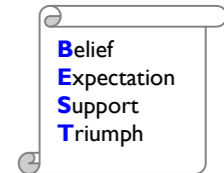




The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

Do your BEST, Be our BEST



Long Term Planning Overview 2025/2026

Please insert the NC or framework objectives which you plan to teach for the term. Please blank out any aspects not part of the topic.

Year: 4

Term: Summer

Teacher: Mr Kelk

Topic title: The Tudors

MAIN DRIVER:	Topic description: This topic we are learning about the Tudors as it was a period of history that helped to shape the Britain we live in today over 500 years later. Although best known for the two most dominant monarchs-Henry VIII (who married 6 times) and his daughter Elizabeth I(who never married), it was the change of religion of most people from Catholic to Protestant that has had the longest-lasting effect.
SUBJECT	NATIONAL CURRICULUM/Framework OBJECTIVES
Geography NC	<p>Look at Gainsborough old hall, where it located, why, where Henry VIII travelled. Local geography links.</p> <p>human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water</p> <p>use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied</p> <p>use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world</p> <p>use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>
History NC	<p>Local study: a depth study linked to one of the British areas of study listed above a study over time tracing how several aspects of national history are reflected in the locality (this can go beyond 1066) a study of an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</p>
Science NC	<p>Living things and their habitats</p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things
DT NC	<p>Electric cars</p> <p>Design</p>

The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

	<p><input type="checkbox"/> use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups</p> <p><input type="checkbox"/> generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design</p> <p>Make</p> <p><input type="checkbox"/> select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately</p> <p><input type="checkbox"/> select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities</p> <p>Evaluate</p> <p><input type="checkbox"/> investigate and analyse a range of existing products</p> <p><input type="checkbox"/> evaluate their ideas and products against their own design criteria and consider the views of others to improve their work</p> <p><input type="checkbox"/> understand how key events and individuals in design and technology have helped shape the world</p>
Art NC	<p>Disciplines:</p> <p>Sculpture, Painting, Drawing, Collage, Sketchbooks</p> <p>Key Concepts:</p> <ul style="list-style-type: none"> • That we can respond to a creative stimulus through lots of different media (paper, pen, paint, modelling materials and fabric) to work towards drawing, painting, collage, and sculpture. • That we can use our knowledge and curiosity of line, shape, colour and form to make playful and inventive art. • That we can make an individual artwork which contributes to a larger shared piece, or we can work on a shared artwork. • That making art can be fun and joyful, and that we can find subject matter which inspires us all and brings us together.
PE NC	<p>Term 3 – Dance</p> <p>Term 4 – Sending and receiving</p>
RE Agreed syllabus	<p>Community Islam</p>
PSHE One decision	<p>Term 5 - Feeling and emotions – Jealousy</p> <p>Term 6 - Computer safety - Online bullying</p>
Computing NC	<p>Term 5 - 4.6 – Animation</p> <p>Term 6 - 4.7 – effective searching</p>
Enrichment Computer science NC	
Music NC	<p>Term 5 - Ancient worlds</p> <p>Term 6 - In the past</p>
MFL NC	<p>Term 5 - What's the time</p> <p>Term 6 - Holidays and hobbies</p>
Enrichment Outdoor	

The Holt Primary School

Headteacher: Mrs Julie Leach B.Ed(Hons) NPQH

learning/well being	
OTHER ASPECTS	ADDITIONAL INFORMATION
Writing Genres	Narrative - <i>Leon and the Place Between</i> Letters - <i>Malada's Magic Pencil</i> Narrative - <i>The Girl who Stole an Elephant</i> Non-Chronological Report – <i>Playtime</i> Poetry - <i>Marshmallow Clouds</i> or <i>Michael Rosen's A-Z</i>
Mathematical links	Mathematical- statistics linked to plastic pollution/percentages/understanding charts and graphs Measuring liquids-link science/geography Understanding measures linked to heights of mountains/depths of the earth's core etc ICT- research/word processing/making power points
Quality Texts	LEON AND THE PLACE BETWEEN The works Maladas magic pencil Marshmallow clouds The girl who stole and elephant Horrible histories Tudors You wouldn't want to be married to Henry VIII Tudor Britain Why did Henry VIII marry six times
Key experiences	School trip to Gainsborough old hall.
Discreet Subjects	Music Art PSHE MFL PE COMPUTING
Linked Subjects	
Enrichment arrangements	