

Year 4/5 (Sempringham) Long term Plan Year B 2026-27

Sempringham/Lin disfarne/Phoenix	Mountains & Deserts-	Vikings & Saxons-		Egyptians-	World's Kitchen-	Maya-	
Themes	mountain ranges, key facts, key features, creation of mountains, microclimates, tourism, deserts, trade winds, rain shadows, habitats (Geography)	relationships between the two, life in Britain at the time, evidence left behind, Viking exploration (History)		belief systems, life and death, civilisation and structures, decline in power (History)	food origins, climate and food production, biomes, human impact, Fair trade (Geography)	geographical location, writing systems, number systems, trade with others, religion, pastimes, archaeology (History)	
Enquiry Questions	<p>Year 4</p> <p>Q 1 What is a mountain range?</p> <p>Q 2 What mountain ranges do we have in the UK?</p> <p>Q 3 What does a mountain range look like</p> <p>Q4 How are mountains created?</p> <p>Q5 What is the weather like on a mountain?</p> <p>Q6 why do people visit mountains?</p> <p>Q7 How are deserts created?</p> <p>Q8 What would you find in a desert?</p> <p>Year 5</p> <p>Q1 How would you identify mountain ranges in an atlas?</p> <p>Q2 Can you compare the height of peaks in the UK with those found globally?</p> <p>Q3 What are the key features of a mountain range (valley, summit, plateau, outcrop, ridge, treeline etc)</p> <p>Q4 What are the differences between fold, volcanic, dome and plateau mountains?</p> <p>Q5 What effect does tourism have on mountains?</p> <p>Q6 Are all deserts hot?</p> <p>Q7 How do animals and plants adapt to living in desert conditions?</p>	<p>Year 4</p> <p>Q1: How well did the Anglo-Saxons and Vikings get on with each other?</p> <p>Q2: What was life really like in Anglo-Saxon and Viking Britain?</p> <p>Question 3: What did the Anglo-Saxons and Vikings leave behind?</p> <p>Year 5</p> <p>Q1 Why were the Viking raids so successful and how did the Saxons try to repel them?</p> <p>Q2How important was religion to the Vikings and Saxons and why did Viking kings convert to Christianity?</p> <p>Q3 What evidence do we have of Saxon and Viking times and can we trust the written records from this time?</p>	<p>Walls & Barricades (prejudice)</p> <p>Persuasion-I have a dream.</p> <p>Pencil portrait</p>	<p>Year 4</p> <p>Q 1 What did ancient Egyptians believe?</p> <p>Q 2 What did Ancient Egyptians believe about death and life after death?</p> <p>Question 3 How did the civilisation of Ancient Egypt develop</p> <p>Question 4 What brought about the decline of the power of Egypt?</p> <p>Year 5</p> <p>Q1 How do ancient Egyptian beliefs and festivals compare to English ones of the same period??</p> <p>Q2 How does the Egyptian Creation story compare to the Christian one and what does this tell us about them?</p> <p>Q3 Who were key figures in ancient Egyptian civilisations (Herodotus, Hatshepsut, Akhenaten, Ramses II)</p> <p>Q4 What role did the Ptolemies play in the decline of Ancient Egypt (esp. Cleopatra)</p>	<p>Year 4</p> <p>Q1Where does our food come from?</p> <p>Q2What foods are grown in different climates?</p> <p>Q3What impact does agriculture have on landscapes?</p> <p>Q4What is fair trade?</p> <p>Year 5</p> <p>Q1 Do we import food from the northern and southern hemispheres?</p> <p>Q2 How and why is food imported from long distances?</p> <p>Q3 What impact does this have on seasonality?</p> <p>Q4 Why is fair trade important for some crops?</p>	<p>Year 4</p> <p>Q 1 Where and when did the Maya live?</p> <p>Q 2 What was maya writing like?</p> <p>Q 3 How did the Maya count?</p> <p>Q 4 What were the key trade goods?</p> <p>Q 5 Who were the important Maya gods?</p> <p>Q 6 How did the Maya play football?</p> <p>Q 7 How do we find out about the Maya?</p> <p>Year 5</p> <p>Q1 How does the Maya period relate chronologically to others studied?</p> <p>Q2 What do hieroglyphs tell us about Maya culture?</p> <p>Q3 How was the sacred calendar used for predictions?</p> <p>Q4 Which other countries did the maya trade with and what were important trade goods for them?</p> <p>Q5 How did the Maya explain their view of the universe?</p> <p>Q6 What does their leisure pastimes tell us about Maya society?</p> <p>Q7 Why do you think Maya cities emptied in 900 AD?</p>	<p>Eastern European country contrasts</p> <p>Balanced argument</p> <p>Design, build and evaluate a model of a key landmark.</p> <p>National Sports Week:</p>

