

ALMUÑÉCAR INTERNATIONAL SCHOOL

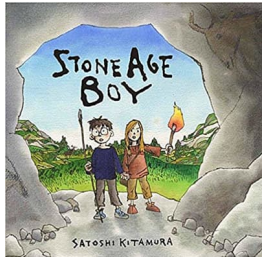
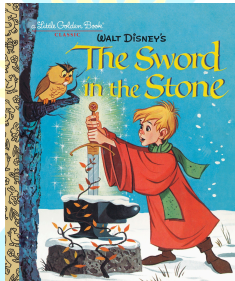
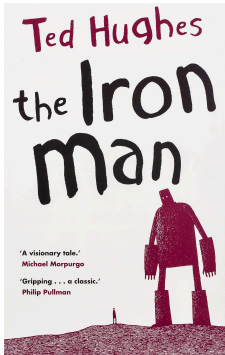
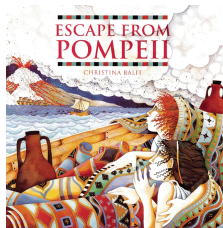


Year 4

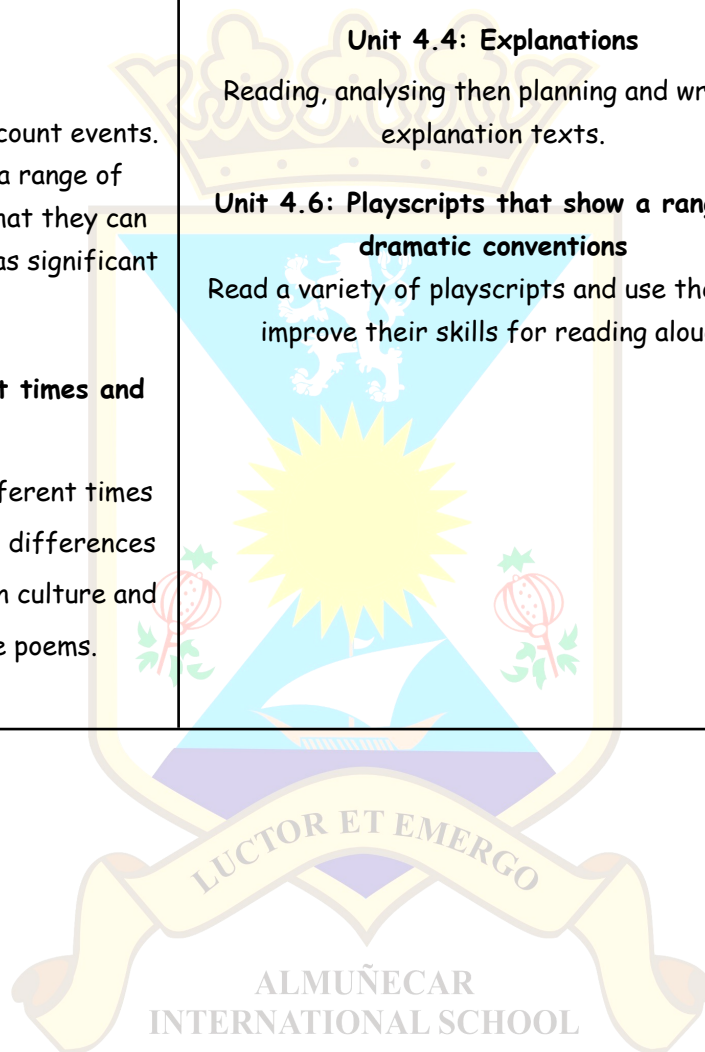
Curriculum

2026-27

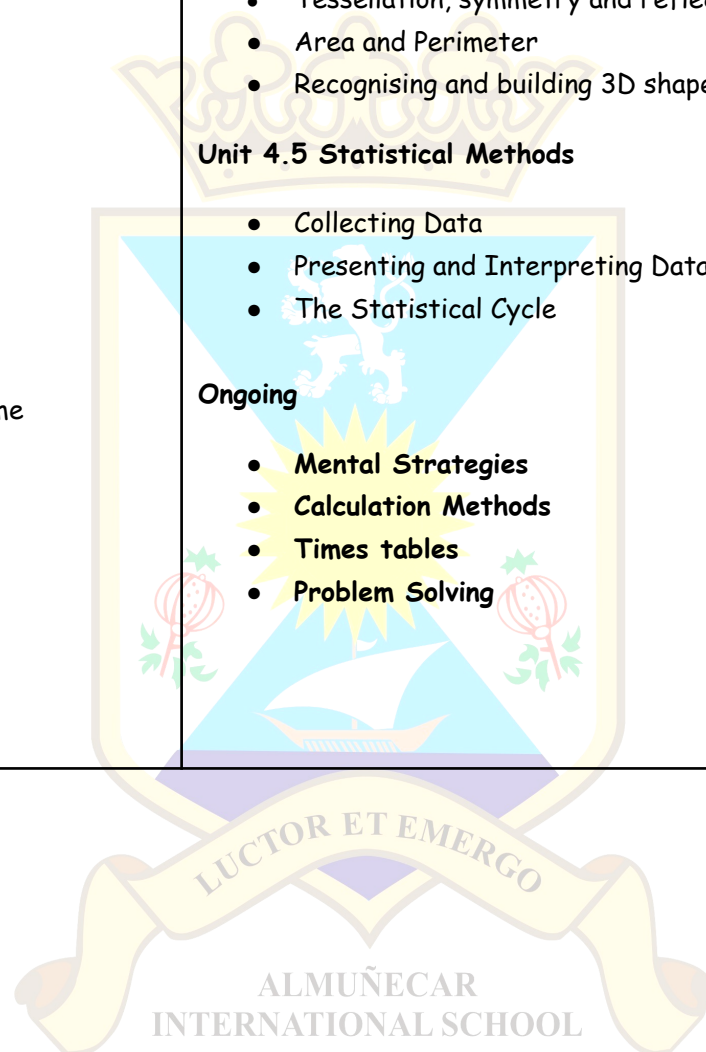
Key Stage 2 - Long Term Plan 2026-27 Year 4 - Miss Drummond

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<u>Cross Curricular topic ></u>	The Stone Age Around the World		Merlin Around the world pt.2		The Romans Musical Express	
<u>Core Texts</u>	 		 Extracts from    		 	
English Language E2L (Cambridge Curriculum)	On-going work in Grammar & Punctuation On-going work in Phonics and Spelling Ongoing work in developing vocabulary Ongoing work in handwriting Ongoing work in reading Ongoing work in speaking and listening					

