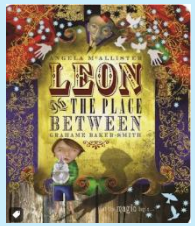
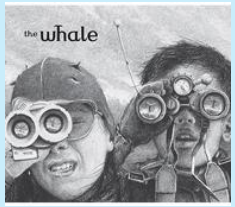
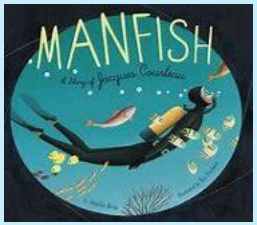
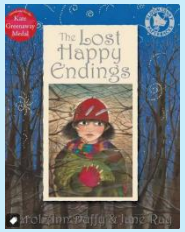
Year 4 LTP Overview 2026-2027

Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	**Leon and the Place Between** **By Grahame Baker Smith**  ***Narrative:*** *Write a portal story* ***Report:*** *Create a magic show report*	**The Whale** **By Vita Murrow**  **Narrative:** *Write a setting* **Newspaper Report:** *Produce a newspaper report.*	**Arthur and the Golden Rope** **By Joe Todd-Stanton**  **Myth Narrative:** *write a myth narrative.* **Inform:** *Write an instructional guide - how to defeat a Viking monster.*	**Manfish** **by Jennifer Berne**  **Narrative:** *write an invention narrative.* **Biography**: *write a biography about Jacques Cousteau*	**Lost Happy Endings** **By Carol Ann Duffy**  **Narrative:** Write a twisted narrative **Letter:** *Write a persuasive letter*	**Leaf** **By Sandra Dieckmann**  **Narrative:** *Write an alternative outside narrative.* ***Information*** **Report:** *Produce an information reform*.
	W/C Reading ***Fiction:*** *Harry the poisonous centipede* *The one and only Ivan* ***Non-Fiction:*** *The Lego ideas book* *Explore* ***Poetry:*** *Welcome to my crazy life* *A world full of poems*	**W/C Reading** ***Fiction:*** *Rumaysa* *The Wild Robot* ***Non-Fiction:*** *The Usborne beginners' cookbook* *Usborne complete book of Art Ideas* ***Poetry:*** *Ted Hughes collected poems* *Cloud Busting*	**W/C Reading** ***Fiction:*** *The Last Firefox* *Charlotte's Web* ***Non-Fiction:*** *The Wonders of Nature* *An anthology of Intriguing Animals* ***Poetry:*** *Quick, let's get out of here* *Hot like fire and other poems.*	**W/C Reading** ***Fiction:*** *Hello universe* *How to train a dragon* ***Non-fiction:*** *My Encyclopaedia of very important science* *My very important human body encyclopaedia* ***Poetry:*** *A whale of time* *When poems fall from the sky.*	**W/C Reading** ***Fiction:*** *The day I fell into a fairytale* *Varjak Paw* ***Non-Fiction:*** *Hanza's Wild World* *Feather flower forest fur* ***Poetry:*** *Pick and mix poetry 1* *I am the seed that grew up the tree*	**W/C Reading** ***Fiction:*** *The Wonder brothers* *Danny Chung does not do maths* ***Non-Fiction:*** *There's no such thing as a silly question* *The Funny life of football* ***Poetry:*** *Classic Poems* *Pick and Mix Poetry 2*
Maths	**Place Value** **Addition and Subtraction**	**Area** **Multiplication and Division A**	**Multiplication and Division B** **Length and Perimeter**	**Fractions** **Decimals A** **Mass and Capacity**	**Decimals B** **Money** **Time**	**Shape** **Statistics** **Position and Direction**