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Text based writing/ whole class text/cross curricular linked text	Mountains (non-fiction) The Abominables Arabian nights The Magical garden of Claude Monet	Beowulf- The Last Viking A kind of Spark Viking Longship		The Ancient Egypt sleepover Egypt magnified. Time Travel sleepover The Borrowers The Land of Roar The incredible ecosystems of Planet earth	Peril at the Bake Off Food Myth Busters George's Marvellous medicine The great pollination investigation	What was it like to be an ancient Maya? I don't like Poetry. The Firework Maker's daughter Mama Miti: Wangari Maathai
Genres	Non chronological report	Poetry-	Letter	Description	Biography	Poetry-
	Newspaper report	Narrative	Speech	Narrative	Instructions	Narrative
	Explanation				Balanced Argument	
Science	Animals inc Humans- identify and construct a variety of food chains, identifying producers, prey and predators.	Electricity Yr. 4- simple circuits and components, energy sources, alternatives to electricity, conductors and insulators	Animals Inc Humans Yr. 5- changes as humans develop from birth to old age	Living things and Habitats Yr. 5- Life Cycles of a range of contrasting animals and plants	Y5 Forces & Magnets – gravity, the effects of air resistance, water resistance & friction, recognise that some mechanisms (levers, pulleys & gears) allow a smaller force to have a greater effect	
Enquiry Questions	Year 4 Q1 What is a food chain? Q2 What is an ecosystem? Q3 How do food chains the relationship between prey and predator Q4 What is the difference between a food chain and a food web? Year 5 Q1 What role do predators, prey, consumers and producers play in food chains? Q2 How do we represent energy flows within ecosystems? Q3 What is an apex predator? Q4 How can we show complex relationships between animals using a food web?	Year 4 Q1 What is electricity? Q2 What is the difference between renewable and non-renewable? Q3 How is energy produced? Q4 What are the future sources of electricity? Q5 How does a circuit work Q6 What are conductors and insulators? Q7 How does a switch work Year 5 Q 1 How can we represent a circuit? Q 2 How was electricity first discovered? Q 3 How does changing the voltage affect a circuit? Q 4 What do the symbols in a diagram represent? Q5 Why were Tesla and Edison important	Year 4 Q1 How does a baby develop? Q 2 What can humans do at different ages? Q 3 What is puberty? Q 4 What are the changes as humans age? Year 5 Q1 What do we mean by gestation? Q2 How are our abilities affected by changes in development and what causes them? Q3 How do children develop physically, mentally and emotionally and when do they become responsible citizens? Q4 How are old people affected by age?	Year 4 Q 1 What is a life cycle? Q 2 How do lifecycles vary? Year 5 Q1 How does the life cycle of a mammal compare to the life cycle of an amphibian, bird or insect? Q2 How can we sort animals by comparing their life cycles?	Yr 4 Q1 What is gravity? Q2 how does canopy size affect rate of descent? Q3 what is water resistance? Q4 what is friction? Q5 what is the difference between mass and force Q6 what does a pulley do? Q7 How do gears help? Yr 5 Q1 Why don't people fall off the bottom of the earth? Q2 how can we use air resistance to slow down? Q3 when do we need high or low water resistance? Q4 what is the best surface to prevent people from slipping? Q5 how do you use a force meter? Q6 what force is used to lift a load? Q7 What effect do different sized gears have??	

