

## Autumn Term : Year 4 2025-2026

| Autumn 1 <sup>st</sup> half  |                                                                                                                                                                                                                                                                                                                                                                                                                          |        |        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |        | Autumn 2 <sup>nd</sup> half                                                                                                                                                                                                                                                                                                     |                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |         |
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|                              | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                   | Week 2 | Week 3 | Week 4                                                                                                                                                                                                                                                                                          | Week 5                                                                                                                                                                                                                                                                                 | Week 6 | Week 7                                                                                                                                                                                                                                                                                                                          | Week 8                                                                              | Week 9                                                                                                                                                                                                                                                                                                                                    | Week 10                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | Week 11       | Week 12 |
| English                      | Text: Small in the City by Sydney Smith<br>Writing outcomes: Text, free verse poem, descriptive lost poster, narrative<br>Grammar: Noun phrases, paragraphs and conjunctions<br>Spelling: Words ending ‘sure’, words from statutory spelling list                                                                                                                                                                        |        |        | Text: Escape from Pompeii by Christina Balit<br>Writing outcomes: Setting and character descriptions, recounts, own narrative<br>Grammar: noun phrases, articles and determiners, using dialogue<br>Spelling: Suffixes from year 2, prefixes un and dis and words from the statutory word list. |                                                                                                                                                                                                                                                                                        |        | Text: The Wolves in the Walls by Neil Gaiman<br>Writing outcomes: Persuasive letter, diary entry, narrative<br>Grammar: Subordinating conjunctions, noun phrases, fronted adverbials and direct speech<br>Spelling: Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’, words from statutory and personal word lists                        |                                                                                     |                                                                                                                                                                                                                                                                                                                                           | Text: Ice Palace by Robert Swindells<br>Writing outcomes: Letter of explanation, explanation text, diary entry<br>Grammar: Noun phrases, coordinating conjunctions and subordinating conjunctions, pronouns<br>Spelling: Words with the /ei/ sound spelt i’, ‘eigh’ or ‘ey’. Words with the //j/ sound spelt ‘ch’ and the /ʌ/ sound spelt ‘ou’, words from statutory and personal spelling lists and adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) |               |         |
| Guided Reading               | I was There: Boudica’s Army by Hilary Mckay                                                                                                                                                                                                                                                                                                                                                                              |        |        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |        | Fierce, Fearless and Free by Lari Don                                                                                                                                                                                                                                                                                           |                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |         |
| Maths<br>(White Rose Scheme) | Number: Place Value<br>Represent and partition numbers to 1,000<br>Number line to 1,000<br>Thousands<br>Represent and partition numbers to 10,000 (with flexible partitioning)<br>Find 1, 10, 100 and 1,000 more or less<br>Use a number line and estimate to 10,000<br>Compare and order numbers to 10,000<br>Roman numerals<br>Round to the nearest 10, 100 and 1,000                                                  |        |        |                                                                                                                                                                                                                                                                                                 | Number: Addition and Subtraction<br>Add and subtract 1s, 10s, 100s and 1,000s<br>Add up to two 4-digit numbers – no exchange<br>Add two 4-digit numbers (one exchange and more than one change)<br>Subtract two 4-digit numbers (no exchange, one exchange and more than one exchange) |        | Number: Addition and subtraction<br>Efficient subtraction<br>Estimate answers<br>Checking strategies                                                                                                                                                                                                                            | Measurement: Area<br>What is area?<br>Count squares<br>Make shapes<br>Compare areas | Number: Multiplication and Division A<br>Multiples of 3<br>Multiply and divide by 6 and 9<br>The 6 and 9 times tables and division facts<br>Multiply and divide by 7<br>7 times-tables and division facts<br>11 and 12 times-table and division facts<br>Multiply by 1 and 0<br>Divide a number by 1 and itself<br>Multiply three numbers |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Consolidation |         |
| Science                      | States of Matter<br>Compare and group materials together, according to whether they are solids, liquids or gases<br>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)<br>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature |        |        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |        |                                                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |         |
| History / Geography          | History: What impact did the Romans have on Britain?                                                                                                                                                                                                                                                                                                                                                                     |        |        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |        | Geography: How and why is my local environment changing?                                                                                                                                                                                                                                                                        |                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |         |
| Computing                    | Computing Systems and Networks – The Internet<br>Apply knowledge and understanding of networks, to appreciate the internet as a network of networks.<br>Learn that the World Wide Web is part of the internet, who owns content and what they can access, add, and create.<br>Evaluate online content to decide how honest, accurate, or reliable it is                                                                  |        |        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |        | Creating Media – Audio Editing<br>Examine devices capable of recording digital audio.<br>Discuss the ownership of digital audio and copyright.<br>Use Audacity to produce a podcast, editing their work, adding multiple tracks, and opening and saving the audio files.<br>Evaluate their work and give feedback to their peer |                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |         |
| Religion and Worldviews      | Are all religions equal?                                                                                                                                                                                                                                                                                                                                                                                                 |        |        |                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                        |        | How can books also be teachers?                                                                                                                                                                                                                                                                                                 |                                                                                     |                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |               |         |