English (Cambridge Curriculum 2021)	Unit 4.1: Historical fiction Reading, analysing then planning and writing historical fiction. Unit 4.2: Recounts Explore non-fiction texts that recount events. Learners will read and discuss a range of recount texts, and understand that they can be about everyday things as well as significant events. Unit 4.3: Poems from different times and cultures Read and discuss poems from different times and cultures, and comment on the differences and similarities between their own culture and the cultures described in the poems.	Unit 4.5: Fantasy stories Reading, analysing then planning and writing fantasy stories. Unit 4.4: Explanations Reading, analysing then planning and writing explanation texts. Unit 4.6: Playscripts that show a range of dramatic conventions Read a variety of playscripts and use these to improve their skills for reading aloud.	Unit 4.8: Stories about problems and issues Reading, analysing then planning and writing stories that address problems and issues. Unit 4.9: Persuasive Texts Reading, analysing then planning and writing persuasive texts. Unit 4.7: A range of poetry, including free verse, on a common theme. Read and discuss poems that share a common theme. Learners will express their ideas about the type of poetry they like, stating what appeals to them in particular poems with regard to language, features and the images the poem creates.
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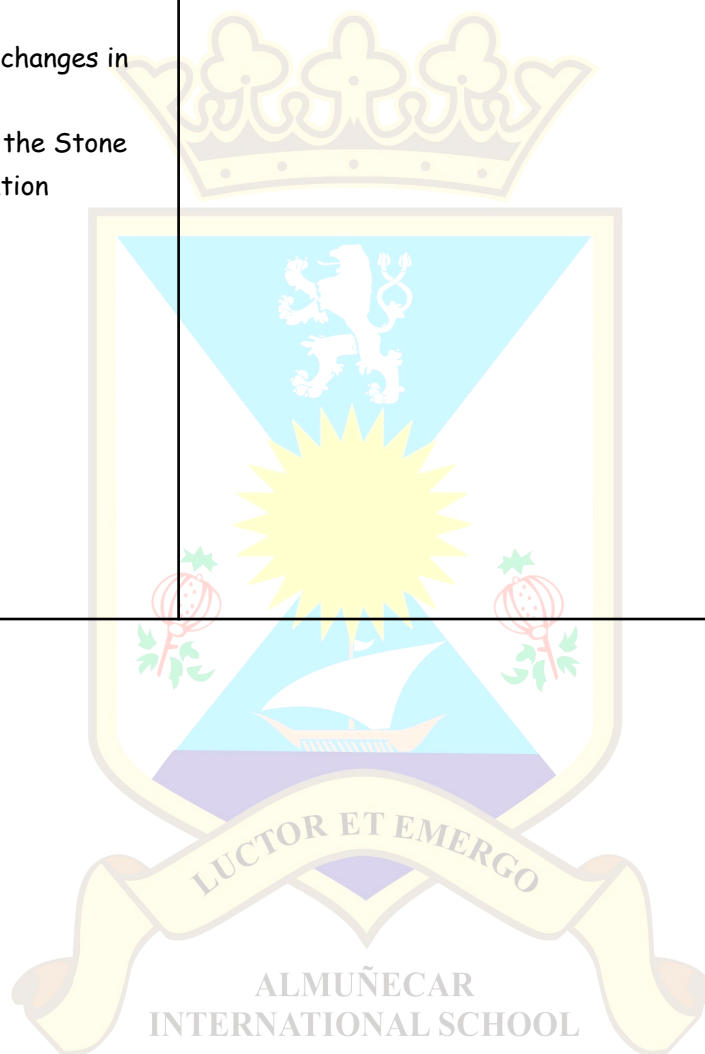