Science 	**Energy-**Light and Shadows **1.** Explain the role of light sources. Plan and draw results table **2.** To compare light reflecting on different surfaces **3.** Recognise which materials cast a shadow and test questions. **4.** Summarise how shadows change throughout the day **5.**Investigate how the distance of a light source affects the size of its shadow. **6.** To tell a story using puppet shadows.	**Animals including humans**-*Movement and Nutrition* **1.** Explain the role of a skeleton and group animals based on their physical qualities. **2.** Recognise the main bones in the body. **3.** Explain how muscles are used for movement. **4.** Show how food is an essential energy sources for animals. **5.** Identify the main nutrient groups and their simple functions. **6.** To explain what makes a balanced diet.	**Materials-**Rocks and soil **1.** Grouping rocks using their appearance **2.** Grouping rocks using their physical properties. **3.**Describing the fossil formation **4.** Identifying fossils and group rocks **5.** Comparing soils and how they are formed. **6.** Describing soil samples using sedimentation	**Forces-**Forces and Magnets **1:** To describe the effects of contact forces **2** To recognise the effects and use of forces **3:** To interpret how and why things move on different surfaces **4:** to describe the effects of magnets **5:** To compare the properties of magnets **6:** To explore the use of magnets	**Energy-***Electricity and Circuits* **1.** Recognise how electrical appliances are powered. **2.** Construct electrical circuits. **3.**Explain the use of switches in a circuit. **4.**Explain the use of materials as electrical conductors or insulators. **5.** Investigate what affects bulb brightness **6.**Explain how to be safe around electricity.	**Making connections-***How does food affect muscle fatigue?* **1.** Plan a comparative test **2.**Gather and record data. **3.** Conclude and evaluate the investigation. **4.**Pose and investigate new questions. **4.** Report on my findings using a shadow display.
Computing 	**Email** **1.** Understand how people communicate with each other. **2.** Understand and respond to an email. **3.** Compose and send an email. **4.** Send an email attachment. **5.** Learn how to use email safely. **6.** Explore simulated email scenarios. ***Self-image and Identity***	**Unpacking hardware and software** **1.** Understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. **2.** Identify and describe different pieces of computer hardware and understand their functions. **3.** Understand what software is and how we use it to complete tasks. **4.**Explore how hardware and software interact to complete everyday tasks. ***Online relationships***	**Route Planner** **1.** Create simple commands in 2Go to move the turtle along a route. **2.** Create commands in 2Go in which the turtle turns using rotation. **3.** Plan algorithms and write 2Go code that uses angle of turn. **4.** Use 90° and 45° angles in 2Go. **5.** Use the repeat algorithm and coding in 2Go. ***Online Reputation***	**Effective Searching** **1.** Understand what a search engine is, how it works and how to use simple keywords to find information online. **2.** Understand how search engines collect, sort and rank results, and why some results appear first. **3.** Learn advanced ways to improve searches so we can find the most accurate and useful results quickly **4.** Develop strategies to judge whether information online is true and if sources can be trusted. ***Managing Online Information***	**Coding** **1.** Understand the concept of using 'Yes' or 'No' questions to sort objects. **2.** Understand and use a branching database effectively. **3.** Know what selection means in computer programming. **4.** Use co-ordinates in computer programming. **5.** Test and debug branching databases to correct errors. **6.** Create a simple computer program using coding structures previously encountered. ***Privacy and Security***	***Spreadsheets*** **1.** Understand the layout and features of 2Calculate in Advanced Mode. **2.** Use the arrows toolbar to be able to automatically total rows and columns. **3.** Use simple formulae in a spreadsheet by using the formula wizard. **4.** use advanced formulae in a spreadsheet to calculate totals, averages and to find the highest and lowest values. **5.** apply spreadsheet skills to solve real-world problems. **6.** Design and use a spreadsheet to answer a series of questions.

						Health well-being and lifestyle
PE	**Athletics** **1.** Perform the basic technique for effective running. **2.**Replicate a sprinting technique with a changeover element to the race. **3.**Perform a range of push, pull and slinging events**.** **4.** Explore the difference in a standing and a run up throw. **5**. Explore the different ways of jumping and hopping. **6.** Create a mini athletics circuit.	**Gymnastics** **1.** Develop flexibility, strength, control and balance performing different jumps and leaps. **2.** Perform a straddle forward roll and a backward roll to a straddle. **3.** Develop and perform a straddle vault **4.** Perform a lunge cartwheel **5.** Link movements together by performing a straight jump, full turn, cat leap, half turn and pivot. **6.** Work in small groups to create a sequence with a theme.	**Invasion Games** **1.** Use a range of skills to move with the ball. **2.** Develop the correct technique to pass a ball. **3.** Apply skills to keep possession of the ball. **4.** Develop and use different tactics for attacking **5.** Understand and use ways to win back possession of the ball. **6**. Adapt movements for attacking and defending.	**Swimming** **Swimming Instructor led**		
History	**British History** ***Would you have preferred to live in the Stone Age, Bronze Age or Iron Age?*** **1.** Recognise the chronology and significance or prehistory **2.** Use archaeological evidence to learn the prehistoric dwellings of Skara Brae **3.** Use evidence to investigate the Bronze Age. **4.**Deduct to explain how bronze changed prehistoric life		**British History** ***Why did the Romans invade and settle in Britain?*** **1.** Investigate the life in Ancient Rome by looking at its buildings **2.**Explore the causes of the Roma Invasion **3.**Investigate the different responses to the Roman Invasion using a range of sources. **4.** Explore how the Roman Army was so successful using a range of sources. **5.** Investigate the lives of Roman soldiers by		**British History** ***What changed in Britain after the Anglo-Saxon invasion?*** **1.** Recognise the causes and consequences of the Anglo Saxon and Scot invasions of Britain. **2.** Recognise the change in Iron Age and Anglo-Saxon houses **3.** Make inferences about who was buried at Sutton Hoo and Anglo-Saxon beliefs. **4.** Identify how Christianity spread in Britain in the Anglo-Saxon period	

