

Thingwall Primary School Year 4 Yearly Planner 2025/26

	English	Maths	Science	Art	Computing	DT	Geography	History	Languages	Music	PE	RE and World Views	PHSE
	Use Pathways scheme	Use White Rose Scheme	Working Scientifically Use age appropriate scientific vocabulary	Kapow Primary Using a sketchbook to record Stating preferences and evaluating	Use different software safely	Kapow Primary Use knowledge of existing products	Use age appropriate geographical vocabulary	Place historical periods in a chronological framework Use age appropriate historical vocabulary	French (Following Rising Stars Euro Stars Stage 1) Speaking, listening and writing Listening, copying, replying and asking	Following Charanga Year 4 Model Music Scheme Recorders-Whole Class		Develop religious and moral vocabulary	Jigsaw PHSE
Autumn 1	<p>Grammarsaurus - Place value of punctuation and grammar unit: common and proper nouns, collective nouns, partitive nouns, verbs, subject, single-clause sentences, co-ordinating conjunctions.</p> <p>P2R - Reading A World Full of Animal Stories: 50 Folk Tales and Legends by Angela McAllister Genre – Fiction: traditional tales</p> <p>P2W - Writing Gorilla by Anthony Browne Outcome - Fiction: fantasy story</p> <p>P2P - Poetry Family Album Outcome - Free verse narrative poem</p>	<p>Place value</p> <p>Addition and subtraction</p> <p>Area</p> <p>Multiplication and division</p> <p>A</p>	<p><u>Living things and their habitats</u></p> <p>Understand the seven living processes.</p> <p>Recognise that living things can be grouped in a variety of ways e.g. mammals, amphibians, reptiles, birds and fish.</p> <p>Explore the use of classification keys and branching databases to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can have an impact on living things and understand that humans have a responsibility to care for their environment and its living things.</p>	<p>Kapow Primary (new scheme)</p> <p>Drawing: Power prints</p> <p>Create several pencil tones when shading and create a simple 3D effect.</p> <p>Explore the effect of holding a pencil in different ways and applying different pressures.</p> <p>Use charcoal and rubber to show areas of light and dark in their drawings.</p> <p>Demonstrate an awareness of the relative size of the objects they draw.</p> <p>Use scissors with care and</p>	<p>Online Safety: 2BeSafe</p> <p>Online Identity</p> <p>Computing: Information Technology</p> <p>Unpacking hardware and software</p> <p>Animation</p>			<p>ANCIENT GREECE</p> <p><u>What were the greatest achievements of the Ancient Greeks?</u></p> <p>Chronology: I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE.</p> <p><u>Evidence and interpretation:</u> I can suggest suitable sources for historical enquiry.</p> <p><u>Cause and Consequence:</u> I can suggest causes and consequences of some of the min events and changes in Greece and use evidence to support my answers.</p> <p><u>Change and Continuity:</u> I can explain the concept of change over time and</p>	<p>French</p> <p>Unit 4 Portraits</p> <p>Core Language</p> <p>Les couleurs: The colours: rouge red rose pink jaune yellow bleu(e) blue vert(e) green noir(e) black blanc(he) white violet(te) purple (Add -s to all the above if plural) marron (invariable) brown orange (invariable) orange J'ai ... I have ... un nez a nose une bouche a mouth des yeux the eyes un bras an arm une jambe a leg Il/Elle a ... He/She has le nez bleu. ... a blue nose. ... la bouche bleue. ... a blue mouth. ... les yeux/cheveux bleus. ... blue eyes/hair.</p>	<p>Autumn 1 Musical Structures</p> <p>Structure and Form</p> <p>Patterns in Music</p>	<p>Invasion Games</p> <p>Play competitive games and apply basic principles for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p>	<p>Worship and Worshipping</p> <p>Know that we use our hands for good and bad</p> <p>Know what it means to pray and be able to create simple prayers of our own</p> <p>Know that Muslims pray in a certain way and follow certain rules</p> <p>Have an understanding of the Call To Prayer and what it means to Muslim people</p> <p>Have an understanding of the Lord's Prayer and what it means to Christians.</p> <p>Understand that there are different holy books for each of</p>	<p>Being me in my world</p> <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, relationships and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision making</p> <p>Having a voice</p> <p>What motivates behaviour</p>