Maths (Cambridge Curriculum 2021)	Unit 4.1 Number • Introducing negative numbers • Patterns and Sequences • Place Value and Rounding • Factors and Multiples Unit 4.4 Calculation • Addition and Subtraction • Multiplication and Division Unit 4.2 Time • Reading and Recording Time • Time Problems Ongoing • Mental Strategies • Calculation Methods • Times tables • Problem Solving	Unit 4.3 2D and 3D Shape • Tessellation, symmetry and reflection • Area and Perimeter • Recognising and building 3D shapes Unit 4.5 Statistical Methods • Collecting Data • Presenting and Interpreting Data • The Statistical Cycle Ongoing • Mental Strategies • Calculation Methods • Times tables • Problem Solving	Unit 4.6 Fractions and Percentages • Understanding Fractions • Calculating with Fractions • Percentages and Equivalence Unit 4.7 Angles, Position and Direction • Angles • Position and Direction Unit 4.8 Probability • Describing Chance • Conducting Experiments Ongoing • Mental Strategies • Calculation Methods • Times tables • Problem Solving
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Science (Cambridge Curriculum 2021)	4.1 Animal Skeletons including humans. Know that humans (and some animals) have bony skeletons inside their bodies. Know how skeletons grow as humans grow, support and protect the body. Know that animals with skeletons have muscles attached to the bones. Know how a muscle has to contract (shorten) to make a bone move and muscles act in pairs.	4.2 On Earth and Beyond Identify and describe Earth's structure and describe the common features of volcanoes and how the movement of the Earth's crust causes earthquakes. Investigate how the spinning of the Earth on its axis causes night and day, the apparent movement of the Sun across the sky and the changes in shadows. Know about the position of the Sun at the centre of the Solar System and the names of the planets and other objects which are found in space (e.g. comets, asteroids).	4.3 Materials: properties and changes Know that matter can be solid, liquid or gas. Explore granular solids which can be difficult to classify because, in some ways, they behave like a liquid. Investigate how materials change when they are heated and cooled. Know that melting is when a solid turns into a liquid and is the reverse of freezing. Observe how water turns into steam when it is heated but on cooling the steam turns back into water.	4.5 Life processes and Ecosystems Identify that different animals and plants are found in different habitats and that the animals and plants are suited to the conditions found there. Use simple identification keys. Develop their use of the words predator, prey, herbivore, carnivore and omnivore. Research the diet of different animals and use their findings to construct food chains. Recognise ways that human activity affects the environment e.g. river pollution, recycling waste.	4.6 Electricity Construct complete circuits using switch, cell (battery), wire and lamps. Explore how an electrical device will not work if there is a break in the circuit. Know that electrical current flows and that models can describe this flow, e.g. particles travelling around a circuit.	4.4 Energy and Light Research what energy is and where it is found. Know that energy cannot be made, lost, used up or destroyed but it can be transferred. Investigate how light travels in straight lines and reflects from surfaces. Investigate how we can see non-luminous objects.
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History National Curriculum (NC)	• Obtaining evidence and examining artefacts and explain how they can be used to provide information about the past. • Placing events, people and changes in chronological order. • Understanding the impact the Stone Age had on modern civilisation		• Creating a timeline of the Roman period. • Conduct research to answer historical questions: select, organise and record source information to present. • Explaining the growth of the Roman Empire. • Comparing the Romans and the Celts. • Explaining the Roman invasion of Britain. • Explaining the Romans' impact. • Know how to use dates and vocabulary relating to the passing of time including ancient and modern, BC, AD, century and decade.
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Geography (NC)	• To locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities. • Discuss the positive and negative impact of human activity on the environment.	• Name and locate the countries of Europe, North and South America, Asia and Africa. • Locate topographical features of Britain, such as rivers, hills, mountains or coasts, describing the impact on the physical and human geography of these places. • Appreciate the geographical similarities and differences between different places and how the physical and human geography of places affect how people live. • Describe how the physical geography of a place has impacted on or changed the physical and/or human features over time. • Explain the impact of climate zones, biomes and vegetation belts on the physical environment.	
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D&T (NC)	Stonehenge Pupils will design and make a model of Stonehenge. They will experiment with using different materials in the making of their model and will evaluate their design so as to improve it. Stone Age jewellery Pupils will design and make stone age jewellery using salt dough to mould and shape beads.	Make a fort or castle Develop joining techniques such as using glue guns, struts and running stitches to strengthen, stiffen and reinforce structures of increasing complexity. Measure, weigh and combine a range of ingredients to cook specific dishes.	Roman weapon and shield Use a variety of materials (e.g. cardboard, paper, scissors, glue and paint) to create a replica weapon and shield.
Art (NC)	Cave painting Pupils will make cave art sketchings as well as experiment with different painting techniques using stencils.	Create magical artwork Explore the work of artists, craftspeople and designers from different times and cultures, making links to their own work. Use close observation skills to draw fine details. Compare ideas, methods and approaches to their own and others' work and say what they think and feel about it. Develop a range of artistic techniques showing an awareness of a specific art genre. Use recycled, natural and man-made materials to create sculptures.	Roman Mosaics Use a variety of techniques (e.g. printing, dyeing, weaving and stitching) to create different textual effects.

