

Newburgh Primary school

Year 4 Long term plan 2026-27



	8 weeks	7 weeks	6 weeks	5 weeks	7 weeks	7 weeks
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Curriculum enrichment					Swimming	Swimming
Visit/visitor and subject link	Severn Trent workshop - Geography	Christingle - RE Panto - Drama		One Day Creative Ancient Maya workshop - History	Botanical gardens - Geography	STEM workshop – School of noise – Science Performance in school - Drama
English-core text	Small in the city Black dog	The wild robot	The lion and the unicorn and other hairy texts – How the rhinoceros got his skin Shakespeare	The street beneath my feet Moth	My baba's garden Coming to England	Milo imagines the world Leon and the place between
Writing Genres	Dialogue Letters of advice Retelling	Free-verse poetry – kenning Letters of apology (Designing own robot)	Play Fable	Explanation text Narrative poetry Persuasive writing – greener planet	Character description News report Non-chronological report about Trinidad	Narrative Invitation / persuasive poster Recipe (D&T)

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Grammar focus	Dictations Using conjunctions, adverbs and prepositions to express time Fronted adverbials with commas Using direct speech with correct punctuation Possessive apostrophe for single and plural nouns	Dictations Extending clauses with the conjunctions: when, if, because, although Possessive apostrophe for single and plural nouns Using conjunctions, adverbs and prepositions to express time	Dictations Past tense and present perfect form Extending clauses with the conjunctions: when, if, because, although	Dictations Checking spellings with a dictionary	Dictations Proof-reading for spelling and punctuation errors Evaluate and edit with improvements to grammar and vocabulary	Dictations Proof-reading for spelling and punctuation errors Evaluate and edit with improvements to grammar and vocabulary
Spelling focus	Words that are homophones Words with the prefix 'in-' meaning 'not'	Words ending in '-ation' Words ending '-ly' Words ending '-lly'	Words ending in '-sion' Words ending in '-ous' Words ending in '-'	Words where 'au' makes an /or/ sound Words ending in '-tion' Words ending in '-'	Words that are homophones Words spelled with 'c' before 'i' and 'e' Words containing 'sol'	Words that are plurals with possessive apostrophes Revision

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	Words with the prefixes 'il-', 'im-' and 'ir-' Words with the prefix 'sub-' meaning 'below' or 'further divided' Words with the prefix 'inter-' meaning 'between' or 'among'	Words where 'ch' makes a /sh/ sound	'-ous' incl. those where 'ge' from the base word remains Words where a suffix is added to words ending in 'y' Words ending in '-ious' and 'eous'	sion' Words ending in '-cian' Words that are adverbs of manner	and 'real' Words containing 'phon' and 'sign' Words with the prefixes 'super-', 'anti-' and 'auto-' Words with the prefix 'bi-' meaning 'two'	
Reading opportunities	Reading root words, prefixes and suffixes from Appendix 1 Reading further exception words Using dictionaries to check meaning	Asking questions to improve understanding Summarising	Retelling familiar stories orally Recognising some forms of poetry	Identifying language, structure and presentation contribute to meaning Retrieve and record information from non-fiction	Drawing inferences Asking questions to improve understanding Summarising	Discussing words and phrases which capture a reader's interest and imagination Predicting
Maths- Unit	Place Value Addition and	Area Multiplication	Multiplication and division B	Fractions and decimal A	Decimal B Money	Time Shape

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	Subtraction	and Division A	Perimeter			Statistics Position and direction
Maths fluency	10x, 2x, 5x, 3x, 4x, 8x tables Number bonds to 20	11x, 6x tables Number bonds to 100	9x, 12x tables	7x tables Mixed up multiplication practice	12x12 times tables with matching division facts	
Science -unit	States of matter	Electricity	Animals including humans	Living things and habitats	Sound	
Science- Disciplinary and substantive knowledge	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	Identify common appliances that run on electricity Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers Identify whether or not a lamp will light in a simple series circuit,	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 and interpret a variety of food chains, identifying	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	Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it Find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases Skills - Carry out simple tests	

