







Summer 2026: Perilous Plague Year 4 Sequential Learning Grid

Text: Children of Winter

Big Question: What impact has the plague had on modern medicine?

	13.04.26	20.04.26 (RJI Y3/4 Eyam)	27.04.26 (Y4 Eyam HJS)	04.05.26 (4 day week)	11.05.26 SATS WEEK	18.05.26 (4 day week)		01.06.26 Eid Celebration	08.06.26	15.06.26 (3/4/5 Assessment week)	22.06.26 (Y3 Rand HJS)	29.06.26	07.07.25
Literacy	Narrative HJS - Grimm & Co Setting description - inside the tailor's house. Using the 5 senses Opening the mystery parcel	Narrative HJS - Grimm & Co Focus on developing the dialogue between 2 characters to move the story on - Hadfield and Viccars? Hot seating ?	Narrative HJS - Grimm & Co Rising action and the realisation that something is wrong.	Information text (non-chronological report)	Information text (non-chronological report) OUTCOME: Information text about The Great Plague	Poetry - Free Verse		Balanced argument isolation to manage spread Incidental: Oral discussion QR code with reflection	Balanced argument Written balanced argument from differing perspectives	Letters/ Recount Linked to Children of Winter	Letters/ Recount Purpose - recount: /inform Out of village	Instructions Recipe for a cure	Instructions Recipe for a cure
Maths	Area	Area	Money	Money	Time	Time		Properties of shape		Position and direction		Statistics	
Science	L.O. - To explain that a source of electricity (mains or battery) is needed for electrical devices to work. SUGGESTED OUTCOME - How would you group these electrical devices based on where the electricity comes from? From SoW - Identify common appliances that run on electricity.		L.O. To explain how electricity sources push electricity round a circuit. L.O. - To explain that more batteries will push the electricity round the circuit faster. SUGGESTED OUTCOME - Photographs/circuit drawings of circuit exploration. From SoW - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.	L.O. To explain that devices work harder when more electricity goes through them. Investigation: number of batteries Focus: Prediction SUGGESTED OUTCOME - prediction of the different brightnesses with different battery numbers.		L.O. To discuss how a complete circuit is needed for electricity to flow and devices to work. L.O. To explain how a simple switch works to allow electricity to stop or flow SUGGESTED OUTCOME -Circuit cards. Reason and explore complete / incomplete circuits. From SoW - Recognise that a switch opens and closes the circuit and associate this with whether a lamp lights in a simple series circuit.		LO: Know the different between a conductor and insulator Suggested outcome - Sorting hoops (short lesson introduction)	L.O. - To discuss that some materials allow electricity to flow easily and these are called conductors and materials that don't allow electricity to flow easily are called insulators. Investigation: Which is the best conductor/ insulator of electricity? SUGGESTED OUTCOME - Prediction, Investigation and Results/Conclusion From SoW - Recognise some common conductors and insulators, and associate metals with being good conductors.			LO: Know how to stay safe when using electricity Suggested outcome - Safety poster From SoW - Safety when using electricity	
ICT USE KAPOW	Internet Safety LO: To explain how to use ICT responsibly, securely and safely. Identify dangers when presented with scenarios, including social networking profiles, etc. Children can articulate examples of 'good' and 'bad' behaviour online. SUGGESTED OUTCOME - response to scenarios discussion	Computer Programming - Computational thinking LO: To break down a complex system or task into its smallest constituent parts. Suggested activity and outcome (unplugged) - Lego building One partner is given an image and must break down instructions for the other to build. Stress that without each step, the build wouldn't work	<u>LO: To explore what decomposition is and how to apply it to solve problems</u>	<u>LO: To understand what pattern recognition and abstraction mean.</u> <u>https://studio.code.org/courses/express-2025/units/1?viewAs=Instructor</u>		<u>LO: To understand how to create an algorithm and what it can be used for.</u>		HTML strand LO: Compare web designs and construction Suggested outcome - both formats side by side to compare Introduce a new career - webpage designer Reflect on google sites from before. Google Sites: Focuses on the Layout (what we see). HTML: Focuses on the Structure (what the computer reads).	LO: Explore and understand the HTML behind web pages. Suggested outcome - Introduce "Tags"—the angle brackets < > that act as instructions. The Activity: * Use the "View Page Source" or "Inspect" tool on a very simple website. Tag Hunt: Students must find the <h1> (Heading 1), <p> (Paragraph), and <body> tags.		LO: Identify and edit HTML tags and text. Suggested outcome: Focus on how text is wrapped in tags. <h1>Hello</h1> makes a big title. <p>This is a story.</p> makes a paragraph.	LO: Recognise that online information may not be true and some sources are more trustworthy than others. Suggested outcome: Show a "modified" version of a school website (edited using the skills from Lesson 2) that says "School is cancelled forever and replaced by a pizza party."	

