

Year 4/5 LTP 2025-2026		Autumn 1 (8 weeks)	Autumn 2 (7 weeks)	Spring 1 (6 weeks)	Spring 2 (6 weeks)	Summer 1 (6 weeks)	Summer 2 (7 weeks)
	Topic (Hist/Geog)	Why does the population change?	What did Ancient Egyptians believe?	How have the children's lives changed?	Why do oceans matter?	How hard was it to invade and settle in Britain?	Can I carry out an independent fieldwork enquiry?
	Art/DT	Art: Festival Feasts	DT: Making a slingshot car	Art: Storytelling through drawing	DT: Pavilions	Art: Exploring still life	DT: Electrical systems- torches
	Literacy	Novel as a theme Recounts: Newspapers Historical narrative	Information booklet with collection of non-fiction text types Poems on a theme	Classic poetry Film and playscript Fairy tales/folk tales	Explanation text Magazine article Poems- kennings/cinquains	Fantasy Non-chronological report	Instructions Letters: Recounts
	Science	Extraordinary Space		Properties of materials		Living and changing	
	Music	External music provider: LCC Cornets					
	ICT	Sequencing sounds	Audio production	Repetition in shapes	Branching databases	Desktop publishing	Selection in quizzes
	RE	Hindu dharma What might a Hindu learn through celebrating Diwali?	Christianity (God) How and why might Christians use the Bible?	Sikhism How do Sikhs express their beliefs and values?	Christianity (Jesus) Is sacrifice an important part of religious life?	Islam Why do Muslims fast during Ramadan?	Christianity (Church) What does 'love your neighbour' really mean?
	PE	Invasion games: Netball (BFC) Badminton	Invasion games: Tag Rugby Health-related fitness (BFC)	Dance (RSSP) Target games: Dodgeball	Dance (BFC) Rock and Roll	Gymnastics (RSSP) Striking and fielding: Rounders	Athletics (RSSP) OAA Team Work & Problem Solving.
	PSHE	Happy Minds					
	French	Year 4- Unit 3 French numbers, calendars and birthdays	Year 4- Unit 4 French food	Year 5- Unit 1 French monster pets	Year 5- Unit 2 Shopping in France	Year 5- Unit 3 Verbs in a week	Year 5- Unit 4 Meet my family

Opportunities for SMSC Spirituality	Windows (wow moments) Opportunities for children to be aware of the world in new ways, looking out into the world. * To wonder about life's 'WOWS'. Things that are amazing. * To think about life's 'OWS' that take us by surprise! * Learning about life in all its fullness.	Discussing big questions such as: What kind of world do we want to live in when we grow up? Why do some places have more floods or fires than they used to? How does the weather know when to change—and why is it changing so much now? What would the Earth say if it could talk to us? Voices from Around the World: Listen to stories or watch videos of children from different countries talking about how climate or space affects their lives.	Virtual Tours of Ancient Egypt: Explore pyramids, tombs, and temples using VR or online museum exhibits. "Through the Window" Art Project: Draw or paint what you might see if you looked through a window into ancient Egypt. What would you write in hieroglyphics to tell your story? What mysteries about ancient Egypt still haven't been solved? Were the pharaohs more like kings, gods, or something else? What makes a good leader? Would you want to be a pharaoh? Visit Egyptian museum to have experience of hands-on learning.	Time travel diaries—how have the lives of others affected ours? What would children find scary and exciting if they were to travel back in time? How would life be different to now? What things have stayed the same? How do we know what life was like in the past? When would you rather be a child—then or now? Library loan boxes of artefacts linking back to different time periods.	How deep is the ocean, how far away from Newchurch would we have to travel to replicate this distance? What would Earth look like without oceans? How do oceans help people who live far from the coast? What creatures live in parts of the ocean we've never explored? Visit an aquarium and discuss oceans with experts.	What natural features helped protect Britain? Why might invaders have found it hard to land or survive here? How did people living in Britain prepare for attacks? Invite in members from the community who can remember the wars to discuss with children. Look at a world map and trace the journeys of invaders and explorers. Reflect on how Britain's island status shaped its identity.	Draw or paint a "window" showing life on Earth at different stages (e.g., dinosaurs, early mammals, modern ecosystems). Examine real or replica fossils and infer what the creature might have looked like, eaten, or how it moved. What can fossils tell us about life long ago? Why do animals look so different from each other? How do we know living things have changed over time?
	Mirrors (reflecting) * Opportunities to reflect on their experiences.	My Place in the Universe: Children draw themselves, their home, their town, Earth, and then zoom out to the solar system.	Mirror Stories: Compare daily life of Egyptian children with their own lives—what's similar, what's different?	What would I miss most if I lived in Tudor/Ancient Egyptian times? Explore the rights of children today	Write or draw a personal pledge to protect the ocean (e.g., reduce plastic, learn more, share knowledge).	Compare how Britain defended itself in the past vs. today (e.g., castles vs. radar, soldiers vs. satellites).	Create a simple family tree and compare it to the idea of the "tree of life" in evolution. Reflection: How are we connected to other living things?

	* Looking inside yourself. * Consider life's big questions and reach for some possible answers. * Learning from life by exploring our own insights and those of others.	Sky Stories: Invite children to share memories or traditions about the sky, stars, or weather from their family or culture.	What should we be appreciative for when living in the 21st century compared to Ancient Egypt? What would children like their roles to have been if they lived during this time?	compared to those in history.	Reflect on how the ocean has a direct impact on our lives. How do my choices (like using plastic or eating fish) affect the ocean? Why should I care about animals I'll never see? What does the ocean give me, even if I don't live near it?	How would I feel if my home was under threat? What does it mean to protect something you care about? What can we learn from how people in the past defended their homes?	Reflect on personal strengths and how we adapt to challenges (e.g., learning, growing, changing). How am I connected to other living things? What would life be like if we couldn't adapt? What can I learn from nature about resilience and change?
	Doors (challenges) * Opportunities for children to respond. * Moving onto a new path or situation. * To do something creative to develop and apply our ideas. * Learning to live out our beliefs and values.	Time Travel to the Future Earth: Imagine Earth 100 years from now. Design a Planet: Children invent a new planet: What's it called? What's the weather like? Who lives there? How do they care for their world? Learning about courageous advocacy and how we can protect our planet-small steps can lead to big ones.	Create an Egyptian adventure story. Solve puzzles to 'unlock' a tomb door. Create a tomb door and act out what lies behind it-treasures, traps or stories? How can we learn to live our own lives through our learning about the Egyptians?	How can we show the future what our life-time has been like? Door to the future-imagine a Tudor stepped into the modern day. How can we preserve our lives and values for future generations?	Imagine and draw a city that floats or lives under the sea. How does it protect the ocean? Create a poster or presentation with ideas to protect oceans—locally and globally. What would happen if the oceans became too polluted to support life? What inventions could help clean or protect the ocean? If you could explore any part of the ocean, where would you go and why?	What might Britain be like today if one of those invasions had succeeded? How do people protect their countries without fighting? What can we do today to keep our country safe in peaceful ways? Explore how life might have changed if a major invasion (like the Spanish Armada or Nazi Germany) had succeeded. What can we do today to prevent further unrest in our town, county, country, world?	Write a story or comic strip where you step through a door into a different era of life on Earth (e.g., Ice Age, future Earth). Imagine what animals might look like in 1,000 years. What adaptations will they need? What might living things look like in the future? What would happen if animals couldn't adapt to change? How can we help protect the diversity of life on Earth?