	5. Understand the importance of trade during the Iron Age. **6.** Compare settlements in the Neolithic period and Iron Age.		examining artefacts found in Vindolanda **6.** Explore the impact of invasion and settlement		**5.**Evaluate sources about how Alfred the Great **6.** Understand how Anglo-Saxon rule ended.	
Geography		**Rainforests** **1.** Explore what a rainforest is and locate rainforests on a map. **2.** Look at the different layers of the rainforest with definitions, images and descriptions of the animals that live there. **3.** Explore the many features of the rainforest and look at how important rainforests are for food and medicine around the world. **4.** Describe the key characteristics of the Congo. **5.** Define what deforestation is and look at the impact it has on the world's rainforests. **6.** Explore the Amazon Rainforest and its importance.		**Food and Farming** **1.** Look at Food Miles and the environmental impact. **2.** To look at why we need food packaging and how we can recycle it. **3.** To Learn about how much food we waste and how we can reduce food waste. **4.** To learn what is meant by Fairtrade and the economical and environmental benefits. **5.**To create an advertisement for 'the perfect lunchbox'		**Exploring our local area** **1.** I can locate my local area. I know how it fits in with other places, near and far? **2.** I know what is special about my local area **3**. I can explore my local area to find out about it. **4.**Use fieldwork to find out about my local area **5.** To create a map to show what I have found out about my local area.
Art	**Drawing** ***Developing drawing skills*** 1. Recognise how artists use shape in drawings. 2.Develop shading skills and use them to blend tones. 3.Use careful observations for adding detail drawings.		**Drawing** ***Exploring tone, texture and proportion*** 1.Draw using tine to create a 3D effect 2.Explore how combining lines and marking can show texture and tone in drawings. 3.Understand proportion by observing how it is used in artwork.		**Craft and design** ***Fabric of nature*** 1.Understand starting points in design process. 2.Explore techniques to develop imagery. 3.Explore using textile technique to develop patterns. 4. Learn how to create repeated patterns.	

	4.Use line, shape and tone in imaginative drawing. 5.Explore digital media techniques to develop drawings.		4.Understand what an effective composition in art. 5. Apply an understanding of texture tone and proportion in a drawing. 6.Create a collaborative piece of art inspired by an artist.		5. Understand how art is made for different purposes.	
DT Kapow Primary		**Structures**: Product Packaging **1.** Evaluate how 3D shapes are used in packaging. **2.** Design nets for 3D packaging **3.** Review and improve shape designs **4.** Make 3D structures to package a healthy snack **5.** Use a design brief to finalise and evaluate packaging		**Digital World:** Wearable Technology **1.** Research and evaluate existing products. **2.** Develop design criteria **3.** Use code to program and control a product. **4.** Develop and communicate ideas. **5.** Develop ideas through computer aided design. **6.** Improve a design based on feedback.		**Cooking Nutrition:** Eating Seasonally **1.** Explain why food comes from different places around the world. **2.** Explain the benefits of seasonal foods **3.** Develop cutting and peeling skills **4.** Evaluate seasonal ingredients. **5.** Design a mock up using criteria **6.** Evaluate a dish
RE QUESTFUL RE	**Why do many people celebrate and give thanks at Harvest time?** **1.** Understanding that Harvest festivals are a traditional festival to give thanks to God for the gifts of Harvest **2**. Understanding the ways in which communities celebrate Harvest around the world. **3.** Understanding why Harvest is celebrated by people of many different faiths and world views. **4.**Reflect on their own experiences of Harvest festivals **5.** Increase knowledge of the Jewish festival of	**What is the role of a Faith leader who has been called to God?** **1.** Consider what it means to be called to God. **2.** Explore the responses in the past and today of people who have been called by God. **3.** Explore the lives and roles of faith leaders who have been called to God.	**Why do Christians believe that Jesus was Emmanuel?** **1.** Explore the concept of being present **2.** Understand incarnation **3.** Encounter stories of Jesus' presence and the impact **4.** Research and explore the work of the Salvation Army. **5.** Interpret the meaning of Christian Worship songs.	**How did/does Jesus change lives?** **1.** Explore how Jesus has changed people's lives **2**. Discuss if choosing Jesus' path is the easy way **3.** Look at the disciples lives before and after meeting Jesus and explain the change. **4.** Create interview questions and interview someone whose life has been changed by Jesus today. **5.** Research the life of Mother Theresa and create a information leaflet.	**Is the cross a symbol of sadness or joy?** **1.** Explore and show how holy week and easter are reflected in church services. **2/3.** Listen and retell the Easter story with a focus on the change in emotions from different points of view. **4.** Invite a member of the church to share what happens in their church during Holy week and Easter. **5.** Create an emotions poem expressing the different stages of Holy Week through emotional language.	**Is the 'golden rule' agreed by everyone?** **1.** Explore the purpose and value of rules. **2.** Listen to the story of Moses and the 10 commandments discuss why these rules were given. **3.** Reflect on the rules we have today and those withing the 10 commandments, are they similar or different? **4.** Speak to a Christian and ask how they follow the rules as a Christian. **5.** Investigate the rules in other World Faiths and compare each of their similarities and differences.