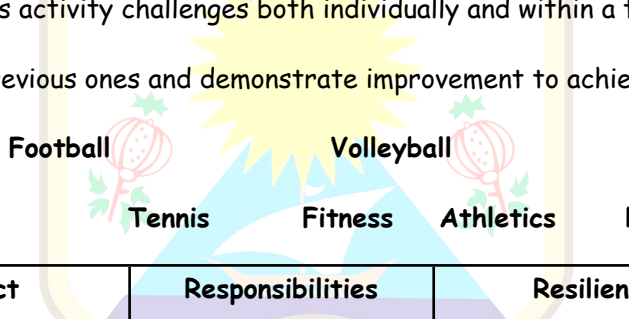
Music (NC)	Beat/Rhythm	Beat/Rhythm	Beat/Rhythm	Beat/Rhythm	Beat/Rhythm	Beat/Rhythm
	Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest Melody Number Concentration (dms) No Robbers (ms) Plainsies Clapsies (ms l) Whoopee Cushion (dmsd') Rocky Mountain (drm sl) Turkey Lurkey (dms) Pass a Beanbag (dms) Bells in the Steeple (dms) Seven Up (drm) Closet Key (drm) Trampin' (drm) Expression	Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes Melody Old Brass Wagon (s,l, drm) Long Legged Sailor (drm) Shake them 'Simmons (s,l, drm) King's Land (drm sl) Expression • dynamics • expressive singing Remember Flanders Children Together Christmas Carols Instruments • Orff	Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes Melody In the Land of Oz (ltd) Double Double (drm sl) Tideo (drm sl) New Shoes (drm sl) Shiny Penny (drm sl) Coy Malindo (drm sl) Expression • Pirate Song (expression) • Got a Hat Hat (tempo review) • Sakura (legato, create movement)	Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes Melody Old Blue (drm s) Rabbits (drm) Find the Basket (drm sl) Swedish March (d msd') Inuit Lullaby (s,l, dr) Expression Expressive singing: • Old Blue (tempo/dynamics) • When You Dream • Wind • Find the Basket (dynamics)	Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature Melody Someone's Tapping (drm sl) Expression • Someone's Tapping - vocal timbre, assess solo • Review Instruments • Orff • Unpitched Someone's Tapping	Prepare, present and practice: • beat • quarter note • eighth notes • ligature • half note • accent • syncopated rhythm • time signature - 3/4 • dotted half note • quarter note rest • sixteenth notes • ligature Melody Someone's Tapping (drm sl) Expression • Someone's Tapping - vocal timbre, assess solo • Review Instruments • Orff • Unpitched Listening/Form/Culture