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	degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature Skills - Making Predictions Carry out simple tests Observing and measuring Recording data Interpret and communicate results	based on whether or not the lamp is part of a complete loop with a battery Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors Skills - Asking questions Making Predictions Recording data	producers, predators and prey Skills - Observing and measuring Interpret and communicate results Recording data Carry out simple tests Making Predictions	things Skills - Asking questions Observing and measuring Recording data Interpret and communicate results	Observing and measuring Recording data Interpret and communicate results
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		Interpret and communicate results			
		Evaluate tests			
Key Vocabulary	solid liquid freezing melting point water cycle water vapour gas boiling point precipitation state change evaporation oxygen melting temperature molecules	electricity complete circuit negative bulb insulator electrical device component connect switch metal mains cell loose connection buzzer non-metal plug battery short circuit motor symbol electrical circuit positive crocodile clip conductor	digestive system digestion mouth teeth saliva oesophagus stomach rectum anus small intestine large intestine premolar canine incisor molar predator producer prey food chain carnivore herbivore omnivore nutrients	classification classification keys environment habitat human impact positive negative migrate hibernate	sound source pitch high loud quiet vibrate low insulation vibration volume soundwaves travel faint decibels

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Art -Unit	ICT	3D / Textiles	Drawing	3D/Textiles	Printing	Painting
Art-Disciplinary and substantive knowledge	Can they use computing programs to create a piece of work that includes their own work and that of others (using web)? Control and monitor models using software designed for this purpose.	Do they experiment with and combine materials and processes to design and make 3D form? Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?	Can they explain why they have chosen to use particular materials to draw with? Can they use a range of drawing techniques? Eg shading, stippling, hatching, blending Can they use lines and tones to create texture?	Do they experiment with and combine materials and processes to design and make 3D form? Can they create models on a range of scales? Can they create work which is open to interpretation by the audience? Can they include both visual and tactile elements in their work?	Can they print using at least four colours? Can they print onto different materials? Can they create a collagraph print?	Can they create all the colours they need? Can they create mood in their paintings? Do they successfully use shading to create mood and feeling? Create a background using a wash.
Artist	Antonio Roberts Local black British local digital artist. 	Keith Sonnier - American Light contemporary artist 	Sanya Youalli Tattoo artist 	Philip Treacy 	Lara Di Virgilio - Collagraph printer British 	Georgia O'Keeffe. Modern American 1920s painting 

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Computing unit	The internet	Data logging	Photo editing	Repetition in shapes	Audio editing	Repetition in games
Computing Disciplinary and substantive knowledge	Understand computer networks including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration	work with various forms of input select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information	Use search technologies effectively Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information I can describe ways in which people might	Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs	Select, use, and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems, and content that accomplish given goals, including collecting, analysing, evaluating, and presenting data and information Use technology safely, respectfully, and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact	Design, write, and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts Use sequence, selection, and repetition in programs; work with variables and various forms of input and output Use logical reasoning to explain how some simple algorithms work, and to detect and correct errors in algorithms and programs

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			make themselves look different online. When searching on the internet for content to use, I can explain why I need to consider who owns it and whether I have the right to reuse it.			
Key Vocabulary	Network Internet Device World wide web Content Media website	Data Sensor Input device Import Data logger	Digital image Editing Composition Retouch Combine Publication	Program Command Code snippet Algorithm Text-based language Modify Count-controlled loop Decompose Procedure De-bug	Digital device Input Audio Record Playback Podcast File Edit Combine Arrange export	Count-control loops Infinite loops Snippet Code Modify Sprite Algorithm
Design Technology unit		Simple circuits and switches – a light up Christmas card			Food technology – Mayan guacamole and salsa	Levers and linkages – a moving toy for the circus