	Sukkot and Hindu festival of Pongo.					
PSHE	**My Healthy self- How can I make healthy choices?** **1.** Explore the importance of a healthy diet. **2.** Investigate how physical activity affects the body. **3.** Examine how daily habits and choices can affect our energy levels. **4.** Recognise when someone may need support and how to seek help. **5.**Understand how growth mindset helps us respond to challenges. **6.** Understand that being kind can help them too.	**Connecting with others: How can we respect each other?** **1.** Use positive words and thoughts when things are challenging. **2.** Practise being respectful in different settings. **3.** Describe a range of ways to build trusting friendships. **4.** Consider how actions help us look after our friendships. **5.** Explain when and how to ask for help if I see bullying. **6.** Describe what stereotypes are and why they are unfair.	**The Online World: How can we decide what to trust online?** **1.** Recognise how the internet can be helpful and challenging. **2.** Recognise that not all online content is appropriate for children. **3.** Recognise that some online information can be misleading. **4.** Check whether online information is reliable. **5.** Evaluate multiple sources of online information. **6.** Recognise the importance of questioning online content.	**Citizenship: How can I spend money responsibly?** **1.** Explore different payment methods and discuss which they have seen or used. **2.** Identify the advantages and disadvantages of different ways to pay. **3.** Explain what a budget is and plan how to spend and save a set amount of money. **4.** Decide whether something offers value for money by considering its cost, usefulness and quality. **5.** Explain how spending choices can affect people and the environment. **6.** Recognise feelings that may arise in money-related situations and suggest helpful ways to respond	**Growing up: How will my body and emotions change as I grow up?** **1.** Explain what body boundaries are and how to communicate them. **2.** Explore how bodies change during puberty **3.** Explain how to manage emotions and feelings during puberty **4.** Explain what a period is and what happens when you have one. **5.** Describe how and why we should treat others with kindness and respect. **6.** Identify trusted adults and explain how they can help with worries about growing up and change.	**Staying safe: What signs help me recognise what is safe or unsafe.** **1.** Identify warning signs that a situation maybe unsafe. **2.**Respnd to an uncomfortable situation safely. **3.** Identify common risks and explain how to stay safe when walking, cycling or scooting. **4.** Explain how to stay safe in, on and around the water. **5.** Explain when drugs and medicines can be helpful or harmful. **6.** Recognise hazards and explain how thinking ahead reduces risk.
Music	**A shining performance** Read and play G, A and B (doh, re, mi) on a musical instrument. Use creative ideas inspired by different stimuli to improve a performance. Songs Sparkle In The sun	**Sing and move** Sing songs with attention to expression and dynamics, following the conductor's cues. Perform actions with accuracy and confidence. Songs The King of All Polar Bears Five Gold Rings	**Music and video** Use storyboards to sequence and structure a music video. Explore self-representation through portraits and personalised avatars. Songs Be Safe Online	**You gotta try** Perform simple rhythmic and melodic patterns accurately and expressively. Rehearse and perform confidently as part of an ensemble, using voice and instruments. Songs You Gotta Try	**Music and sound** Identify and describe the key features of Baroque music and its instruments, comparing it to music from a different time period. Compose, notate using a graphic score, and perform a piece of music inspired by the seasons that conveys an original storyline. Songs	**Sound exploration** Appreciate and respond to music from across historical periods through understanding dynamics, tempo, texture and timbre. Present a multi-art form performance of a song. Songs Sounds of the Deep

					Sinfonia Cymru's Regenerate: Seasons for Change Project 1 Vivaldi's Four Seasons: Winter Vivaldi's Four Seasons: Summer Winter Warriors (reimagined version) Summer Survivors	
Spanish	A New Start (Greetings, feelings, numbers, colours)	**Calendar And Celebrations** **Bonfire colours, days and months, the date, Christmas)**	**Animals** **Animal nouns, singular and plural, opinions, story)**	**Carnival And Numbers** **Carnival, numbers to 20, core language recap, age, commands, Easter)**	**The Hungry Giant** **Fruit and veg nouns, counting, asking politely, story, board game)**	**Going on a Picnic** Picnic story, food items, polite request, explore Spain, ask and answer 'where do you live?', simple conversation)