

Davyhulme Primary School

Year 4

Long Term Planning 2025-2026

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Novel	Charlie and the Chocolate Factory by Roald Dahl	The Iron Man by Ted Hughes	Arthur and the Golden Rope by Joe Todd-Stanton	The Orchard book of Greek Myths – Geraldine McCaughrean Greek Myths – retold by Marcia Williams	One Plastic Bag by Miranda Paul	Flotsam by David Wiesner
Value	AMBITIOUS	AMBITIOUS	CARING	CARING	COLLABORATIVE	COURAGEOUS
	Patience Quality	Challenge Appreciation	Friendship Thoughtfulness	Respect Cooperation	Tolerance Trust	Honest Courage
Mathematics (White Rose Maths)	Number: Place Value Number: Addition and Subtraction	Number: Multiplication and Division	Number: Multiplication and Division Number: Fractions	Number: Fractions Number: Decimals	Measurement: Length and Perimeter Measurement: Area Geometry: Properties of Shape	Statistics Geometry: Position and Direction Measurement: Money Measurement: Time
English (Writing)	Setting Description Adventure Story	Character descriptions Diary entry	Poetry Letter writing (formal) Informational texts Social contract Non-chronological report Descriptive Writing Editing Skills	Greek Myths	Persuasive Writing: Advertising campaign Presentation (public speaking) Poetry	Describing pictures Making predictions Dialogue/Speech bubbles Setting Description Character Description Create a picture book
Science	States of Matter Working Scientifically	Electricity Working Scientifically	Electricity Working Scientifically	Sound Working Scientifically	Animals incl. Humans Working Scientifically	Living Things and Habitats Working Scientifically

Geography	Europe: Is Europe the same all over?	The Water Cycle and Rivers: Why are water and rivers so important?				Comparison Study: How is the North West similar or different to the Naples Bay region in Italy?
History			Ancient Greeks What did we learn from the Ancient Greeks?		Roman Empire: How did the Romans make an impact on Britain?	
Art: Skills and Techniques	Drawing and sketchbooks	Print, collage and colour	Working in three dimensional	Paint, surface and texture	Working in three dimensional	Collaboration and community
Art: Activity	<u>Storytelling Through Drawing</u> Explore how artists create sequenced drawings to share and tell stories. Create accordian books or comic strips to retell poetry or prose through drawing	<u>Exploring Pattern</u> Exploring how we can use colour, line and shape to create patterns, including repeating patterns	<u>The Art of Display</u> Explore how the way we display our work can affect the way it is seen. Create an artwork inspired by the idea of “Plinth”.	<u>Exploring Still Life</u> Explore artists working with the genre of still life, contemporary and more traditional. Create your own still life inspired art work	<u>Sculpture, Structure, Inventiveness & Determination</u> What can artists learn from nature? Nurture personality traits as well as technical skills.	<u>Festival Feasts</u> Drawing and Making inspired by food. How might we use food and art to bring us together?
Art: Artist	Laura Carlin, Shaun Tan	Rachel Parker, Shaheen Ahmed, Andy Gilmore, Louise Despont	Anthony Gormley, Yinka Shonibare, Thomas J Price	Paul Cezanne, Peter Claesz, Melchior d’ Hondecoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Baas Meeuws, Hirasho Sato	Marcus Coates	Claes Oldenberg, Lucia Hierro, Nicole Dyer
Design Technology				Structures – Pavilions		Adapting a recipe
Music	Charanga Music: Mamma Mia	Charanga Music: Glockenspiel Stage 2	Charanga Music: Stop!	Charanga Music: Lean on Me	Charanga Music: Blackbird	Charanga Music: Reflect, Rewind and Replay
P.E	Gymnastics: Basic Skills 1	Gymnastics: Basic Skills 2	Health Related Fitness Swimming	Dance - Romans	Outdoor Games: Tag rugby	Outdoor Games: Cricket

	Swimming	Swimming				
MFL	<p>French: Can I develop my Oracy and Literacy skills? Intercultural Understanding: Can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills? Intercultural Understanding: Can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills? Intercultural Understanding: Can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills? Intercultural Understanding: Can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills? Intercultural Understanding: Can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>	<p>French: Can I develop my Oracy and Literacy skills? Intercultural Understanding: Can I show an interest in and understanding of the target language culture(s)? (For example, French Art, Music, stories and finger rhymes). Knowledge about the language (K.A.L.) and language learning strategies (L.L.S.)</p>
RE	Do Sikhs think it is important to share?	What is the most significant part of the Nativity story for Christians?	What is the best way for a Sikh to lead a good life?	Is forgiveness always possible for Christians?	What is the best way for Muslims to lead a good life?	Do people need to go to church to show they are Christian?
Computing	<p><u>Use of different Software (IT)</u></p> <p>Branching Databases</p>	<p><u>Programming Skill (CS)</u></p> <p>Repetition and Forever Loops</p>	<p><u>Programming Project (CS)</u></p> <p>Coding with Scratch</p>	<p><u>Media (IT)</u></p> <p>Creating a Video</p>	<p><u>How Things Work (CS)</u></p> <p>Networks and Online Services</p>	<p><u>Design (IT)</u></p> <p>Spreadsheets</p>
PHSE & SRE	<p><u>Being Me in My World</u></p> <p>Being part of a class team</p> <p>Being a school citizen</p> <p>Rights, responsibilities and democracy (school council)</p> <p>Rewards and consequences</p> <p>Group decision-making</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><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><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><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>Showing appreciation to people and animals</p>	<p><u>Changing Me</u></p> <p>Being unique</p> <p>Confidence in change</p> <p>Accepting change</p> <p>Preparing for transition</p> <p>Environmental change</p>

	Having a voice What motivates behaviour	Identifying how special and unique everyone is First impressions	Positive attitudes			
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