

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



Long Term Planning Year 4 Coast Class 2026-2027

	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 Reading	<i>The Story of Tutankhamun</i> <i>Isabel Greenberg</i> <i>Non-Fiction</i> <i>Seth and Osiris</i> <i>Egyptian mythology-The first Mummy!</i> <i>Text Extract- Egyptian Cinderella</i>	<i>A collection of Classical War poetry</i> <i>Boys who dare to be Different</i> <i>And Good Night Rebel</i> <i>Girls extracts</i>	<i>Shackleton's Journey- William Grill</i> <i>Non- Fiction</i> <i>Extreme polar survival- Fred's teaching</i> <i>Non-fiction</i>	<i>Snow poem by Walter de la Mare</i> <i>Language, structure for effect</i> <i>and understanding of poetry</i> <i>Survivors-collection of short stories</i> <i>David Long-A collection of survival stories</i>	<i>Bug Wars</i> <i>Non-fiction text</i> <i>The Sheep Pig</i> <i>Dick King Smith</i>	<i>Charlotte's Webb</i>

English Writing	Video clip- Horrible Histories How to make a mummy! <i>Non- Fiction-Instructional writing- How to make a Mummy!</i> Egyptology- <i>Non – Fiction Chronological report</i>	Poem- Where the poppies grow Hilary Robinson <i>Creating and Writing War Poetry</i> Macbeth-The Weird Sisters (witches) BBC Teach <i>Fiction Magic Potions poem</i> Macbeth-Marcia Williams adapted version <i>Fiction Diary</i>	The Frozen Planet-David Attenborough Non-Fiction <i>Fact-File of an imaginary animal who lives in the snow</i> Scott of the Artic-Extract on Fred's Teaching <i>Non-Fiction letters</i>	The Secret Lake-Fiction extract Fred's Teaching <i>Suspense writing- opening descriptive Scene</i> The Secret Lake-Fiction extract Fred's Teaching <i>Suspense writing- opening descriptive Scene</i>	Bug wars <i>Non- Fiction Non -chronological report of an imaginary bug</i> Story Extract-James and the Giant Peach Extract <i>Fiction Descriptive writing about a peach</i>	The Great Kapok Tree <i>Fiction Persuasive letter writing to the Logger from the tree animals</i> Charlotte's Webb Character description <i>Fiction- character description</i> Charlotte's Webb Character description Fiction <i>Diary from the perspective of the spider or pig</i>
Spelling	• Adding the suffix 'ed' to verbs – including further words. • Adding the suffix 'ing' to verbs – including further words. • Suffixes: -ate, -en, -ify, -ise	• The suffix <i>-ous</i> – including 'ious' and 'eous' • Suffixes: -ity, -ness, -tion (including the creation of nouns)	• Suffixes: -sion, -ssion, -cian • Suffixes: -cial, -tial	• Suffixes: -al, -ic, -ary, -ery	• The /sh/ sound spelt <i>ch</i>: French origins • The /g/ sound spelt <i>gue</i> and /k/ sound spelt <i>que</i>: French origins	• Doubling the consonant in polysyllabic words • Investigating compound words • Investigating homophones
Maths	Place Value Addition and Subtraction Multiplication and Division A Multiplication and Division B Measure Area		Measure - Length and Perimeter Fractions Decimals A Decimals B		Measure - Money Measure - Time Geometry - Shape Geometry - Position and Direction Statistics	
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		<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>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 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>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> Step 1: What is energy? Step 2: How can we reduce our energy usage?	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 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>Big Question</u> What were the greatest achievements of Ancient Egypt? <u>Knowledge</u> The achievements of the earliest civilisations – an overview of where and when the first civilisations appeared and an in-depth study of Ancient Egypt. <u>Skills</u> <u>Historical Interpretation</u> Children can: Explain that different types of evidence and sources can be used to help represent the past. <u>Historical Enquiry</u> 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>Knowledge and understanding of events, people, and changes in the past</u> 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;	<u>Romans</u> <u>Big Question</u> How did the Roman Empire impact Britain? <u>Knowledge</u> The achievements of the earliest civilisations – The Roman Empire and its impact on Britain. <u>Skills</u> <u>Historical Interpretation</u> Children can: Explain that different types of evidence and sources can be used to help represent the past. <u>Historical Enquiry</u> 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>Knowledge and understanding of events, people, and changes in the past</u> 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.	<u>Local History</u> <u>Big Question</u> What are the events from history that have made a difference to our community? <u>Skills</u> <u>Historical Interpretation</u> Children can: Explain that different types of evidence and sources can be used to help represent the past. <u>Historical Enquiry</u> 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>Knowledge and understanding of events, people, and changes in the past</u> 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.

