<br>Lewis Carroll<br><b>Nonsense poems</b><br>Performance poetry,<br>explanatory descriptions |
| Phonics/Spelling                   | Homophones and near-<br>homophones<br><br>Possessive apostrophe with<br>plural words<br><br>Words with endings<br>sounding like /ʒə/ or /tʃə/<br>The suffix -ation  | Endings which sounds like<br>/ʒən/, spelt -tion, -sion, -<br>ssion, -cian<br><br>Adding suffixes beginning<br>with vowel letters to<br>words of more than one<br>syllable<br><br>More prefixes dis-, mis-,<br>in-   | Words ending with /g/ sound<br>spelt -gue and the /k/ sound<br>spelt -que (French in origin)<br><br>Adding suffixes beginning with<br>vowel letters to words of more<br>than one syllable<br><br>The ending sounding like /ʒə/<br>is always spelt -sure. The<br>ending sounding like /tʃə/ is<br>often spelt -ture, but check<br>that the word is not a root<br>word ending in (t)ch with an er<br>ending | Words with the /k/sound spelt ch<br>(Greek in origin)<br><br>Words with the /ʃ/ sound spelt<br>ch (mostly French in origin)<br><br>Words with the /s/ sound spelt<br>sc (Latin in origin)<br><br>Words with the /k/ sound spelt<br>ch (Greek in origin)<br>Words with the /ʃ/ sound spelt<br>ch (mostly French in origin)<br>Endings which sounds like /ʒən/<br>spelt -tion, -sion, -ssion, -cian | The /I/ sound spelt y<br>elsewhere than at the end<br>of words<br><br>The suffix -ous<br><br>More Prefixes: inter-,<br>auto-, sub-   | Words with endings<br>sounding like /ʒə/ or /tʃə/<br><br>Homophones and near-<br>homophones<br><br>Possessive apostrophe<br>with plural words<br><br>More Prefixes: Super-,<br>Im-, In-, Il-, Ir-<br><br>The suffix -ly   |



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|                   |   |   |   |   |  |  |
|-------------------|---|---|---|---|--|--|
|                   |   |   | Words spelt with the /k/<br>sounds spelt ch (Greek in origin)                                       |   |  |  |
| Maths             | Addition and Subtraction;<br>Place Value to 1000;<br>Calculation and conversion of measures; comparing and rounding 4-digit numbers;<br>Perimeter | Counting threes and sixes as 3 and 6 times tables and tests of divisibility;<br>9 times tables;<br>3 and 9 times tables | 7 times tables;<br>Multiplicative structures;<br>Distributive law;<br>2D and 3D shapes and symmetry | Multiply and divide by 10 and 100;<br>Time - analogue and digital;<br>12 and 24 hour clocks   | Co-ordinates; fractions; fractions greater than 1; mixed numbers; add and subtract fractions and mixed numbers | Converting fractions; add and subtract mixed numbers; Calculating with money; division with remainders |
| Science           | Where does all that Food go?<br>(Animals inc. Humans)   | Good Vibrations<br>(Sound)  | In a state<br>(State of matter)   |   | Switched on<br>(Electricity)   | Who am I?<br>(Living Things and their Habitats)  |
| History/Geography | The UK  | Stuarts (Focus on Battle of Nantwich)   | Development of Fieldwork Skills   | World War 2 (focus on Evacuation)<br><small>Nb. Swapped from Summer 1 due to Ironbridge cancellation. Replaced with RAF Cosford in March.</small> | Victorians (focus on Industrial Revolution)  | Hemispheres and Tropics  |
| RE                | How do beliefs shape lives?   | What do different Christians believe God is like?   | What kind of world do we want to live in?   | Understanding Christianity: Good Friday   | Why is there diversity within beliefs? (Islam)   | How have Muslims contributed to global society?  |
| PSHE              | Safety<br>Discrimination<br>Online Relationships<br>Online Bullying   | Bullying<br>Emotions<br>Health, Well-Being and Lifestyle  | Nutrition and Food<br>Online Reputations<br>Managing Online Information                             | Communication<br>Emotions<br>Self-Image and Identity  | Aspirations<br>Emotions<br>Copyright and Ownership   | Similarities And Differences<br>Economic Awareness<br>Privacy and Security                             |
| Art/DT            | Storytelling through Drawing  | Simple Switches and Circuits  | Exploring Still Life  | Levers and Linkages   | Sculpture and Structure  | Healthy and Varied Diet  |
| Computing         | The Internet  | Audio Production  | Repetition in Shapes  | Data Logging  | Photo Editing  | Repetition in games  |
| PE                | Tag Rugby/Swimming  | Sportshall<br>Athletics/Swimming  | Netball/Dance   | Hockey/Gymnastics   | Cricket/Athletics  | Rounders/Orienteering  |
| Music             | Folk<br>B flat Brass<br>(wider opportunities)   | Folk music<br>B flat Brass<br>(wider opportunities)   | Paint a Picture   | Tasty Tunes   | Say Hello, Wave Goodbye<br>Wider Opps: World Percussion  | Say Hello, Wave Goodbye<br>Wider Opps: World Percussion  |



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|-------------------|--|----------------------------------|--|--|--|------------------------------------|
| MFL               | <b>Phonics 2 (X)</b><br><b>Quel temps fait-il?</b><br>(What is the weather?) | <b>Ma famille</b><br>(My Family) | <b>En classe</b><br>(In the classroom) | <b>Au salon de the</b><br>(At the tearoom) | <b>As-tu un animal</b><br>(Do you have a pet?) | <b>La maison Tudor</b><br>(Tudors) |
| Curriculum Pledge | Choose and begin to learn a brass instrument                                 | Swimming                         | Trip to New Vic Theatre                | WW2 Evacuation!                            | Class 4 Residential                            | Bikeability training               |



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