				<p>purpose to cut out images.</p> <p>Try out multiple arrangements of cut images to decide on their composition.</p>				<p>represent with evidence. <u>Similarities and Differences:</u> I can describe the social, ethnic, cultural and religious diversity of the past. <u>Historical Significance:</u> I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to support my discussion(with help)</p>	<p>Il/Elle est grand(e)/petit(e). He/She is big/small.</p>		<p>the World Religions – know how to respect the Qur'an</p> <p>Understand why the Qur'an is sacred to Muslims and begin to understand how God is respected in the Islamic faith</p> <p>Understand that the behaviour of Muslims is determined by the words of the Qur'an and the behaviour of Christians is determined by the Bible in particular the Ten Commandments.</p>	
<p>Autumn</p> <p>2</p>	<p>P2R - Reading The Train to Impossible Places by P.G. Bell Genre – Fiction: fantasy</p> <p>P2W - Writing Leon and the place between by Graham Baker-Smith Outcome - Recount: diary</p> <p>P2P - Poetry The Lost Lost-Property Office by Roger McGough Outcome – List poem</p>		<p><u>Electricity</u></p> <p>Identify common appliances that run on electricity within our immediate environments and the associated dangers.</p> <p>Construct a simple series electrical circuit, identifying and naming the basic parts (cells, battery, wires, bulbs, switches and buzzers).</p> <p>Identify whether or not a lamp will light in a circuit, recognising how switches are used.</p> <p>Recognise common conductors and insulators.</p>		<p><u>Online Safety: 2BeSafe</u></p> <p>Online Relationships</p> <p>Computing: Information Technology</p> <p>Logo</p>	<p>Kapow Primary (new scheme)</p> <p>Structure: Pavilions</p> <p>Produce a range of free-standing frame structures of different shapes and sizes.</p> <p>Design a pavilion that is strong, stable and aesthetically pleasing.</p> <p>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</p> <p>Select appropriate materials and techniques to add cladding to their pavilion.</p>	<p><u>GREECE</u></p> <p><u>What are the similarities and differences between my region and the South Aegean, Greece?</u></p> <p><u>Place Knowledge:</u> I understand that places have meaning to people. People choose to use land in different ways. I can understand differences and similarities between my region and South Aegean and give examples. <u>Location Knowledge-Space:</u> I can identify continents of the world. I can use maps to identify some countries of Europe and their capital cities. I can identify some key physical features and settlements in the South Aegean. <u>Location Knowledge-Scale:</u> I can understand how my region is an area within England with different sized settlements . I understand that South Aegean is a region in Greece. I understand that England and Greece are countries within the European continent. <u>Physical/Human processes:</u> I understand processes of natural</p>		<p><u>Autumn 2</u></p> <p>Exploring Feelings in music when you play.</p> <p>Effects in Music. Sounds and words. Specific moods.</p>	<p><u>Games/ Gymnastics/ Dance (Haka)</u></p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p><u>Christmas Story</u> Angels' and Shepherds' Story</p> <p>Know about the place of angels in major faiths.</p> <p>Know about the role of the shepherds in the Christmas story.</p> <p>Recognise what influences our lives and understand the influence religion has on lives, cultures and communities.</p>	<p><u>Celebrating Difference</u></p> <p>Challenging assumptions</p> <p>Judging by appearance</p> <p>Accepting self and others</p> <p>Understanding influences</p> <p>Understanding bullying</p> <p>Problem-solving</p> <p>Identifying how special and unique everyone is</p> <p>First impressions</p>