History	L.O. Use evidence to build up a picture of a past event. SUGGESTED OUTCOME - KWL grid	LO: To build a picture of what life was like in Eyam before the plague. Use pictures and written sources to find out about homes, jobs, and daily life. Identify similarities and differences between life then and now Suggested outcome Annotated village map or "A day in the life of an Eyam child"	LO: To understand what the plague was and how it affected people SUGGESTED OUTCOME - Sorting activity: fact vs belief	Strand 2: Interpreting and Investigating L.O. To choose relevant material to present a picture of one aspect of life in the past. To explain the causes of the Great Plague Select reliable sources of evidence to answer questions about the past. SUGGESTED OUTCOME - See Literacy Outcome	Strand 2: Interpreting and Investigating L.O. To use the library, Internet and other sources confidently for research. To select reliable sources of evidence to answer questions about the past. Locate where the great plague originated from and how it spread SUGGESTED OUTCOME - Map the journey of the plague	Strand 2: Interpreting and Investigating L.O. To select relevant sections of Information. L.O: To select reliable sources of evidence to answer questions about the past. Recognise how plague spread to the village of Eyam SUGGESTED OUTCOME - Drama lesson - Pic Collage & ask me about https://www.bbc.co.uk/teach/school-radio/drama-ks2-eyam-plague-village-the-plague-comes-to-eyam/zikicmn	Strand 3: Knowledge and Understanding LO: To give reasons for the changes in the features of the period studied Identify ways the plague was controlled in Eyam SUGGESTED OUTCOME - Comparison Plague vs COVID control		LO: To use historical places and objects to learn about the plague in Eyam. Suggested activities - Examine sites such as the Eyam Boundary Stone and Riley Graves. Understand how physical evidence helps historians learn about the past.		Strand 2: Interpreting and Investigating L.O. - Choose and use different sources. (textbooks and other historical sources) The key people in the Eyam Plague Window are Reverend William Mompesson and Emmott Syddal and Rowland Torre SUGGESTED OUTCOME - Presentation to the class about one of the key people from the Eyam Window.	
Geog				LO: Locate wider counties and cities of the United Kingdom Link to History Suggested outcome - Map the journey of the Plague from London to Eyam - locating towns and cities between these locations				L.O. To use four-figure grid references to locate and build knowledge of landmarks in the UK (specifically Eyam) Core teaching of how to read OS Maps Using a large-scale OS map of the Peak District on the whiteboard (or via Digimaps), demonstrate how to find the grid square for Eyam village . Identify standard OS symbols for places of worship or historical sites that might be seen in the village SUGGESTED OUTCOME - Sketch map with a 4 figure grid reference overlay				
DT	Appraise LO - To explore and evaluate a range of existing products. SUGGESTED OUTCOME - Research existing products by disassembling examples of electrical games to see how they're made. Use this to inform design ideas and criteria.		Design LO - To design purposeful, functional, appealing products for themselves and other users based on design criteria SUGGESTED OUTCOME - Design criteria (RUBRIC) and design creation. Design of an electrical game which incorporates a simple circuit existing of a bulb, motor or buzzer.			Make LO - To select from and use various tools and equipment to perform practical tasks. LO - To select from and use a wide range of materials and components. SUGGESTED OUTCOME - Make the structure for the electrical game ready for the circuit to be made and inputted.	Make LO- To select from and use various tools and equipment to perform practical tasks. LO -To select from and use a wide range of materials and components. SUGGESTED OUTCOME - Make the structure for the electrical game ready for the circuit to be made and inputted.			Evaluate LO - To evaluate their ideas and products against design criteria. SUGGESTED OUTCOME - Evaluate the electrical game with peer critique.		
Art 	LO: Begin to explore a range of great artists, architects and designers in history. SUGGESTED	LO: Begin to show awareness of representing texture through the choice of marks and lines		LO: Include in their drawing a range of technique and begin to understand why they best suit		LO: Evaluate and reflect upon the final outcome SUGGESTED OUTCOME -		LO: Increase awareness of mono and relief printing. <i>Additional LO: Expand</i>	LO: Create repeating patterns. SUGGESTED OUTCOME - Final piece composition onto newspaper.		LO: Evaluate and reflect upon the final outcome SUGGESTED OUTCOME -	