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				Q5 What effect can puberty have Q6 Do all animals have the same lifespan?			
RE	LKS2B What is Religion? What is Spirituality?	LKS2B Are all homes spiritual?		Lks2b can spirituality make things better? (non-religious worldviews)	LKS2B Can Spirituality Make Things Better? (Religious Worldviews)	LKS2B How Do People Express their Spirituality Together? (Part 1)	LKS2B How Do People Express their Spirituality Together? (Part 2)
Enquiry Questions	1)what do we mean by religion? 2)what do we mean by spirituality? 3)How did Celtic Christians express spirituality? 4)How do Sikhs express spirituality? 5)How do non-religious people express spirituality? 6)what do we think of spirituality?	1)What is meant by spirituality? 2) why do Christians worship at home? 3)How do Catholics expr4ess spirituality at home? 4)how do Jewish people express spirituality at home? 5)How do Hindu’s expr4ess spirituality at home? 6) How can I express spirituality?		1)how can engaging with the natural world have an impact? 2)Can non-religious people be spiritual? 3)What is humanism? 4)How can non r4eligous people show their spirituality? 5) What is the Children’s People and Nature survey? 6)How can we find more out about spirituality?	1)How can we find out how people live their lives? 2)Can interfaith relationships foster spirituality? 3)How can w3e make the world a better place? 4)How can we combat anti-sematism? 5)What is Mitzvah day? 6)why do people sometimes act the way they do?	1)Why is the River Ganges important to Hindus? 2)why do people go on pilgrimage? 3)Why is the Kumbh Mela important for Hindus? 4)Is going on Pilgrimage a good idea? 5)What is different between the hajj and umrah? 6)How do people use pilgrimage to expr4ess spirituality?	1)Why is Walsingham a place of pilgrimage for Christians? 2) What links the Virgin Mary and Walsingham? 3)why is Walsingham important for Catholics and Church of England? 4)why do people go on pilgrimage?
Art/DT	ART Painting contrasting landscapes-Constable, Monet and Turner	DT- Electrical systems-build a torch light		ART Ancient Egypt Egyptian face masks and the work of Leger, Hockney and Man Ray	DT Nutrition-Design, create and evaluate snacks from around the world	DT Mechanisms Automata animals	
Enquiry Questions	Q1 What are landscapes? Q2 What do we mean by perspective? Q3 Who work constable Monet and Turner? Q4 What is a viewfinder? Q5 How do I scale?	Q1 What are the key features of a torchlight? Q2 what is the purpose of the electrical components Q3 What is the purpose of the design? Q4 how can I join components securely? Q5 How can I test my design?		Q1How can I draw portraits accurately? Q2 What was important about David Hockney? Q3 Who was Man ray? Q4How can I sculpt clay? Q5 How can I make a papier mâché sculpture? Q5How would the artist Leger have finished my work?	Q1 What is seasonality? Q2 What are food groups? Q3 What makes a savoury snack? Q4 How is rice cooked? Q5 What goes in a tortilla wrap? Q6 What is the spring roll? Q7 How do you make pretzels?	Q1 What are cams and followers? Q2 How do different cams move? Q3 How can I design an automata animal? Q4what type of frame can I construct? Q5 How can I incorporate a mechanism?	