	• <i>Glad I'm Back</i> (ABA) • <i>Missus Tong</i> (loud-soft, fast-slow, high-low) • <i>Seasons</i> (expression, effect of choices) • <i>Third Base Coach's Dance</i> (tempo) • <i>Closet Key</i> - (dynamics) Instruments • Orff • Unpitched Listening/Form/Culture • cup game for rondo form • <i>I'm Glad I'm Back</i> (ABA) • <i>Indian Summer</i> • <i>Ceremonial Dance</i> Create/Movement • <i>Shake the Papaya</i> - create rondo • <i>Plainsies</i>, create movement	• Unpitched Listening/Form/Culture • <i>Nothing But</i> (Spiritual) • <i>Bonhomme</i> (French) • <i>Caribbean</i> • <i>Nochebuena</i>, Spanish Create/Movement • <i>Old Brass Wagon</i>, movement • <i>Long Legged</i>, create movement • <i>Washboard</i>, create rondo • <i>Shake 'Simmons</i>, create movement Themes • Peace • Dancing Fun! • Holiday Fun	• Donkey Riding (staccato, legato, accent) • <i>Coy Malindo</i> (expression - dynamics) Instruments • Orff • Unpitched Listening/Form/Culture • <i>Shiny Penny</i> • <i>January First</i> (Japan) • <i>Koto</i> (Japan) • <i>Sakura</i> (Japan) • <i>Strauss</i> • <i>Ton moulin</i> (French) • <i>E Papa</i> (Maori) Create/Movement • <i>Love Somebody</i> - create B section • <i>Eating is Fun</i> - create words Themes • Japan • Loggers and Love	Instruments • Orff • Unpitched <i>Be-Believe in You</i> <i>Find the Basket</i> <i>Inuit Lullaby</i> Listening/Form/Culture • <i>Irish Reel</i> • <i>theme and variations</i> • <i>Waltzing (Australian)</i> • <i>Didgeridoo (Australian)</i> • <i>Mexico</i> • <i>Inuit</i> • <i>TingaLayo</i> Create/Movement • <i>Be-Believe in You</i>, create effects • <i>Irish Reel</i>, create movement Themes • Irish Fun • Earth Day • Indigenous	Listening/Form/Culture • <i>Kaaniiskina</i>, (Indigenous) • <i>El Burrito</i> (Spanish) • <i>La Pulga</i> (Spanish) • <i>The Provinces</i> (Spanish) • <i>La Pulga</i> (Spanish) • <i>The Provinces</i> (Canada) Create/Movement • <i>Tinga Layo</i> - rondo, create with u/p Themes • Sing in Spanish	• <i>Kaaniiskina</i>, (Indigenous) • <i>El Burrito</i> (Spanish) • <i>La Pulga</i> (Spanish) • <i>The Provinces</i> (Canada) Create/Movement • <i>Tinga Layo</i> - rondo, create with u/p Themes • Summer Fun
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	• <i>Something</i>, create effects with u/p Themes • Back to School • Let's Sing! • Give Thanks • Spooky Sounds					
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Computing (NC) Switched On Computing Scheme - published by Rising Stars and following EDUU Scheme. The order of delivery may change during the year.	We Are Software Developers (Merlin) Developing a simple educational game In this unit, pupils will learn to: • develop an educational computer game using selection and repetition • understand and use variables • start to debug computer programs • recognise the importance of user interface design, including consideration of input and output. Resources : Scratch, Google Workspace - Classroom, Slides, Mindmapping	We Are Artists (Savage Settlers) Fusing geometry and art In this unit, pupils will learn to: • develop an appreciation of the links between geometry and art • become familiar with the tools and techniques of a vector graphics package • develop an understanding of turtle graphics • experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers • develop some awareness of computer-generated art. Resources : Scratch, Art