

CLASS 4 – Eucalyptus- Spring term long term plan 2025

	1	2	3	4	5	6	7	8			1	2	3	4	5	6	
SPELLING	Words with the digraph 'ai' and the tetragraph 'aigh'	Words with the digraph 'ei' and tetragraph 'eigh'	Words where the digraph 'ey' makes an /ai/ sound	Words with the suffix '–ly'	Words that are homophones	Challenge Words 3.18		NA	NA	NA	Words ending in '-al'	Words ending in '-le'	Words ending in '-ly' where the base word ends in '-le'	Words ending in '–ly' when the base word ends in '–ic'	Words ending in '–ly'; exceptions	Challenge Words 3.24	
ENGLISH	Fiction- Egyptology Narrative: Egyptian Mystery Purpose: To narrate				Non-fiction- Egyptology Information: Secret Diary Purpose: To recount						Fiction – The Whale Narrative: Setting Narrative Purpose: To narrate			Non-Fiction- The Whale Recount: Newspaper Report Purpose: To recount			
	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.										Build on previous units & focus on: Develop understanding of standard English forms for verb inflections (we were instead of we was). Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. Fronted adverbials. Build on previous units & focus on: use adverbials and conjunctions for cohesion. Build on previous units & focus on: Inverted commas and other punctuation to indicate direct speech. Apostrophes for possession (plural nouns). Use commas after fronted adverbials.						
CLASS TEXT	The Box of Delights by John Mansfield										The Wind in the Willows by Kenneth Graham						
MATHS	Numbers to 1,000		Numbers to 10, 000								Numbers to 10, 000						
PSHE	Safety and the Changing Body  Email safety Understand the reasons for legal age restrictions. Understand some of the risks of smoking and some of the benefits of being a non-smoker. Understand it is most important to ensure the safety of myself and others when faced with an emergency situation. Explain rules for keeping safe near roads.										Health and Wellbeing  Create a healthy diary. Show understanding that food choices, exercise, dental hygiene, positive relationships and managing feelings are all important to keeping healthy. Identify and share key facts about dental health. Describe a calm place that helps them to feel relaxed. Understand the range of emotions we can experience. Express their feelings; offer suggestions of what to say when setting a boundary and make note of things						
French	Birthday Celebrations  Say the numbers 1-31 in French. Read and calculate Maths sums correctly. Match French months to their English equivalents. Ask when someone’s birthday is and say when their birthday is. Compare similarities and differences between birthdays in the UK and France. Write sentences to create a wish list, describing things orally and in writing. Appreciate songs in the language. Compare French festivals and their traditions with English ones.										Colourful Creatures  How their understanding of key vocabulary with a physical response. Attempt to accurately imitate the pronunciation of vocabulary. Correctly identify masculine and feminine nouns in written form. Use modelled language to create questions or sentences using appropriate articles. Deduce the meaning of new words, matching labels to pictures using a range of language detective skills. Attempt to build their own sentences using a label as a model. Speak clearly and present simple phrases when supported visually. Use appropriate intonation to engage the audience.						
PE	Forest School Unit 2- Supporting others Ball games- passing, throwing and kicking Swimming *Football *Cross Country										Unit 2- Supporting others Ball games- passing, throwing and kicking Swimming *Football *Cross Country						
ART	Sculpture & 3D Abstract shape and space  Make a structure that holds its 3D shape. Combine shapes together to make an interesting free-standing sculpture. Try out more than one way to create joins between shapes. Choose appropriate methods for joining elements in their sculptures.																

HALF TERM

Computing												Computing Information technology: 4.2: Spreadsheets 3.9: Presenting (MS PowerPoint)
RE	Unit 27- What do Hindus believe God is like? Discussing the concepts of Brahman to build up understanding. Stories to examine some Hindu texts and consider how deities exemplify qualities of Brahman.							Unit 28- Why do Christians call the day that Jesus dies ‘Good Friday’? (Salvation). Discuss the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today.				
Humanities				History What did the Ancient Egyptians believe?  Identify Ancient Egypt’s location and its key geographical features. Explain why the River Nile was important to ancient Egyptians. Explain the importance of gods and goddesses to people in ancient Egypt. Analyse mummification’s connection to ancient Egyptian beliefs about the afterlife.				Geography Are all settlements the same?  Locate some cities in the UK. Describe the difference between villages, towns and cities. Discuss reasons for the location of human and physical features. Identify and begin to offer explanations about changes to features in the local area.				
DT											Structures- Electrical systems- torches  Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create a functioning torch with a switch	
Science	Electricity  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, 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							Light  Recognise that they need light in order to see things and that dark is the absence of light Notice that light is reflected from surfaces Recognise that light from the sun can be dangerous and that there are ways to protect their eyes Recognise that shadows are formed when the light from a light source is blocked by an opaque object Find patterns in the way that the size of shadows change				
music	Ballads  Identify the key features of a ballad. Perform a ballad using actions. Sing in time and in tune with a song and incorporate actions. Retell a summary of an animation’s story. Write a verse with rhyming words which tell part of a story. Perform their lyrics fluently and with actions.							Haiku music and performance. (Theme: Hanami Festival)  Suggest suitable words to describe their time outdoors, changing the sounds of their words to match their meanings. Recognise, name and describe the effect of the interrelated dimensions of music. Select instruments and sounds which match their vocabulary. Work as a group to create a piece of music. Perform a piece of music as part of a group.				