Music (music express)	4.2 Environment (Composition) Appreciate and understand a wide range of high- quality live and recorded music drawn from different traditions and	4.7 Ancient Worlds (Structure) Listen with attention to detail and recall sounds with increasing aural memory 4.11 In the Past (Notation)		4.6 Around the world (Pitch) Use and understand staff and other musical notations	4.3 Sounds (Listening) Appreciate and understand a wide range of high- quality live and recorded music drawn from different	4.9 Communication (Beat)Plan perform in solo and then ensemble context using their voices and play musical instruments with	4.10 Time (Performance) Plan perform in solo and then ensemble context using their voices and play musical

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	<p>from great composers and musicians.</p> <p>4.4 Recycling (Structure) improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>Use and understand staff and other musical notations</p>		<p>4.12 Food and Drink (Performance)improvise and compose music for a range of purposes using the interrelated dimensions of music</p>	<p>traditions and from great composers and musicians</p>	<p>increasing accuracy, fluency, control a</p>	<p>instruments with increasing accuracy, fluency, control and expression</p>	
<p>Enquiry Questions</p>	<p>4.2 Environment Q1. What is timbre and how can timbre be descriptive? Q2. Can you explore different combinations of different timbres to accompany a song? Q3. What is drone and ostinato? Q4. Who are two composers can you listen to and describe? Q5. Using your knowledge of composing can you compose the introduction for a song?</p> <p>4.4 Recycling Q1. What makes an instrument? Q2. Can you show your understanding of notation by interpreting notation? Q3. What is improvising in music? Q4. Can you show your understanding of ABA structure? Q5. What is rondo form? Q6. What are repeated rhythms?</p>	<p>4.7 Ancient Worlds Q1. Why so melodies have phrases? Q2 What are layers and layering? Q3. Can you compare and contract structure? Q4. What are the key features of minimalist structure? Q5. Can you show your understanding of layered structure by combining sections of music?</p> <p>4.11 In the Past Q1 What is a Renaissance dance? Q2. Can show your understanding of notation by learning to play a renaissance dance from notations? Q3. Can you understand simple musical structures? Q4. Can you understand how music was different at different times such as the 1960s?</p>		<p>4.6 Around the World Q1 What is a pentatonic scale? Q2 Can you read graphic notation? Q3. What are listening skills needed to listen to music? Q4. How can you describe music? Q5 Do you know musical and non-musical terms when describing music? Q6. Can you play a pentatonic song with leaps?</p> <p>4.12 Food and Drink Q1. What is an expressive voice and how can you combine it with physical movement? Q2. Can you respond to sound with visual signs? What is rondo structure, and can you perform it? Q3. Can you learn a traditional West African call and response song? Q4. What is rhythmic and melodic accompaniments for a song?</p>	<p>4.3 Sounds Q1How do we classify instruments? Q2 What is beat box Q3 How can we identify beatbox patterns? Q4 What is a spiritual? Q5 How can we combine parts in two and four? Q6 What is big band dance music?</p>	<p>4.9 Communication Q1 What is rhythmic Q2 What is melodic? Q3 How do we use music to communicate a meaning? Can you compose a rap? Q4Can you play a chordal accompaniment?</p>	<p>Q4.10 Time q1 What is metre? What is a melody? Q2 How do we sing independent parts? Q3 How do we sing from notation? accompany this song? Q4 What is an off-beat rhythm? Q5 How can we retell a story in music?</p>	

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Computing	4,1 computing systems and networks, the Internet	5,2 creating media, video production		4.3 programming a. repetition in shapes	5.4 data and information, flat file databases	4.5 creating media, photo editing	5.6 programming B, selection in quizzes
Enquiry Questions	Q1 How do networks physically connect to other networks? Q2 How do networked devices make up the Internet? Q3 How are website shared via the worldwide web? Q4 How can content be added and accessed on the worldwide web? Q5 Who creates a www? Q6 Is content reliable?	Q1 What is a video? Q2 How do you record video? Q3 What makes a good video? Q4 How can I edit mine to make it better?		Q1 Why do we have to be accurate using logo? Q2 What is a text-based language? Q3 What does repeat mean? Q4 How do I change a count control loop to produce a given outcome? Q5 How do I use count-controlled loops to produce a given outcome? Q6 What do I do if it doesn't work?	Q1 How can I record information? Q2 Which is better, paper or a computer? Q3 How does grouping and sorting data allow us to answer questions? Q4 How do I select specific data? Q5 How can I present data visually?	Q1 How can we change images? Q2 What is composition? Q3 Why would we change an image? Q4 What tools would I use? Q5 Are all images real? Q6 How do we improve an image?	Q1 What is selection? Q2 What is a conditional statement? Q3 How does selection direct the flow of a programme? Q4 Can I design and create a programme which uses selection? Q5 Can I improve my programme?