software, Google Workspace - Classroom, Slides, Draw	We Are Presenters (What Did The Romans Do For Us ?) Videoing a presentation against a green screen In this unit, pupils will learn to: • develop their web-based research skills • structure, prepare and deliver a talk about a given topic or subtopic studied in another curriculum area • record a piece to camera • edit a movie using static images and green screen footage • give constructive, critical feedback on recorded presentations. Resources : Adobe Creative Express, Camera / Tablet, microphone, Google Workspace - Classroom, Slides	We Are Musicians (Musical Express) Creating a piece of music In this unit, pupils will learn to: • create a repeating percussion rhythm • play music using virtual instruments • compose or edit tunes using the piano roll (pitch and duration) tool • perform electronic music using pre-recorded loops, and create their own loops • create a multi-track composition or performance using multiple instruments • give feedback to others on their compositions and performances. Resources: Google Workspace - Classroom, Docs Music site (Garageband / Bandlab), headphones	We Are Meteorologists (Around The World) Presenting the weather In this unit, pupils will learn to: • understand different measurement techniques for weather - both analogue and digital • use computer-based data logging to automate the recording of some weather data • use spreadsheets to create charts • analyse data, explore inconsistencies in data and make predictions • practise using presentation and video software. Resources	We Are Makers (Mountain High River Low) Coding for Microbit In this unit, pupils will learn: • about the input - process - output model of computation • about the inputs and outputs available on a BBC micro:bit • to program using the MakeCode block-based environment • to test and debug programs they write, using an on-screen simulator and the micro:bit • how to convert and transfer a program written on screen to the micro:bit. Resources: Google Workspace - Classroom, Docs Microbit
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					Equipment for measuring weather, Google Workspace - Classroom, Sheets, Slides	
PE (NC)	Throughout Year 4 children are taught to: * use running, jumping, throwing and catching in isolation and in combination * play competitive games, modified where appropriate [for example, badminton, basketball, cricket, football, hockey, netball, rounders and tennis], and apply basic principles suitable for attacking and defending * develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics] * perform dances using a range of movement patterns * take part in outdoor and adventurous activity challenges both individually and within a team * compare their performances with previous ones and demonstrate improvement to achieve their personal best. 					
PSHE (SEAL)	Readiness ☐ Health ☐ Being prepared ☐ Responsiveness ☐ Just Say YES	Respect ☐ Respecting others ☐ Children's rights ☐ British Values ☐ Role Models ☐ Self Awareness ☐ Good Manners	Responsibilities ☐ Responsible citizen ☐ Helping others ☐ E-safety ☐ Personal Safety ☐ Attitude	Resilience ☐ Reflectiveness ☐ Motivation ☐ Risk taking ☐ Critical thinking	Relationships ☐ Feelings ☐ Growing up ☐ Friends and Family ☐ Cooperation ☐ Teamwork	
Throughout the year: Bullying Cultural differences School rules						