							<p>forces that change Earth's physicality.</p> <p>I understand how tectonic movement has shaped the Earth's surface.</p> <p>I understand how earthquakes and volcanoes happen and can identify some key events in the South Aegean.</p> <p>I understand some human processes in my region and South Aegean, including economic activity.</p> <p><u>Cultural Awareness and Diversity:</u> I understand the diversity of human heritage by identifying and locating cultural features e.g. landmarks, historical sites and cultural centres.</p> <p><u>Geographical skills& Fieldwork:</u> I can use atlases and globes to locate places and describe features.</p>					
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Spring 1	<p>P2R - Reading DKfindout! Volcanoes by Maria Gill Genre – Information</p> <p>P2W - Writing Escape from Pompeii by Christina Balit Outcome - Fiction: historical narrative</p> <p>P2P - Poetry The Roman Centurion’s Song by Rudyard Kipling (edited extract) Outcome – Cinquain</p>	<p>Multiplication and division B</p> <p>Length and perimeter</p> <p>Fractions</p> <p>Decimals A</p>	<p><u>Animals including humans</u></p> <p>Identify the different types of human teeth and their simple functions.</p> <p>Understand how and why to care for our teeth.</p> <p>Describe the simple functions of the basic parts of the digestive system in humans.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p><u>Painting and mixed media: Light</u></p> <p>Try drawing in an unfamiliar way and take risks in their work.</p> <p>Use familiar shapes to create simple 3D drawings and describe the shapes they use.</p> <p>Transfer a drawn idea successfully to a soap carving.</p> <p>Make informed choices about their use of tools.</p> <p>Describe how their work has been influenced by the work of El Anatsui.</p>	<p><u>Online Safety: 2BeSafe</u></p> <p>Online reputation</p> <p>Computing: Information Technology</p> <p>Animation</p>		<p>Spring 2</p> <p><u>Investigating WEATHER & CLIMATE</u></p> <p><u>What are the key?</u></p> <p><u>Place Knowledge:</u> n/a <u>Location Knowledge-Space:</u> I can identify climate zones worldwide and their relation to the equator and poles. <u>Location Knowledge-Scale:</u> n/a <u>Physical/Human processes:</u> n/a <u>Geographical skills& Fieldwork:</u> I can plan a geographical enquiry using fieldwork and observational skills. I can collect weather data using a range of equipment. I can record and analyse data and explain it.</p>		<p>French</p> <p><u>Unit 5 Le Quatre Amis- The Four Friends</u></p> <p><u>Core Language</u></p> <p>le cheval the horse le mouton the sheep le lapin the rabbit la souris the mouse Il galope. He/It gallops. Elle court. She/It runs. Il/Elle est ... He/She/It is ... gris(e) grey Non, le lapin ne galope No, the rabbit doesn’t pas, etc. gallop, etc</p> <p><u>Additional Vocabulary</u> vite quickly lentement slowly Il sautille. He/It hops. Elle trotline. She/It scurries. la pomme the apple</p>	<p>Spring 1 <u>Composing</u></p> <p>Home notes. Tonic pitch</p> <p>Listening, singing and playing.</p>	<p><u>Gymnastics</u></p>	<p>Journeys and moving on (Mary Jones)</p>	<p><u>Dreams and Goals</u></p> <p>Hopes and dreams</p> <p>Overcoming disappointment</p> <p>Creating new, realistic dreams</p> <p>Achieving goals</p> <p>Working in a group</p> <p>Celebrating contributions</p> <p>Resilience</p> <p>Positive attitudes</p>
Spring 2	<p>P2R - Reading Ariki and the Island of Wonders by Nicola Davies Genre – Fiction: adventure</p> <p>P2W - Writing When the Giant stirred by Celia Godkin Outcome - Fiction: adventure story</p> <p>P2P - Poetry Windrush Child by John Agard Outcome - Free verse, personal narrative poem</p>		<p><u>Sound</u></p> <p>Identify how sounds are made, associating them with vibrations.</p> <p>Recognise that vibrations travel through a medium to the ear.</p> <p>Find patterns between pitch and volume of a sound and the features/strength of the vibrations.</p> <p>Recognise that sounds get fainter as the distance from the source increases.</p>		<p><u>Online Safety: 2BeSafe</u></p> <p>Online Bullying</p> <p>Computing: Information Technology</p> <p>Sound stories</p>	<p><u>Mechanical Systems: making a slingshot car</u></p> <p>Work independently to produce an accurate, functioning car chassis.</p> <p>Attempt to reduce air resistance through the design of the shape.</p> <p>Produce panels that will fit the chassis and can be assembled effectively using</p>		<p>Spring 2</p> <p><u>Feelings Through Music</u></p> <p>Musical elements- quiet, loud, fast, slow. smooth jerky, short, sustained.</p>	<p><u>Net and Wall Games</u></p> <p>Play competitive games and apply basic principles for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination</p> <p><u>Swimming</u></p> <p>Swim competently, confidently and proficiently over a distance of at least 25 metres.</p>	<p>The journey of Easter</p>	<p><u>Healthy Me</u></p> <p>Healthier friendships</p> <p>Group dynamics</p> <p>Smoking</p> <p>Alcohol</p> <p>Assertiveness</p> <p>Peer pressure</p> <p>Celebrating inner strength</p>		

