

The Federation of the Church Schools of Shalfleet and Yarmouth



Long Term Planning Year 4 Comet Class 2026-2027

	AUTUMN		SPRING		SUMMER	
Title	Ancient Egyptians – Awful or Extraordinary?		Help! The Romans are Coming!		South America – Into the Amazon Rainforest!	
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)	<u>Text driver:</u> <u>Horrible Histories-</u> <u>How to make a mummy!</u> Non-Fiction Instructional writing. How to make a mummy! <u>Egyptology-</u> <u>Non – Fiction</u> Chronological report	<u>Text Driver: Poem-</u> <u>Where the poppies grow</u> <u>Hilary Robinson</u> <u>Creating and Writing War</u> <u>Poetry:</u> war related poetry Descriptive poems, similes, verses and poems with structures	<u>The Frozen Planet-</u> <u>David Attenborough</u> Non-Fiction Fact-File of an imaginary animal who lives in the snow	<u>Scott of the Artic-</u> Extract from Fred's Teaching Non-Fiction Letter writing <u>The Secret Lake-</u> Extract from Fred's Teaching Fiction Suspense writing- opening descriptive Scene	<u>Bug wars</u> Non- Fiction Non -chronological report of an imaginary bug	<u>James and the Giant Peach' by Roald Dahl.</u> Character descriptions comparisons – good and bad characters.) Diary entries. Adventure – James's journey into a new world (entering the peach

		<u>Macbeth-The Weird Sisters (witches) BBC Teach</u> Fiction Magic Potions poem <u>Macbeth-Marcia Williams adapted version</u> Fiction Diary			<u>The Great Kapok Tree</u> Fiction Persuasive letter writing to the Logger from the tree animals	<u>Charlotte's Webb</u> Fiction character description Diary from the perspective of the spider or pig
Reading Text	<u>Seth and Osris</u> Egyptian mythology-The first Mummy! <u>The Story of Tutankhamun Isabel Greenber-Non-Fiction</u>	<u>The Egyptian Cinderella by Shirley Climo.</u> Fictional story from another culture <u>A collection of Classical War poetry</u>	<u>Shackleton's Journey William Grill</u> Non- Fiction <u>Extreme polar survival-</u> Fred's teaching Non-fiction	<u>Snow poem by Walter de la Mare Poetry</u> Language, structure for effect and understanding of poetry <u>Survivors-David Long-</u> A collection of non-fiction survival stories	<u>Bug wars</u> Non-Fiction <u>The Sheep Pig</u> Dick King Smith Fiction	<u>Charlotte's Webb</u> Fiction
Maths From White Rose- Prioritised and condensed	Place Value Addition and subtraction	Multiplication & Division A Multiplication & Division B Area	Length & Perimeter Fractions	Decimals A Decimals B	Money Time	Shape Statistics Position and directions

Science	Living things & their habitats To be able to: - recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment - recognise that environments can change and that this can sometimes pose dangers to living things. Data collection (Biology) -	States of matter To be able to: - be able to compare and group materials together, according to whether they are solids, liquids or gases - observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. -	Sound To be able to: - identify how sounds are made, associating with something vibrating - recognise that vibrations from sounds travel through a medium to the ear - find patterns between the pitch of a sound & features of object that produced it - find patterns between the volume of a sound & strength of the vibrations that produced it - recognise that sounds get fainter as distance from the sound source increases. Data collection (Biology) -	Electricity To be able to: - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying & naming its basic parts, including cells, wires, bulbs, switches & buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens & closes a circuit & associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors & insulators, & associate metals with being good conductors. Energy -	Data Collection Habitats Classification keys (animals) Classification keys (plants) Human impact on habitats Deforestation What is deforestation? What are the impacts on the UK & rest of the world?	Animals, including humans To be able to: - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions - construct & interpret a variety of food chains, identifying producers, predators and prey. Food chains - What is a food chain? - Interpret food chains - Draw food chains - What would happen if...? - Digestive systems
History Big Question	<u>Ancient Egyptians</u> <u>Big question</u> <u>What were the greatest achievements of Ancient Egypt?</u>		<u>Romans</u> <u>Big Question-How did the Roman Empire impact Britain? How did the Roman Empire influence the culture and</u>		<u>Local history study</u> <u>Big Question</u> <u>What are the events from History that have made a difference to our community?</u>	

