

CLASS 4 – Eucalyptus- Autimn term long term plan 2025

	1	2	3	4	5	6	7	8					1	2	3	4	5	6			
SPELLING	Words where the digraph ‘ou’ makes an /ow/ sound. e.g. sprout, found, proud,	Words where the digraph ‘ou’ makes a /u/ sound. e.g. young, touch, enough	Words where ‘y’makes an ?I? Sound. e.g. fly, cry, try	Words ending in ‘-sure’. e.g. pressure, treasure, pleasure	Words ending in ‘-ture’ e.g. capture, expenditure, texture	Challenge words: See statutory words list for year 3/4 in the national curriculum.		NA	NA	NA			Words with the prefix ‘re-’ e.g. revisit, reappear, rearrange	Words with the prefix ‘dis-’ e.g. disagree, discard, disappear	Words with the prefix ‘mis-‘ e.g. mistake, misbehave, mistreat	Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words. e.g. celebrating, happier, hammered	Words where ‘-ing’, ‘-er’ and ‘-ed’ are added to multisyllabic words. e.g. celebrating, happier, hammered	Challenge words. See statutory words list for year 3/4 in the national curriculum.			
ENGLISH	Fiction Narrative: Mischief Narrative Purpose: To narrate				Non-fiction Instructions: How to be mischievous Purpose: To instruct							Fiction Narrative: Egyptian Mystery Narrative Purpose: To narrate				Non-Fiction Information: Secret Diary Purpose: To recount					
	Use of the forms ‘a’ or ‘an’ when next word starts with a consonant or a vowel Word families based on common words showing how words are related. Expressing time, place and cause using conjunctions e.g. (when, before, after, while, so, because, if, although) Expressing time, place and cause using adverbs e.g. then, there, soon, after. Introduction to paragraphs. Inverted commas to punctuate direct speech.											Build on previous units & focus on: Use of the forms a or an when next word starts with a consonant or a vowel. Word families based on common words showing how words are related. Build on previous units & focus on: Expressing time, place and cause using adverbs e.g. (then, next, soon, therefore). Expressing time, place and cause using prepositions e.g. (before, after, during, in, because of). Build on previous units & focus on: Headings and sub-headings to aid presentation. Build on previous units & focus on: Inverted commas to punctuate direct speech.									
CLASS TEXT	The Box of Delights by John Mansfield											The Wind in the Willows by Kenneth Graham									
MATHS	Adding and subtracting across 10		Numbers to 1,000									Numbers to 1,000		Numbers to 10, 000							
PSHE	Citizenship (Y4) Discussing how we can help to protect human rights. Identifying ways items can be reused. Explaining why reusing items is of benefit to the environment. Identifying the benefits different groups bring to the local community. Discussing the positives diversity brings to a community											Economic Wellbeing (Y4) Recognising value for money. Understanding differing opinions on spending. Recognising how to track money spent and saved. Understanding reasons for using a bank. Exploring how to safeguard money effectively. Identifying influences on job choices. Understanding careers can change. Challenging workplace stereotypes.									
French	This is me! Recognise and respond to different greetings. Form phrases to say hello and introduce themselves. Begin to recognise how some sounds are represented in written form. Ask someone how they are feeling and say how they are feeling.											School days! Explain what there is and is not in a classroom. Correctly identify masculine and feminine nouns in written form.. Recognising some familiar French words in written form. Use modelled language to create sentences containing appropriate articles.									
PE	1- Know Where I am in my Own Learning Coordination- Footwork Static Balance- One leg balance Swimming											Real Dance- Share Ideas Partnering Circles Shapes Swimming									
ART	Drawing- Exploring tone, texture and proportion.																				
Computing									Computing Digital Literacy: Unit 4.2 – Online Safety			Computing Digital Literacy Unit 4.6- Animation									
RE																					
Humanities				History How have children’s lives changed?									Geography Who lives in Antarctica?								
DT																Structures- Pavilions To understand what a frame structure is.					

HALF TERM

														To know that a 'free-standing' structure is one that can stand on its own. To know that a pavilion is a decorative building or structure for leisure activities.		
Science	Sound Pupils should explore and identify the way sound is made through vibration in a range of different musical instruments from around the world; and find out how the pitch and volume of sounds can be changed in a variety of ways.										States of Matter Pupils should explore a variety of everyday materials and develop simple descriptions of the states of matter (solids hold their shape; liquids form a pool not a pile; gases escape from an unsealed container). Pupils should observe water as a solid, a liquid and a gas and should note the changes to water when it is heated or cooled.					
music	Creating Compositions Verbalise how the music makes them feel. Create actions or movements appropriate to each section of a piece of music. Play in time and with an awareness of other pupils' parts, giving some thought to dynamics. Play melodies and rhythms which represent the section of animation they are accompanying.										Rock and Roll Perform the hand jive hand actions in sequence and in time with the music. Sing in tune and perform their actions in time. Play the notes of the walking bass in the correct sequence. Independently play their part with some awareness of the other performers.					