						<p>the tabs they have designed.</p> <p>Construct car bodies effectively.</p> <p>Conduct a trial accurately and draw conclusions and improvements from the results.</p>					<p>Use a range of strokes effectively.</p> <p>Perform safe self-rescue in different water-based situations.</p>		
<p>Summer</p> <p>1</p>	<p>P2R - Reading Fantastically Great Women who Saved the Planet by Kate Pankhurst Plastic Pollution by The Literacy Company Genre – Recount: biography, Information</p> <p>P2W - Writing Where the Forest Meets the Sea by Jeannie Baker & Jungle Explorer by The Literacy Company Outcome - Non-chronological report</p> <p>P2P - Poetry Look! by Grace Nichols Outcome - A list poem based on a traditional rhyme</p>	<p>Decimals B</p> <p>Money</p> <p>Time</p> <p>Shape</p> <p>Statistics</p> <p>Position and direction</p>	<p><u>States of Matter</u></p> <p>Compare and group materials together, according to whether they are solids, liquids or gases and understand that the state of materials change when they are heated or cooled.</p> <p>Identify the part played by evaporation and condensation in the water cycle.</p>	<p><u>Craft and Design:</u> Fabric of nature</p> <p>Describe objects, images and sounds with relevant subject vocabulary.</p> <p>Create drawings that replicate a selected image.</p> <p>Understand the work of William Morris, using subject vocabulary to describe his work and style.</p> <p>Produce ideas to illustrate products using their designs.</p>	<p><u>Online Safety:</u> 2BeSafe</p> <p>Managing online information</p> <p><u>Computing:</u> Information Technology</p> <p>Logo</p>			<p><u>THE ROMANS</u></p> <p><u>How did Florence</u></p> <p><u>Chronology:</u> I can place events, artefacts and historical figures on a timeline using dates. I can use BCE and CE. <u>Evidence and interpretation:</u> I can suggest suitable sources for historical enquiry. I can begin to discuss the reliability of sources. <u>Cause and Consequence:</u> I can suggest and evaluate causes and consequences of some of the main events and changes in Britain when the Romans invaded. <u>Change and Continuity:</u> I can explain the concept of change over time, when the Romans arrived in Britain and represent this with evidence. <u>Similarities and Differences:</u> I can describe the social, ethnic, cultural and religious diversity of the past. I can describe the different accounts</p>	<p><u>French</u></p> <p><u>Unit 6 Ça Pousse! – Growing Things</u></p> <p><u>Core Language</u></p> <p>Tu aimes ...? Do you like ...? J'aime ... I like ... Je n'aime pas ... I don't like ... beaucoup a lot Je voudrais ... I would like ... s'il vous plaît please (formal or plural) Vous désirez? What would you like? (formal or plural) Voilà. There you are. Merci. Thank you. Au revoir. Goodbye. Dans mon panier In my basket il y a there is/there are</p> <p><u>Additional Vocabulary</u></p> <p>un haricot a bean un concombre a cucumber une tomate a tomato une laitue a lettuce du cresson some watercress une graine a seed une graine de haricot a bean seed un marché a market</p>	<p><u>Summer 1</u></p> <p><u>Expression and Improvisation</u></p> <p>Dynamics focus</p>	<p><u>Athletics</u></p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p> <p>Develop flexibility, strength, technique, control and balance.</p>	<p><u>Mindfulness and Peace</u></p>	<p><u>Relationships</u></p> <p>Jealousy</p> <p>Love and loss</p> <p>Memories of loved ones</p> <p>Getting on and falling out</p> <p>Girlfriends and boyfriends</p> <p>Showing appreciation to people and animals</p>

								of a historical event, explaining some of the reasons why the account may differ (Boudica). <u>Historical Significance:</u> I can discuss the importance of people and events in time and the significant impact they had on society, beginning to use some evidence to support my discussion(with help)					
Summer 2	<p>P2R - Reading A Myth-Hunter’s Travel Guide by The Literacy Company Genre – Information</p> <p>P2W - Writing Blue John by Berlie Doherty Outcome - Explanation: letter in role</p> <p>P2P - Poetry Look Closely Outcome – a series of haiku</p>				<p><u>Online Safety:</u> 2BeSafe</p> <p>Health, wellbeing and safety</p> <p>Computing: Information Technology</p> <p>Coding</p>	<p><u>Torches and Electrical Systems</u></p> <p>Produce ideas to illustrate products using their designs.</p> <p>Identify electrical products and explain why they are useful.</p> <p>Identify the features of a torch and how it works.</p> <p>Create suitable designs that fit the success criteria and their own design criteria.</p> <p>Create a functioning torch with a switch according to their design criteria.</p>	<p>MAP SKILLS</p> <p><u>How can I use map skills to learn about my locality?</u></p> <p><u>Place Knowledge:</u> I understand that places have meaning to people. I understand people can choose to use land in different ways .</p> <p><u>Location Knowledge-Space:</u> I can identify the location of my settlement and region in England and its key biman and physical features.</p> <p><u>Location Knowledge-Scale:</u> I understand how my region is an area in England with different sized settlements .</p> <p>I can understand that my local settlement is within a region of England, which is a country within the European continent.</p> <p><u>Physical/Human processes:</u> I can understand and describe human and physical geography. I understand human processes in my local settlement and types of activity there.</p> <p><u>Geographical skills& Fieldwork:</u> I can use atlases, maps and globes to locate and describe places. I can use digital maps (Digimap for Schools) to observe, record and present data.</p>		<p><u>Summer 2</u></p> <p><u>The Show Must Go On!</u></p> <p>Performance. Connecting others.</p>	<p>Striking and Fielding Games</p> <p>Play competitive games and apply basic principles for attacking and defending.</p> <p>Use running, jumping, throwing and catching in isolation and in combination.</p>		<p><u>Changing Me</u></p> <p>Being unique</p> <p>Having a baby</p> <p>Girls and puberty</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>	

							I can use eight points of a compass, 4-figure grid referencing, symbols and keys to build my knowledge of my local settlement.						
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