	<u>How did the unique geography of the River Nile shape the civilisation of Ancient Egypt?</u> Knowledge -The achievements of the earliest civilisations, an overview of where and when the first civilisations appeared and a depth study of Ancient Egypt. Skills ● Historical Interpretation -Children should understand how our knowledge of the past is constructed from a range of sources. -Look at more than two versions of the same event or story in history and identify differences; -Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. ● Historical Enquiry -Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Use a range of sources to find out about 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>way of the people already living in Britain?</u> Knowledge ● The achievements of the earliest civilisations – The Roman Empire and its impact on Britain. Skills ● Historical Interpretation -Children should understand how our knowledge of the past is constructed from a range of sources. -Look at more than two versions of the same event or story in history and identify differences; -Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. ● Historical Enquiry -Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Use a range of sources to find out about 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;	Investigate different accounts of historical events and be able to explain some of the reasons why the accounts may be different. ● Historical Enquiry -Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance. -Use a range of sources to find out about 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; 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 time studied compared with our life today; -Explain how people and events in the past have influenced life 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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	-Gather more detail from sources such as maps to build up a clearer picture of the past; -Begin to undertake their own research. ● Chronological Understanding -Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; -Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). ● Knowledge and understanding of events, people and changes in the past -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 time studied compared with our life today; -Explain how people and events in the past have influenced life today; -Identify key features, aspects and events of the time studied; -Describe connections and contrasts between aspects of history, people, events and artefacts studied.	-Gather more detail from sources such as maps to build up a clearer picture of the past; -Begin to undertake their own research. ● Chronological Understanding -Sequence several events, artefacts or historical figures on a timeline using dates, including those that are sometimes further apart, and terms related to the unit being studied and passing of time; -Understand that a timeline can be divided into BC (Before Christ) and AD (Anno Domini). ● Knowledge and understanding of events, people and changes in the past -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 time studied compared with our life today; -Explain how people and events in the past have influenced life 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	<u>Rivers</u> <u>Big Question</u> <u>How are rivers beneficial to us? What is it like to live in this place?</u> Knowledge ● Locational Knowledge: ● Locating places and features accurately on maps is a focus. -Locate the world's countries, using maps concentrating on their environmental regions, key physical and human characteristics, and major cities. -Identify Globally significant places and name and locate counties and cities of UK with key features of mountains and hills, rivers and the water cycle, land use and understand how these have changed over time. ● Human and Physical: A study of mountains, rivers and the water cycle Skills - ● Human and Physical: -Children have a stronger understanding of the difference between physical and human geography. Geographical Skills and Fieldwork: -Build on prior skill to use maps, atlases, globes and digital/computer mapping to	<u>Volcanoes</u> <u>Big Question</u> <u>Why do people live near volcanoes?</u> <u>What is it like to live in this place?</u> Knowledge ● Locational Knowledge: -Locate the world's countries, using maps to focus on concentrating on their key physical and human characteristics, countries, and major cities. -Name and locate countries where volcanoes are found, looking at the geographical regions and their identifying human and physical characteristics, key features and land-use patterns; and understand how some of these aspects have changed over time. Human and Physical: What causes volcanoes? Include the link to tsunamis, earthquakes. -Human geography, including: types of settlement and land use to explain why people settle there. Skills ● Locational Knowledge: - Locating places and features accurately on maps is a focus. ● Human and Physical: -Children have a stronger understanding of the difference between physical and human geography.	<u>South America</u> <u>Big Question</u> <u>Do people live in the Amazon rainforest? What is it like to live in this place?</u> Knowledge ● Locational Knowledge: -Locate the world's countries, using maps to focus on North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. -Identify Globally significant places, Equator and tropical/sub-tropical climate ● Place Knowledge: -Understand geographical similarities and differences through studying the human and physical geography of the Isle of Wight and a region of South America. ● Human and Physical: -Physical geography, including climate zones, -Human geography, including: types of settlement and land use Skills ● Place Knowledge: -Children develop vocabulary relating to physical and human geographical features from KS1. They begin to develop
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	locate countries and describe features studied. -Continue to develop their knowledge of the wider world. Geography Fieldwork: Learning about Yarmouth River and growing as a settlement around the River Yar. Exploring the river and surrounding land use. Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Rivers – compare use of River Yar with the Nile. Observe and sketch on maps. Use four- point compass	Geographical Skills and Fieldwork: -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. - Continue to develop their knowledge of the world on a map Fieldwork -Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Local Settlements and agriculture – compare to volcanic settlements.	the skills of comparing regions, by focusing on specific features. ● Human and Physical: -Children have a stronger understanding of the difference between physical and human geography. They use more precise vocabulary, explaining the processes of physical and human geography and their significance. They learn more about layers of the rainforest and deforestation in the Amazon rainforest. Geographical Skills and Fieldwork: -Build on prior skill to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. -Continue to develop their knowledge of the United Kingdom and the wider world. Fieldwork Continue to ask questions, come up with a range of methods to answer the questions through planning fieldwork, collecting field data, making judgement and drawing conclusions. Exploring and collecting fieldwork based on Weather – compare climate of South America to weather patterns in UK. Rainforests and British forests.
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Art	Study of Ancient Egyptian Art = look at art, sculpture, carvings from British History Museum Drawing and sketching- recreate a Sarcophagus Painting and Sculpture – with clay- create own version of a canopic jar Textiles- In the style of Veronica Ryan- needle felting Han Cao-stitching on photographs	Artist Study – 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.	Artist Study- Nancy Wolff – Printing- Textile and wallpaper designer. Odili Donalad Oditia- Painting- Nigerian painter	Historic Roman art – paint , wax crayon, coloured pencil, powder paints and printing Make Mosaics following trip to Roman Villa out of broken pottery, pebbles, tiles etc plus create prints in a mosaic style.	Marianne North (pencil still life drawing.) and Judith Scott (fabric sculpture.)	Artist – Irene Guierro , recreate then create own paintings and collages in her style. Focus on painting plants from the Amazon and South America.
Design and Technology	DT Day - Ancient Egyptian – Mummies & Cat sculpture	Christmas cooking Christmas sewing	Design and make a 'Trebuchet'		DT day – cooking – Chili Con Carne Evaluate chn's food	
Music	Rock and Roll (Kapow)	Changes in Pitch, Tempo and Dynamics – Theme: Rivers (Kapow)	Adapting and transforming motifs – Theme: The Romans (Kapow)	Haiku – Music and Performance (Kapow)	Body and Tuned Percussion - Theme: Rainforests (Kapow)	Samba and Carnival Sounds and Instruments – Theme: South America
Computing	<i>Computer Systems and Networks – The Internet</i>	<i>Creating Media- photo Editing</i>	<i>Programming A- Volcano Animations Micro:Bits</i>	<i>Data and Information – Data Logging</i>	Program B- Repetition in shapes https	<i>Creating Media – Audio Editing</i>