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Design Technology Disciplinary and substantive knowledge		Strengthen materials using suitable techniques. Create designs which include simple series circuits.			Prepare ingredients hygienically using appropriate utensils. Measure ingredients to the nearest gram. Assemble and cook ingredients (controlling the temperature of the oven or hob, if cooking)	Measure and mark out to the nearest mm. Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). Select the most appropriate techniques to decorate textiles Use scientific knowledge to choose appropriate mechanisms for a product.
Key Vocabulary		Series circuit, fault, connection, toggle switch, push-to-make switch, push-to- break switch,			texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury hygienic,	mechanism, lever, linkage, pivot, slot, bridge, guide system, input, process, output linear, rotary, oscillating,

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		battery, battery holder, bulb, bulb holder, wire, insulator, conductor, crocodile clip control, program, system, input device, output device user, purpose, function, prototype, design criteria, innovative, appealing, design brief			edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet	reciprocating user, purpose, function prototype, design criteria, innovative, appealing, design brief
Geography unit		What are rivers and how are they formed?			Why are rainforests important to us?	Where does our food come from?
Disciplinary and substantive knowledge		To know the names of some of the world's most significant mountain ranges. To know the names of some of the world's most			To know where North and South America are on a world map. To know the names of some countries and major cities in Europe and North and South	To know lines of longitude are invisible lines on the globe that determine how far east or west a location is from the Prime Meridian. To know the

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		significant rivers. To know the name of some counties in the UK (local to Warwick). To know the name of some cities in the UK (local to Warwick). To know the name of the county that they live in and their closest city. To begin to name the twelve geographical regions of the UK. To know some types of			America. To know that climate zones are areas of the world with similar climates. To know the world's biomes. To know vegetation belts are areas of the world which are home to similar plant species. To know that countries near the Equator have less seasonal change than those near the poles. To know that the Equator is a line of latitude indicating the hottest places on Earth and splitting our globe into the Northern and	Northern and Southern hemisphere are 'halves' of the Earth, above and below our Equator and have alternate seasons to each other. To know that climates can influence the foods able to grow. To know that a natural resource is something that people can use which comes from the natural environment. To know that fair trading is the process of ensuring workers are paid a fair price, have safe working conditions and are treated with respect
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		settlement. To know that the water cycle is the processes and stores which move water around our Earth and to be able to name these. To know the courses and key features of a river. To know the different types of mountains and volcanoes and how they are formed. To know water is used by humans in a variety of ways. To know an			Southern Hemispheres. To know lines of latitude are invisible lines on the globe that determine how far north or south a location is from the Equator. To know the Tropics of Cancer and Capricorn are lines of latitude and mark the equatorial region; the countries with the hottest climates. To know that a biome is a region of the globe sharing a similar climate, landscape, vegetation and wildlife. To know that the hottest biomes are found between the	and equality. To know the UK grows food locally and imports food from other countries. To know that grid references help us locate a particular square on a map. To know an enquiry-based question has an open-ended answer found by research. To know what a questionnaire and an interview are. To know that quantitative data involves numerical facts and figures and is often objective. To know that
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		urban place is somewhere near a town or city. To know a rural place is somewhere near the countryside. To know that a natural resource is something that people can use which comes from the natural environment. To understand that a scale shows how much smaller a map is compared to real life. To know that an OS (Ordnance survey) map is used for personal use and			Tropics of Cancer and Capricorn. To know the world's different climate zones. To know the threats to the rainforest both on a local and global scale. To recognise world maps as a flattened globe.	qualitative data involves opinions, thoughts and feelings and is often subjective.
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		organisations use it for housing projects, planning the natural environment and public transport and for security purposes. To know that an OS map shows human and physical features as symbols. To know that grid references help us locate a particular square on a map. To know the main types of land use (agricultural, residential, recreational, commercial, industrial and				
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		transportation). To know an enquiry-based question has an open-ended answer found by research. To know that an annotated drawing or sketch map is hand drawn and gives a rough idea of features of an area without having to be completely accurate. To know a Likert scale is used to record people's feelings and attitudes. To know what a bar chart, pictogram and				
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		table are and when to use which one best to represent data.				
Key Vocabulary		condensation, delta, estuary, evaporation, flooding, floodplain, groundwater, irrigation, leisure, meander, oxbow lake, percolation, precipitation, river mouth, source, transpiration, tributary, valley, water cycle, waterfall			Analyse, biome, buttress roots, canopy layer, community, data, deforestation, drought, emergent layer, enquiry, Equator, forest floor, global warming, greenhouse gas, indigenous peoples, interpret, lianas, lines of latitude, logging, method, mining, present, questionnaire, quote, risk, route, summarise, Tropic of Capricorn, Tropic of Cancer, understorey layer, vegetation, vegetation belts	air freight, carbon footprint, consume, distribution, export, fertiliser, food bank, food miles, grant, import, pesticides, produce, qualitative, quantitative, reliability, responsible trade, sample size, scale bar, seasonal food, source, sustainability, trade, trend
History unit	How hard was it to invade and settle in Britain?		How have children's lives changed?	How did the achievements of the ancient Maya impact their society and		