MFL	5.1 Salut Gustave- saying hello and enquiring about someone	5.2 A L'Ecole- what do we learn about school?		5.3 La nourriture- all about food	5.4 En ville- going into town	5.5 En Vacances- going on holiday.	5.6 Chez moi- in my house
Enquiry Questions	Q1 How are you? Q2 What nationality are you? Q3 Do you have brothers or sisters? Q4 What are they like?	Q1 What subject is this? Q2 Which subjects do you like? Q3 What time is it? Q4 When do you study science?		Q1 Can I have an ice cream? Q2 How do you make a sandwich? Q3 What do you like to eat? Q4 What foods are good for you?	Q1 Where are you going? Q2 How do you get there? Q3 What time is it?	Q1 Where are you going for your Holidays? Q2 What will you do when you get there?	Q1 What room is this? Q2 What colour is it? Q3 What would you do there?
PE	football and hockey- playing competitive games	Dance- varying content to add depth.		Gymnastics- working towards a team sequence	Outdoor activities- orienteeing symbols and maps	tennis and rounders- playing competitive games	Athletics- individual and team performance
Enquiry Questions	Q1 Why do we warm up and cool down? Q2 How do we move in these games to gain possession? Q3 How do we dodge opponents? Q4 What ways can we mark an opponent? Q5 How can we intercept a pass?	Q1 How can I respond to stimuli? Q2 What dance techniques can I use? Q3 How can I work in a group? Q4 Can I represent objects and actions through dance? Q5 How do I put a range of movements together? Q6 How do I make it better?		Q1 How many different jumps can I perform? Q2 What is a straddle? Q3 How can I link movements together/ Q4 how can I work in a small group to perform a gymnastic sequence?	Q1 What is teamwork? Q2 How do I follow directions? Q3 what is a symbol? Q4 How do I create my own symbols? Q5 How can I use my symbols to create my own orienteeing Maps?	Q1 What do we mean by forehand and backhand shots? Q2 How do we follow the ball? Q3 How do we win points in tennis? Q4 How do we bowl a rounders ball accurately? Q5 Where do we field from on around this pitch? Q6 How do we make a safe	Q1 How do I take part in a relay race? Q2 How do I combine running and jumping in a triple jump? Q3 How do I work as part of a team in a relay? Q4 How do I throw over a longer distance?

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						capture around his ball?		
PSHE/RSE	Well-being-emotional, Self-esteem: self-worth; personal qualities; goal setting; managing setbacks	Well-being-physical, - importance of exercise for well-being and health.		Health and prevention-Sleep and First Aid, Know how regular physical activity benefits bodies and feelings.	E-Safety Taught how to recognise bullying and abuse in all its forms (including prejudice-based bullying	Economic well-being- enterprise- Basic understanding of finance and enterprise including the concept of fair trade.		
	Q1. What are my strengths? Q2. How do you keep going towards a goal? Q3. How can we help each other to keep going? Q4. How can we overcome setbacks?	Q1 Why should we keep active? Q2 How does your body feel after exercise? Q3 Do you know the recommended amount of exercise per day? Q4 Can exercise improve how we feel?		Q1. What happens if you don't get enough sleep? Q2. How does your body feel after exercise? Q3. Do you know the recommended amount of exercise per day? Q4. Can exercise improve how we feel? How can we help in an accident or emergency? Q5. What would you do if someone had an accident? Q6. Who would you ask for help? Plus, First Aid	Q1. Is a friend you have met online the same as a friend you know personally? Q2. Is the profile picture of someone online actually them? Q3. How can you keep safe online? Q4. If you put something on internet, is it removed if you delete it? Q5. Can people put personal information about you on the internet?	Q1. Have you ever been persuaded to buy something because of advertising? Q2. Does social media influence the things you want? Q3. Which has more influence – social media or advertising on TV or in magazines? Q4. Is it important to be mindful of the environment/social issues when buying something?		