Spanish Lengua <i>(Srta. Peral)</i>	1) ¿Te presento a mi amiga? 2) ¿Somos iguales? 3) ¿Me echas una mano? 4) ¿El tiempo está loco?	COMPETENCIA LECTORA: Un gorro colorado. Todo es valioso. El guerrero terrible. El trocito de sol. VOCABULARIO: Las palabras sinónimas. Las palabras antónimas. Las palabras polisémicas. Las palabras colectivas. ORTOGRAFÍA: El sonido K. El sonido G suave. El sonido J. El sonido R fuerte. GRAMÁTICA: La comunicación y el lenguaje. La oración. Sujeto y predicado. Sonidos y letras. La sílaba. Clases de sílabas.	5) ¿Cuidamos a los mayores? 6) ¿Está de moda? 7) ¿Hacemos las paces? 8) ¿Sabemos comprar?	COMPETENCIA LECTORA: Un anciano sabio. El avispon Mobuto salva una vida. La discusión de las jirafas. Un callejón sin salida. VOCABULARIO: Las palabras derivadas. Los aumentativos. Los diminutivos. Las palabras compuestas. ORTOGRAFÍA: Palabras con mb y mp. Palabras terminadas en -y. Palabras terminadas en -z y en -d. Palabras terminadas en -illo o -illa. GRAMÁTICA: El sustantivo. El género en los sustantivos.	9) ¿Qué hay ahí arriba? 10) ¿Cuidamos la naturaleza? 11) ¿Queremos un mundo más justo? 12) ¿Qué quieres ser de mayor?	COMPETENCIA LECTORA: Los conejos y la luna. La leyenda del baobab. El árbol de las hojas mágicas. El hada Esmeralda. VOCABULARIO: Los gentilicios. Las familias de palabras. Las palabras onomatopéyicas. Las frases hechas. ORTOGRAFÍA: Las palabras ha y a. La coma. Los signos de interrogación y exclamación. Los dos puntos. GRAMÁTICA: Los posesivos. El adjetivo. Los pronombres personales. El verbo.
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		LITERATURA: Las canciones de juego. Las retahílas.		El número en los sustantivos. Los artículos y los demostrativos. LITERATURA: Los caligramas. Las nanas.		LITERATURA: Los juegos de palabras. Los poemas narrativos.
Spanish Cultura <i>(Srta. Peral)</i>	1) Descubrimos los paisajes. 2) Necesitamos el agua para vivir.	CONCEPTOS: ¿Cómo es la Tierra? ¿Cómo son los paisajes de montaña? ¿Cómo son los paisajes de llanura? ¿Cómo son los paisajes de costa? Las rocas en los paisajes. Las aguas marinas. ¿Cómo son los ríos? El recorrido de un río. Otras aguas.	3) ¡Qué importante es el aire! 4) Vivimos juntos.	CONCEPTOS: ¿Cómo es la atmósfera? ¿Por qué llueve? ¿Qué tiempo hace? El tiempo de cada estación. ¿Cómo son los pueblos? ¿Cómo son las ciudades? ¿Cómo se gobierna la localidad? ¿Qué servicios nos da el ayuntamiento?	5) ¡Cuántos trabajos diferentes! 6) Muchas cosas nos hablan del pasado.	CONCEPTOS: ¿Cómo se organizan los trabajos? La pesca. ¿Cómo son los trabajos en el campo? ¿Qué es una fábrica? Necesitamos los servicios. ¡Cuánto hemos cambiado! El comienzo de la historia de la localidad. La localidad cambia con el paso del tiempo. Testimonios del pasado en Andalucía.

Opportunities for Possible Visits	Music museum - Malaga Nerja Caves - Nerja	Science Park - Granada Museum of imagination - Malaga Salobreña Castle - Salobreña	Roman aqueduct - Almunecar Huerto Alegre - Granada
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