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				beyond?		
Disciplinary and substantive knowledge	To know that significant archaeological findings are those which change how we see the past. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To understand the development of groups, kingdom and		To know that the Tudor period is the name of the period from 1485-1603 as this was when the Tudor family were the ruling family in England. To know that the Victorian period is the period 1833-1901 and roughly coincides with the years that Queen Victoria ruled. To know that the actions of people can be the cause of change (eg. Lord Shaftesbury). To know that advancements in science and	To know: History is divided into periods of history, e.g. ancient times, Middle Ages and modern. Prehistory is divided into the Paleolithic, Mesolithic, Neolithic, Bronze Age and Iron Age periods. History is divided into periods of history, e.g. ancient times, Middle Ages and modern. A chronologically secure knowledge of local, British and world history across the periods studied. Change can be brought about by advancements in materials.		

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monarchy in Britain. To know who became the first ruler of the whole of England. To understand that societal hierarchies and structures existed including aristocracy and peasantry. To know that there were different reasons for invading Britain. To understand that there are varied reasons for coming to Britain. To know that there are		technology can be the cause of change. To know that 'historically significant' events are those which changed many people's lives and had an impact for many years to come. To know that we can make inferences and deductions using images from the past. To know that assumptions made by historians can change in the light of new evidence. To understand that society was	Change can be brought about by advancements in trade. The actions of people can be the cause of change (e.g. Lord Shaftesbury). Advancements in science and technology can be the cause of change. Significant archaeological findings are those which change how we see the past. 'Historically significant' events are those which changed many people's lives and had an impact for many years to come. Archaeological		
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different reasons for migration. To know that settlement created tensions and problems. To understand the impact of settlers on the existing population. To understand the earliest settlements in Britain. To know that settlements changed over time. To understand how invaders and settlers influence the culture of the existing population.		organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that education existed in some cultures, times and groups.	evidence can be used to find out about the past. We can make inferences and deductions using images from the past. Archaeological evidence has limitations: it does not give all the answers or tell us about the emotions of people from the past. Assumptions made by historians can change in the light of new evidence. Some important people and events. Settlements changed over time. Society was organised in		
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	To understand that society was organised in different ways in different cultures and times and consisted of different groups with different roles and lifestyles. To know that communities traded with each other and over the English Channel in the Prehistoric Period. To understand that there are different beliefs in different cultures, times and groups. To know about paganism and			different ways in different cultures and times and consisted of different groups with different roles and lifestyles. Education existed in some cultures, times and groups. Trade began as the exchange of goods. There are different beliefs in different cultures, times and groups. The achievements of ancient civilisations contributed to the development of technology, culture and science.		
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	and the introduction of Christianity in Britain. To know how Christianity spread. To compare the beliefs in different cultures, times and groups. To know the legacy and contribution of the Anglo-Saxons and Vikings to life today in Britain.					
Key Vocabulary	cause change consequence continuity convert deduction evidence invasion		apprentice childhood class continuity deduction law master modern	achievement afterlife ancient civilisation creation currency decline gods/goddesses		