	<p>OUTCOME - Artist study: Daisy Birch (uses stippling techniques)</p>  <p>https://www.degreear.com/blog/meet-artist-interview-daisy-birch</p>	<p>Use techniques (line, tone) to show representation of movement in figures and form</p> <p>Experiment with different implements to achieve variations in tone and make marks on a range of media.</p> <p>SUGGESTED OUTCOME - Sketchbook skills lesson</p>		<p>Develop drawings featuring intricate patterns and the third dimension and perspective.</p> <p>SUGGESTED OUTCOME - Final outcome</p>		<p>reflection and evaluation</p>		<p><i>experience in 3 colour printing.</i></p> <p>Explore mono and relief printing using styrofoam. Use red, green and white to create roses (Ring a roses)</p> <p>Explore covering parts of the print up and reprinting using different colours</p>  <p>SUGGESTED OUTCOME - Sketchbook relief printing techniques</p>	<p>Print the rose created in previous lesson in a ring on printing newspaper about the plague.</p> 		<p>reflection/ evaluation in sketchbooks</p>		
PE	<p>Swimming</p> <p>Cricket</p>						<p>Swimming</p> <p>Rounders</p>						
Music Charanga scheme		<p>L. O. To place so, mi and la on the stave</p> <p>L.O. To sing songs using do, re and mi</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>Suggested outcome - Introduce the rule for showing la on the stave</p> <p>Sing and play hill n gully rider</p> <p>Recap and play the hot cross buns and cupboard key games from last term</p>	<p>L. O. To place so, mi and la on the stave</p> <p>L.O. To sing songs using do, re and mi</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>Suggested outcome - Pass the ball on the floor stave - have one child each in so, mi and la positions. Pass the ball to the correct pitches on hearing the melody sung</p> <p>Sing and play hill n gully rider and cotton eyed Joe</p> <p>Play cupboard key. Introduce Suogan</p>	<p>L. O. To place so, mi and la on the stave</p> <p>L.O. To sing songs using do, re and mi</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>Suggested outcome - Pass the ball on the floor stave - have one child each in so, mi and la positions. Pass the ball to the correct pitches on hearing the melody sung</p> <p>Sing and play hill n gully rider and cotton eyed Joe</p> <p>Sing Suogan and show shape of melody with people sitting/kneeling/standing</p>	<p>L. O. To place so, mi and la on the stave</p> <p>L.O. To sing songs using do, re and mi</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>Suggested outcome - Complete some songs on the stave, with pitches missing</p> <p>Sing and play seagull sit on the shore, sing London Bridge is falling down</p> <p>Sing Hot cross buns and rain is falling down with a parachute/stretchy band. Then try Suogan</p>	<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To sing songs using do, re and mi</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>Suggested outcome - Sing and play seagull sit on the shore, sing London Bridge is falling down. Begin singing together in groups</p> <p>Sing the three do re mi songs from last week, showing hand signs and humming the "middle" sound. Introduce this sound as re</p>		<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To play do re mi songs on the glockenspiel</p> <p>Suggested outcome - Introducing glockenspiel and how to play it. Play some one-note playalongs</p> <p>Start with HCB on the stave, use it to introduce the mi re and do rules</p> <p>Practise singing Seagull and London Bridge as partner songs in two groups</p>	<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To play do re mi songs on the glockenspiel</p> <p>Suggested outcome - Sing Missa ram goat as a call and response song</p> <p>Show HCB with C on a ledger line.</p> <p>Show how to play these "next door notes" on the glockenspiels and play the song</p>	<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To play do re mi songs on the glockenspiel</p> <p>Suggested outcome - Sing Missa ram goat again. Add a group singing "barba deh ya" as an ostinato.</p> <p>Correct a jumbled version of rain is falling down on the stave, then play this and hot cross buns on glockenspiels</p>	<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To play do re mi songs on the glockenspiel</p> <p>Suggested outcome - Sing and play Alabama girl</p> <p>Play Suogan on the glockenspiel</p>	<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To play do re mi songs on the glockenspiel</p> <p>Suggested outcome - Sing and play Alabama girl. Accompany with a "ti-ti, ti-ti, ta, ta" ostinato. Compare to the rhythm of "ain't I rock candy". Find the word that doesn't match and use a tie to make it longer.</p> <p>Compose own ending to Suogan</p>	<p>L. O. To place do, re and mi on the stave</p> <p>L.O. To perform the "syncopa" rhythm</p> <p>L.O. To play do re mi songs on the glockenspiel</p> <p>Suggested outcome - Sing and play Alabama Girl. Recap the tied rhythm and replace with syncopa. Find the new rhythm in other songs sung this term.</p> <p>Perform own versions of Suogan</p>
MFL	<p>L.O. To develop appropriate pronunciation</p> <p>L.O. To use appropriate vocabulary for animals</p> <p>SUGGESTED OUTCOME - Match animal vocabulary with images of animals</p>	<p>L.O. To write simple French sentences and phrases</p> <p>Focus on description e.g. grand, petit, gentil,</p> <p>SUGGESTED OUTCOME - Sentences describing features of animals</p>		<p>L.O. To apply appropriate pronunciation</p> <p>Pronunciation for pets</p> <p>SUGGESTED OUTCOME - Language nut snap games using pet vocabulary</p>		<p>L.O. To speak in sentences using familiar vocabulary, phrases and basic language structures</p> <p>LO: To apply pronunciation of family members</p> <p>Focus on the correct use of mon, ma, mes</p> <p>SUGGESTED OUTCOME - Video of who is in my family.</p>		<p>LO: To read and write simple phrases</p> <p>L.O. To words and phrases for Family in a simple sentence</p> <p>SUGGESTED OUTCOME - Picture of family with labels</p> <p>J'ai un Soeur (ETC) (link to Pets from summer 1)</p>					
RE	<p>Unit 4.3 Worship, pilgrimage and community: what matters to Hindus and Christians, and to us? How can we make sure everyone belongs?</p>												
		<p>LO: To identify the pieces of the jigsaw of my own and others' lives.</p> <p>SUGGESTED OUTCOME - Jigsaw</p>	<p>LO: To describe examples of how Hindu families enjoy the festival of Raksha Bandhan.</p> <p>What is it like to belong to the Hindu community when it is Raksha Bandhan, the festival for brothers</p>		<p>LO: to understand the importance of Hindu Pilgrimage.</p> <p>Identify two or three places of Hindu pilgrimage and describe what happens there</p> <p>What can we learn</p>	<p>LO: Describe the importance of a shrine in a home or mandir to Hindu people.</p> <p>Investigate why Hindus have sacred spaces at home as well as in the Mandir. What can we learn</p>		<p>LO: To find out about Bethlehem today, as a place of pilgrimage</p> <p>Why do Hindus go on Pilgrimage?</p> <p>SUGGESTED OUTCOME - Story map detailing the pilgrimage journey. Pause button moments for</p>	<p>LO: To make links between stories, religious beliefs, and the practice of worship.</p> <p>How do Christians use music in worship to express a variety of ideas and feelings to God and about God?</p>	<p>LO: To show symbols are used by believers in practice.</p> <p>What have we learnt about symbols of belonging and worship?</p> <p>SUGGESTED OUTCOME - photograph/ illustration</p>	<p>LO: To reflect on the meaning of the symbols.</p> <p>What have we learned about Hindu and Christian worship and community?</p> <p>SUGGESTED OUTCOME -</p>		