	https://teachcomputing.org/curriculum/key-stage-2/computing-systems-and-networks-the-internet Key Program – Variety of websites (Including Chrome Music Labs)	https://teachcomputing.org/curriculum/key-stage-2/creating-media-photo-editing Key Program – https://wavacity.com	https://microbit.org/teach/lessons/volcano-animations-unit-of-work/ Key program – Make code	https://teachcomputing.org/curriculum/key-stage-2/data-and-information-data-logging Key Program- Arduino Science Journal App	teach computing /org/curriculum/key-stage-2-creating-media-photo editing	https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes Key Program – Audacity https://teachcomputing.org/curriculum/key-stage-2/programming-a-repetition-in-shapes
PE	<u>Dance: Class Teacher</u> Focus: Dance & movement Evaluate <u>Invasion Games</u> (Sports Coach Led) Large Ball skills- Football and Tag rugby	<u>Indoor Athletics</u> (Sports Coach Led) Focus: Locomotion <u>Target Games</u> Through: Dodgeball (Teacher Led) Focus: Stability & Manipulation	<u>Personal Challenge</u> (Sports coach led) Progress Check: Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Invasion Games</u> Through: Netball and hockey (Teacher led)	<u>Small ball handling skills</u> Through: Tennis and cricket (Sports Coach Led) Focus: Manipulation <u>Gymnastics:</u> Specialist Teacher Focus: Stability	<u>Striking and Fielding</u> Through: Cricket and rounders (Sports Coach and teacher led)	<u>Personal Challenge</u> Review: Vortex, Speed Bounce, Standing long jump & Vertical jump <u>Athletics</u> (Teacher Led) Locomotion & Manipulation Swimming-WW Sports Centre
RE	Community	Symbol	Myth	Freedom	Stones & Symbols	God
French	<u>Back to basics</u> Children will: - focus on learning the French alphabet	<u>Counting on</u> Children will: - learn the numbers from 0-31	<u>All about me</u> Children will: - give basic info about themselves	<u>All about me (ctd)</u> Children: - may need to continue working	<u>Class in session</u> Children can:	<u>Home sweet home</u> Children can: - name & describe the rooms in the

	- learn the most common single word phrases (e.g. greetings, yes/no, thank you etc). - learn the key pronouns (he, she, they etc) and articles (a, an, the).	- learn the days of the week and months of the year. - apply these together to identify dates and can complete simple maths with them.	(say their name, age, birthday, where they live etc). - know the common colours - be able to name & describe their clothes (using colours). - list their body parts (key ones) - be able to name family members (mum, dad, gran etc) & look to build in knowledge of how to say basic information about them. - name pets and simply describe and state basic information about them.	- through previous skills. - will need to be able to know phrases for liking & disliking of varying strength. - will be able to list different hobbies. - will be able to state if they like or dislike different hobbies.	- identify & describe common classroom items. - can identify school subjects & express likes or dislikes. - can identify common phrases used in the classroom (by teachers and pupils)	- house simply e.g. big/small, tidy/messy, fun/boring. - identify a range of common items in the home & which they have. - name different types of home and state which they live in.
SMSC PSHE-following new scheme Autumn-me Spring-Keeping safe Summer-Choices	Respect Social – Teamwork within class, working with each other for our dance 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.	Resilience Social – Teamwork within class, particularly through our class charity fund raising 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 poetry performances. Cultural – Looking at stories from other 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	Ancient Egyptians Day – (children dress up and lots of craft activities) Visit to a Museum- Dorchester	DT activity day- Christmas sewing Local area-River Yar study	Romans Villa- Brading	Roman Day Parents Invited	Geography -Rivers workshop	Trip-local study Botanical gardens