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	kingdom missionary monastery primary source secondary source settlement		poorer poverty servant significance wealthier working conditions	historian ritual settlement trade		
MFL	Phonetics 1-2	I am able ...	Fruits	Vegetables	Presenting myself	My family
Disciplinary and substantive knowledge	Say colours and numbers 1-10. Role play on saying how you are and what your name is. Match colours to written form. Match written form of numbers to digits.	Say "I am able to.." / "I can..." plus a range of high frequency infinitive verbs. Match sound to picture / word / phrase. Match key phrase to picture / word / phrase in English.	Name 10 fruits and say "I like..." and "I don't like..." plus a fruit in plural form. Match sound to picture / word / phrase. Understanding slightly longer text.	Short role play using "I would like..." and the quantity of vegetable (1kg and 1/2kg only). Match sound to picture / word / phrase. Match key nouns to picture / word / phrase in English. Plural use of the definite article plus high frequency structure "I would like..." plus first person singular of verb "to have".	Perform role play with name, age, where they live and nationality. Match sound to picture / word / phrase. Numbers 1-20 Nationalities and adjectival agreement based on gender.	Present orally on their / a family. Match sounds to picture / word / phrase. Different possessives for 'MY'. Moving from 1st person to 3rd person singular with 'he / she is called...'
Music	Body and tuned	Rock and roll	Changes in pitch,	Haiku, music and	Samba and carnival	Adapting and

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	percussion		tempo and dynamics	performance	sounds and instruments	transposing motifs
Disciplinary and substantive knowledge	To know that deciding the structure of music when composing can help us create interesting music with contrasting sections. To know that combining different instruments and different rhythms when we compose can create layers of sound we call 'texture'. To know that a 'loop' in music is a repeated	To know that rock and roll music uses blues chord structures, with a fast tempo and strong vocals. It was created after the second world war and it was intended to represent happiness. To know that a bass line is the lowest pitch line of notes in a piece of music, and a walking bassline (where patterns of notes go up then down again) is common in rock and roll.	When you sing without accompaniment it is called 'a cappella'. Harmony means playing two notes at the same time that usually sound good together. An ostinato is a musical pattern that is repeated over and over; a vocal ostinato is a pattern created with your voice. 'Performance directions' are words added to musical notation to tell the	To know that a glissando in music means a sliding effect played on instruments or made by your voice. To know that expressive language (like a poem) can be used as inspiration for composing music. To understand that both instruments and voices can create audio effects that describe something you can see. To know that grouping instruments according to their timbre can create contrasting 'textures'	To know that samba music originated in Brazil, South America and its main musical feature is syncopated rhythms. To understand that the 'on-beat' is the pulse of a piece of music, and the 'off-beat' falls in between these. To understand that a rhythmic break is a place in the music where some of the instruments play a new rhythm before going back to the original rhythms.	To understand that musical motifs (repeating patterns) are used as a building block in many well-known pieces of music for example, Beethoven's fifth symphony (dah dah dah dum!). To know that 'transposing' a melody means changing its key, making it higher or lower pitched. To know that a motif can be adapted by changing the notes, the rhythm or the order of notes.