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Geography	Human and physical features Mountains, rivers and the water cycle. Big Question: How are rivers beneficial to us? Field study enquiry question: How does the speed of the water change? Locational Knowledge Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time. Geographical skills - Can use maps, atlases, digital/computer - mapping to locate countries and features covered in the UK and elsewhere. - Can use a four-point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and areas studied. - Observe and record on sketch maps the human and physical features of the local area including maps and plans. - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, water cycle, volcanoes, earthquakes etc. - Measure straight line distances using the appropriate scale - Explore features on OS maps using 6 figure grid references - Draw accurate maps with more complex keys - Plan the steps and strategies for an enquiry	Human and physical features Volcanoes and earthquakes Big Question: Why do people live near volcanoes? Locational Knowledge Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time. Geographical skills - Can use maps, atlases, digital/computer - mapping to locate countries and features covered in the UK and elsewhere. - Can use a four-point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and areas studied. - Observe and record on sketch maps the human and physical features of the local area including maps and plans. - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, water cycle, volcanoes, earthquakes etc. - Measure straight line distances using the appropriate scale - Explore features on OS maps using 6 figure grid references - Draw accurate maps with more complex keys - Plan the steps and strategies for an enquiry	Place knowledge The Amazon basin Big Question: Do people live in the Amazon rainforest? Locational Knowledge Latitude, longitude, Equator, N. & S. hemispheres, Tropics Cancer & Capricorn, Arctic and Antarctic Circle, Prime / Greenwich Meridian & time zones, 8 Compass points, 4 & 6 figure grid references. Locate world's countries, Europe, (including location of Russia), Americas, concentrating on regions, key physical and human characteristics, countries, major cities. Counties, cities, geographical regions, characteristics, topographical features, land use & changes over time. Geographical skills - Can use maps, atlases, digital/computer - mapping to locate countries and features covered in the UK and elsewhere. - Can use a four-point compass and four figure grid references, symbols and a key (including Ordnance Survey maps) to build their knowledge of the UK and areas studied. - Observe and record on sketch maps the human and physical features of the local area including maps and plans. - Understand and use a widening range of geographical terms e.g. specific topic vocabulary - contour, height, valley, erosion, deposition, transportation, headland, water cycle, volcanoes, earthquakes etc. - Measure straight line distances using the appropriate scale - Explore features on OS maps using 6 figure grid references - Draw accurate maps with more complex keys - Plan the steps and strategies for an enquiry
Art	Textiles – Immersive project involving rust dying, needle felting and embroidery. Veronica Ryan (needle felting) and Han Cao (stitching on photographs)	Painting – Odili Donald Odita, Nigerian painter, colour mixing	Drawing, textiles, and sculpture - Marianne North and Judith Scott

	Sculpture- recreate Tutankhamun's funerary mask using clay and acrylic paint – parents in session Drawing – modern graffiti artist Alaa Awad blends colourful neo-pharaonic style with modern techniques to create stunning murals.		Sculpture + Collage - Make Mosaics following a trip to Roman Villa – parents in session Nancy Wolff – Printing- Textile and wallpaper designer		Still Life drawing with a focus on highlight, shadow, and negative space – Botanic Garden Trip, follow up session parents in Collage - Irene Guerriero Brazilian artist study, linking flora of South America and collaging techniques.	
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 6. Plan and make an interactive book 7. Assembling components for an interactive book 8. Present the book to the user		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 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		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 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 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.	
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.	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	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 effect of 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 each beat) and be	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.

	Play a sequence in the correct order 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.	with some use of 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.	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.	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/key-stage-2/computing-systems-and-networks-the-internet Key Program – Variety of websites (Including Chrome Music Labs)	Creating Media – Audio Editing https://teachcomputing.org/curriculum/key-stage-2/creating-media-audio-editing Key Program – https://wavacity.com/	Programming A – Volcano Animations - Micro:Bits - https://microbit.org/teach/lessons/volcano-animations-unit-of-work/ Key Program – MakeCode	Data and Information – Data Logging https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging Key Program – Use Micro:Bit as the data logger. You will need to install this code - https://makecode.microbit.org/#editor onto the Micro:Bits to use it as a data logger – see this link for how to view results - https://microbit.org/projects/make-it-code-it/environment-data-logger/?editor=makecode	Creating Media – Photo Editing https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing Key Program – https://www.photopop.com/	Programming B – Repetition in Shapes https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes Key Program – turtleacademy.com/playground (Children can sign in to save) OR FMS Logo
PE	• Lesson 1: Football (Positional play, attacking/defending principles) • Lesson 2: Tag Rugby (Backward passing, team defensive lines)	• Lesson 1: Gymnastics Unit 1 (Sequence building, floor work) • Lesson 2: Indoor Athletics (Pace judgment, relay transitions, power throws)	• Lesson 1: Dance (Canon, unison, character narratives) • Lesson 2: Basketball (Dribbling, tactical passing, shooting form)	• Lesson 1: Netball (High/low/fast passes, tournament rotations) • Lesson 2: Gymnastics Unit 2 (Partner balances, vaulting intro)	• Lesson 1: Tennis (Forehand/backhand clear, court placement) • Lesson 2: Cricket (Overarm bowling, fielding setups, backing up)	• Lesson 1: Athletics / Quad Prep (Sprints, jumps, throws for personal bests) • Lesson 2: 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 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.	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 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.	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 - 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 bleu). - Consolidate.	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 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.	Food - Children will learn names for common fruits and vegetables. - Children will learn names of traditional French cuisine (e.g. croissant, baguette, escargot etc) - 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.	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 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.
PSHE	How can we be role models? What is a healthy friendship? What is peer influence? Who makes up my community? What are protected characteristics?		How can I keep safe in my local area? How can I respect my environment? Who do I encounter? How can we keep safe on the road? What are hazards in the home?		How do my choices help me to be healthy? What are healthy habits? Why is food fuel? How can I be a hygiene hero? What is my body trying to tell me?	

	What is diversity? What is discrimination? What is a hate crime?	What is first aid?	How does school build my character? What can I be?
SMSC	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. Spiritual – Constant referral to issues around spirituality in worships (class and whole)	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 Spiritual – Constant referral to issues around spirituality in worships (class and whole)	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)
Trips/Events/Visitors/ Risk Day	Mainland Trip – Tutankhamun Exhibition in Dorchester Topic Celebration Day – Parents in for Art Sculpture Clay Masks Parents in for Christmas Decoration Making	Brading Roman Villa Topic Celebration Day – Parents in for Roman Mosaics	Ventnor Botanic Garden Rivers Workshop – Chloe Searle Topic Celebration Day – Parents in Judith Scott Sculptures