

Year 4	SEQUENCE OF LEARNING 2025 - 2026						
Term Autumn 1	Thematic Question: What was the impact of the Second World War on the people of Britain?						
	School Value: Respect						
	Enrichment: The Keep military museum loan boxes						
	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7
Literacy Literacy Tree	Dragon Seekers Main outcome – report writing, handwriting focus		Odd and the Frost Giants - Literacy Tree Outcomes: character descriptions, conjunctions, Main outcome: explanation, the construction of the rainbow bridge.				
Maths	Place value	Place value	Angles	Addition	Addition	Shape	Subtraction
Science <i>Animals, Including Humans</i>	WSLO: Record findings - diagrams  KLO: To consider my existing understanding of human organs	WSLO: Explain findings- differences,  KLO: Identify the different types of teeth in humans and their simple functions.	WSLO: Use evidence to answer questions  KLO: Identify producers, predators and prey	WSLO: Make predictions  KLO: identify the different types of teeth in humans and their simple functions.	WSLO: Explain findings related to scientific processes  KLO: construct and interpret a variety of food chains,	WSLO: Explain findings - related to scientific processes  KLO: describe the simple functions of the	

					identifying producers, predators and prey	basic parts of the digestive system in humans	
<b>History</b>	To order significant periods in history chronologically.	How and when did the war start?	What precautions were put in place to keep people safe at home?	What were children's experiences of evacuation?	What are the differences between primary and secondary sources?	To remember soldiers from other countries who fought as part of the British Forces.	What was dig for victory?
<b>Art/DT Shape</b>	Exploring repeated patterns in a dragon eye.		Research Angie Lewin, describe and respond to her art work	Identify geometric shapes in our own drawings and those of Angie Lewin	Compose a piece inspired by Angie Lewin's style and our observational drawings	Use colour to contrast and complement our drawings	Refine and finish our piece, including evaluation
<b>Music</b> Wessex MAT		Film Music					
<b>Computing</b> Teach Computing: Computing systems and networks - the internet	Setting up Chromebooks and Google Classroom	<a href="#">Connecting networks</a>	<a href="#">What is the internet made of?</a>	<a href="#">Sharing information</a>	<a href="#">What is a website?</a>	<a href="#">Who owns the web?</a>	<a href="#">Can I believe what I read?</a>
<b>PE</b> Dance	Explore steps and movements in the jive	Learn the basic jive step	To refine the basic jive step and perform with a	To add a turn with a partner	Create and develop a motif from the steps	To work in unison in a small group	To share with the class and evaluate

			partner		learned		performances
<b>RE</b> Discovery	Hinduism - How can Braham be everywhere and in everything?						
<b>Spelling</b>	<p>Spelling Shed Autumn 1:</p> <ol style="list-style-type: none"> <li>1. Words that are homophones - accept/except/knot/not/peace/piece/plain/plane/weather/whether</li> <li>2. Step 2: Words with the prefix 'in-' meaning 'not' inability, inactive, inadequate, incorrect, incurable, indefinite, inelegant, inflexible, insecure, invisible</li> <li>3. Step 3: Words with the prefixes 'il-', 'im-' and 'ir-' illegal, illegible, immature, immortal, impossible, impatient, imperfect, irregular, irrelevant, irresponsible interact, intercept, interchange, intercity, intercom, interface, interfere, international, internet, interview</li> <li>4. Step 4: with the prefix 'sub-' meaning 'below' or further divided.</li> <li>5. Step 5: Words with the prefix 'inter-' meaning 'between or among'</li> <li>6: Challenge Words</li> </ol>						