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	melody or rhythm. To know that changing the dynamics of a musical phrase or motif can change the texture of a piece of music.	To know that playing in time means all performers playing together at the same speed. To know that playing 'in time' requires playing the notes for the correct duration as well as at the correct speed.	performers how to play.	in music.		
Key Vocabulary	a cappella; breath control; cue; diction; directing; dynamics; expression; harmony line; in the round; layer; melody; mood; notation; opinion; ostinato;	backing track; bass line; beat; call and response; compose; crotchet; dotted minim; flats; graphic notation; in-time; in-tune; key; key signature; loop;	col legno; composing; descriptive; duration; dynamics; effect; forte; glissando; haiku; inspiration; inter-related dimensions of music; melody;	body percussion; combine; compose; contrast; contrasting rhythms; dynamics; inspiration; layers; loop; melody line; organisation; pitch; record; repeated melodies; rhythm; sections; structure; tempo; texture; tune;	agogo; bateria; caixa; carnival; chocalho; composition; crescendo; cowbell; dynamics; ensemble; features; ganza; influenced; metronome; off-beat; percussion; pulse; repique; rhythm; rhythmic break;	bass line; beat; chorus; dynamics; flat notes; hand jive; in-time; in-tune; notation; originate; pitch; rhythm; rhythmic patterns; rock and roll; sections; sequence; style; sharp notes; tempo; untuned

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	parts; percussion; rhythm; staff notation; texture; tempo; vocal ostinato	lyrics; minim; motif; notation; ostinato; pitch; quavers; repeating patterns; repetition; rhythm; rhythmic notation; riff; semibreve; sharps; tempo; transpose; tuned instrument; vocal warm-ups	piano; pitch; pizzicato; represent; silent; sliding pitch; sound; sound effects; staccato; structure; syllable; tempo; texture; timbre; verse; vocabulary	tuned percussion	samba; samba breaks; structure; surdo; syncopated rhythms; tamborim; texture; unison; untuned percussion	percussion; verse; vocals; walking bass line
PE unit	Personal Coordination: Footwork / Static balance: One leg	Social Dynamic balance to agility: Jumping and landing / Static balance: Seated	Cognitive Dynamic balance: On a line / Coordination: Ball skills	Creative Coordination: Sending and receiving / Counter balance: With a partner	Physical Agility: Reaction and response /Static balance: Floorwork	Fitness Agility: Ball chasing / Static balance: Stance
Disciplinary and substantive knowledge	To move: with balance and control throughout; with fluent, smooth movements; well in both directions/on both sides.	To: achieve good take off and height; land with balance and control; land softly and quietly. By: bending my knees and	To: move smoothly and with minimum wobble; stay balanced on the line with head up; move with opposite arm and leg moving	To: send with good accuracy and weight; get in a good position to receive; send and receive with fluency/rhythm throughout. By: using backswing	To: react and move quickly; catch the ball consistently; slow down with control after catching. By: taking up a ready position with my knees bent and feet	To: start and stop quickly; arrive in the correct position to collect the ball (timing); collect the ball with balance/control. By: accelerating by