			<p>and sisters?</p> <p>SUGGESTED OUTCOME - Create a design of a Rakhi to show belonging to our school.</p> <p>https://www.bbc.co.uk/programmes/p02n5vs9</p>		<p>about Hindu pilgrimage and journeys? Varanasi, Hardwar and the River Ganges</p> <p>SUGGESTED OUTCOME - Diary about a Hindu pilgrims visit.</p> <p>https://www.bbc.co.uk/newsround/21014722</p> <p>https://www.bbc.co.uk/teach/class-clips-video/a-hindu-pilgrimage/z4ghf4j</p>	<p>from this?</p> <p>SUGGESTED OUTCOME - Photos side by side - a place of worship in the home and the Mandir. Similarities /differences</p>		<p>additional information</p>	<p>SUGGESTED OUTCOME - Artwork/music responses</p>	<p>of own symbol incl. reflection explanation</p>	<p>Mindmap.</p>	
<p>PSHE/ RHE</p>		<p>LO: To recognise that stereotypes can relate to a number of factors.</p> <p>Stereotypes - Disability (KAPOW L6)</p> <p>Suggested outcome - The impact of assumptions Video? Class presentation?</p>		<p>LO: To explore how we can help following a bereavement.</p> <p>Change and loss (KAPOW L8)</p>						<p>LO: To recognise that change is part of growing up.</p> <p>Growing up (KAPOW L6)</p> <p>Suggested outcome - Me as an adult - collage/ mindmap</p> <ul style="list-style-type: none"> • Future gazing • Physical changes • Emotional changes • Life changes 	<p>LO: To recognise the physical differences between children and adults.</p> <p>Introducing puberty (KAPOW L7)</p> <p>Suggested outcome - exploring Emotional changes such as a change in feelings, confidence, opinions, wants and/or needs. Physical changes such as a change in hair colour, strength or height.</p> <p>Mindmap Class discussion on large paper (piccollage and ask me about...)</p>	
<p>Number of foundation subject sessions:</p>	<p>6</p>	<p>7</p>	<p>6</p>	<p>6</p>	<p>6</p>	<p>6</p>	<p>6</p>	<p>6</p>	<p>6</p>	<p>5</p>	<p>5</p>	<p>4</p>