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	By: Keeping my head up and back straight; working off the balls of my feet; bending my knees and using my arms to help balance. To balance with: minimum wobble (control); smooth, controlled movements; my non-standing foot off the floor. By: keeping my tummy (core muscles) tight and back straight; looking forward and imagine a focus point; using my arms to help balance.	swinging my arms on take-off; using my arms to help remain balanced on landing; keeping my head up and back straight as I land. To balance with: feet and hands off the floor throughout; minimum wobble; without strain. By: keeping my tummy tight (core muscles) and back straight; using my arms to help maintain balance; keeping my head up and breathe throughout.	forwards. By: keeping my head still and look forward; my tummy (core muscles) tight and back straight; using my arms to help move and balance, bringing them from 'hips to lips'. To: maintain control of the ball throughout; complete challenges in both directions; move the ball smoothly and fluently. By: focusing on maintaining good balance throughout; moving the ball with my fingers,	and follow through when striking/kicking; moving my feet to get in line with the ball when receiving; keeping my eyes focused on the ball throughout. To: maintain balance throughout; move smoothly and with control; coordinate movements with my partner. By: keeping my tummy (core muscles) tight and body straight throughout; holding with straight arms when leaning back; holding on to my partner's forearms and communicating with them.	apart (front to back); starting quickly and accelerating by pushing off hard with my feet; bending the knee on my 'catching leg' and taking my weight back to help me to stop quickly. To maintain balance: throughout; by holding the correct position, for example, back straight; with control when changing balance/position. By keeping my: hands in line with my shoulders; back straight and flat; legs straight and stretched out.	pushing off hard with my feet and driving my arms from 'hips to lips'; moving my feet quickly to get in the collecting position in good time; keeping watching the ball and concentrating on timing so I arrive at the right time. To: balance with both feet facing forwards; stay on the line/low beam throughout; balance with minimum wobble (control). By keeping my: feet a shoulder width apart and knees bent; weight on the balls of my feet; back straight and head up.
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			avoiding it touching my body; performing the movements smoothly and then gradually increase speed.			
Key Vocabulary	react, challenge, pattern, speed, heel raises, feedback, improve	carefully, cooperate, sideways, raising, maintain, throughout, strain	improvement, angle, fluidly, attacking, defending, complete, increasing	recognise, Similarities, Differences, alternately, focused, vary, communicate, counterbalance	perform, body tension, accelerate, feet apart, stretched out, front support	describe, explain, stable, force, recieving
PSHE- unit	Being Me in my World Protective behaviours	Celebrating differences Anti-racism x2 lessons	Dreams and Goals Anti-racism x2 lessons	Healthy Me Anti-racism x1	Relationships Anti-racism x1	Changing Me Anti-racism x1
Disciplinary and substantive knowledge	Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community	Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that	Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and	Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups	Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships	Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an

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	Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community	can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change	happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group	Know that they can take on different roles according to the situation Know the facts about smoking and vaping and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong	Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions
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Key vocabulary	Included, Excluded, Role, Job Description, School Community, Democracy, Democratic, Decisions, Voting, Authority, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Character, Assumption, Judgement, Surprised, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Secret, Deliberate, Bystander, Witness, Problem solve, Cyber bullying, Text message, Website, Troll, Physical features, Impression, Changed.	Hope, determination, resilience, positive attitude, disappointment, fears, positive experiences, plans, cope, help, self-belief, commitment.	Friendship, Emotions, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Vaping, Pressure, Peers, Guilt, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Opinion.	Close, Jealousy, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Loyal, Empathy, Betrayal, Amicable, Love, Attraction.	Personal, Unique, Characteristics, Parents, Sperm, Gene, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Tampons, Hormones, Fallopian tube, Periods, Menstrual cycle, Period pants/pads, Seasons, Control, Emotions, Acceptance.
RE unit	L2.4 How might your worldview lead you to do hard things for good reasons?		L2.5 What or who is 'God' and how is the divine understood in theistic worldviews?		L2.6 Do you have to be part of a faith community to express an organised worldview?	
Disciplinary and substantive knowledge	Substantive Knowledge • Sacrifice and making hard	Disciplinary Knowledge • Pupils know that sacred texts	Substantive Knowledge • There are different types of	Disciplinary Knowledge • Pupils know that sacred texts are	Substantive Knowledge • A person's worldview is based	Disciplinary Knowledge • Pupils know that routine and

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choices are important parts of many worldviews. • The Five Pillars are of spiritual significance to those with Muslim worldviews. The pillars are faith, prayer, charity, fasting and making the pilgrimage to the holy city of Makkah. • Sawm (fasting) is especially important for those with Muslim worldviews during Ramadan. • Many people with Christian worldviews fast during Lent by giving something up. • Many people	are interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. • Pupils know that important concepts and beliefs can be drawn from several different places in a sacred text. • Pupils know that some important ideas about life are abstract (metaphysical) in nature but no less important e.g. love,	power e.g. transcendent, supernatural, natural, theistic, ultimate • Christians believe in one God in 3 persons (The mystery of the Holy Trinity.) • Some things cannot be fully explained and these are referred to as mysteries • In Islam, the Shahadah is the declaration of faith in Allah and that his messenger is the prophet Muhammad (PBUH). • The Qur'an teaches that Allah has 99 names (it is difficult to represent or describe Allah in	interpreted by individuals and communities (hermeneutics= art or skill of interpretation) and this can be literally, symbolically, metaphorically, analogically, spiritually. • Pupils know that sacred texts contain ideas about God/the Divine that are often hard for those outside of the faith community to understand and may be metaphorical or built on images. • Pupils know that sacred art and architecture can communicate theological and spiritual ideas and that artists can communicate their	on a combination of individual circumstances, community and/or organised worldviews (such as belonging to faith traditions). • Ways of being part of a faith community are evolving as a result of digital technology and factors such as the COVID pandemic. • There can be variations in practice and belief within communal and organised worldviews. Symbols and practices can be common when expressing organised worldviews but not universal. For example, not all Muslims pray 5 times a day and not all Sikhs are Khalsa-affiliated and wearing the 5 Ks.	repetition are often important to worldviews and can be observed (e.g. rituals and routines for worship at home and at a local place of worship) via ethnographic study. • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out (for example, some people may not regularly worship with the rest of the faith community or do all the set prayers of their organised worldview).
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	with religious and non-religious worldviews make choices around the food they eat for special reasons, for example, ahimsa (doing no harm) is a guiding concept for those with Hindu worldviews. • many people with religious and non-religious worldviews engage in charity work, for example, Tzedakah is a Jewish belief in doing things to help others. • Pilgrimage can be an important part of religious worldviews. For example, Christians visit	forgiveness, peace. • Pupils know that an individual worldview may deviate from an organised worldview as life is lived out.	a few words). Each name relates to a particular attribute of Allah, making him easier to understand and relate to. • Sikhs believe in One Supreme Being who creates and sustains everything. That One Supreme Being is inside them, is everywhere and they can be connected to it. • In Sanatan Dharma, Brahman is a creative, conscious and eternal force or energy. Worshipped as one God but in many forms.	own worldviews through art, the 'situatedness' of which matters. • Pupils know that the reasons for belief in God and the supernatural can vary and that people may turn to logic, reason, revelation and tradition as they talk about and try to justify those beliefs.	• Having a communal or organised worldview can form part of a person's identity. • Places of worship can be public, home-based or simply be a gathering of like-minded people online or in person. Home-based family worship is especially important in Jewish (shabbat) and Hindu (puja at the home shrine) communal worldviews. • Some worldviews are culturally based as well as faith based and this leads to diversity. • Not all worldviews involve having a faith, for example Humanism. • Holding a Humanist worldview does not necessarily mean you don't or can't	
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	Canterbury and Muslims make the hajj to Mecca. • Quaker worldviews are especially characterised by non-violence and finding ways to live at peace with others		• Buddhists do not believe in any kind of god, although there are supernatural figures who can help or hinder people on the path towards enlightenment. • ‘Nones’ can be categorised into 3 broad groups. “Campaigning Nones” are atheists; “Tolerant Nones” are broadly atheists but accept religion; and “Spiritual Nones”, who share a variety of spiritual beliefs and practices. • Jewish people traditionally believe that God is only one, and has established a special covenant		acknowledge or take part in celebrations such as Christmas/Easter/Eid/Hanukkah/Diwali etc.	
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			with them, and is both transcendent and immanent. Most, but not all, Jewish people do not accept Jesus as the son of God.			
Key Vocabulary	Sacrifice, Tzedakah, Fasting, Zakat, Sawm, Pilgrimage, Ramadan, Hajj, Lent, Non-violence, Charity, Worldview, Resist, Sacred.		Divine, Holy Trinity, Deity, Prophet, Theistic, Transcendent, Monotheistic, Immanent, Polytheistic, Genderless, Pantheistic, Eternal, Non-theistic, Puja, Worship, Avatar, Absolute, Soul		Sahajdhari, Mezuzah, Keshdhari, Shabbat, Khalsa, Synagogue, Amrit, Personal, Langar Aid, Worldview, Gurdwara, Communal, Organised worldview, Worldview.	