# Year 4 Curriculum Overview 2025-2026

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| PSHE                      | Safety Circles & Internet Safety activities<br><br><b>Rights, Rules &amp; Responsibilities</b><br>Citizenship:<br><ul style="list-style-type: none"> <li>• Respect and authority</li> <li>• Rules and conventions at school and home</li> </ul>                                                                                                                                                                                                                                       |                                          | Anti-bullying week activities.<br><br><b>Anti-bullying</b><br>Myself and My Relationships:<br><ul style="list-style-type: none"> <li>• Defining and understanding what bullying is</li> <li>• Building positive and safe relationships</li> </ul> <b>Diversity and Communities</b><br>Citizenship:<br><ul style="list-style-type: none"> <li>• Personal and family identities</li> <li>• Understanding communities</li> </ul>                                                                                                                                                                  |                                                                                          |
| E-Safety (Project Evolve) | <b>Privacy and Security</b><br>Describe strategies for keeping personal information private, depending on context.<br>Explain that internet use is never fully private and is monitored, e.g. adult supervision.<br>Describe how some online services may seek consent to store information about me<br>Know how to respond appropriately and who I can ask if I am not sure<br>Know what the digital age of consent is and the impact this has on online services asking for consent |                                          | <b>Online Reputation</b><br>Describe how to find out information about others by searching online.<br>Explain ways that some of the information about anyone online could have been created, copied or shared by others.<br><b>Online Bullying</b><br>Recognise when someone is upset, hurt or angry online<br>Describe ways people can be bullied through a range of media (e.g. image, video, text, chat).<br>Explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how others feel about them (their reputation) |                                                                                          |
| Art / DT                  | <b>Art: Sculpture inspired by Alexander Calder</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                          | <b>DT: Cooking and nutrition: Making soup</b> (Solids, Liquids and Gases)<br><b>Art: Sketching Skills (Y4.1)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                          |
| French                    | <b>Rigolo 1 - Unit 7 – Encore!</b><br>Describe people / Describe someone's nationality / Use a range of adjectives.                                                                                                                                                                                                                                                                                                                                                                   |                                          | <b>Rigolo 1 - Unit 8 – Quelle heure est-il?</b><br>Use present tense verbs to describe activities / Express the time / Talk about what time you do activities.                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                          |
| PE (indoor)               | <b>Gym – Principles of Balance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                          | <b>Gym – Principles of Balance</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Dance – Cold Places</b>                                                               |
| PE: Swimming lessons      | <b>Swimming</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          | <b>Swimming</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Swimming</b>                                                                          |
| Music                     | <i>Poetry</i><br><i>Musical Focus: Performance</i>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <i>Recorder Magic Stage 3 (revision)</i> | <i>Environment</i><br><i>Musical Focus: Composition</i><br><br><i>Recorder Magic Stage 4</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <i>Sounds</i><br><i>Musical Focus: Exploring Sounds</i><br><i>Recorder Magic Stage 4</i> |
| Visits/experiences        | <b>Visit to Colchester Castle: The Romans</b>                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                          | <b>Author Visit</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                                                                          |

# Spring Term : Year 4 2025/26

| Spring 1 <sup>st</sup> half |                                                                                                                                                                                                                                                                                                                                                                                                                |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                    | Spring 2 <sup>nd</sup> half                                                                                                                                                                                                                                                                                                                                                                                                                                               |        |        |                                                                                                                                                                                                                                                                                                                                                                                            |         |         |
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|                             | Week 1                                                                                                                                                                                                                                                                                                                                                                                                         | Week 2 | Week 3 | Week 4                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Week 5                                            | Week 6                                                                                                                             | Week 7                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Week 8 | Week 9 | Week 10                                                                                                                                                                                                                                                                                                                                                                                    | Week 11 | Week 12 |
| English                     | <b>Text: Egyptian Cinderella by Shirley Climo</b><br><b>Writing outcomes:</b> Diary writing and narrative<br><b>Grammar:</b> Noun phrases and conjunctions<br><b>Spelling:</b> The /g/ sound spelt ‘gu’, words with endings like /tʃə/ spelt ‘-ture’                                                                                                                                                           |        |        | <b>Text: The Story of Tutankhamun by Patricia Cleveland-Peck</b><br><b>Writing outcomes:</b> Diary, instructions, non-chronological reports<br><b>Grammar:</b> Conjunctions, apostrophes, fronted adverbials<br><b>Spellings:</b> Homophones and personal spellings                                                                                                                                                                                           |                                                   |                                                                                                                                    | <b>Text: Mufaro’s Beautiful Daughters by John Steptoe</b><br><b>Writing outcomes:</b> Thought bubble (monologue), setting description, diary entry<br><b>Grammar:</b> Co-ordinating conjunctions, direct speech, subordinating conjunctions<br><b>Spelling:</b> Strategies at the point of writing, Prefixes ‘anti-’ and ‘inter-’, Strategies for learning words: selected words from statutory and personal spelling lists                                               |        |        | <b>Text: Sensational! poems about the senses selected by Roger McGough</b><br><b>Writing outcomes:</b> A range of poems based on the senses<br><b>Grammar:</b> Word classes and language features revision<br><b>Spelling:</b> Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’, Strategies for learning words: words from statutory and personal spelling lists |         |         |
| Guided Reading              | See Inside Ancient Egypt by Rob Lloyd Jones                                                                                                                                                                                                                                                                                                                                                                    |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               | From a Railway Carriage by Robert Louis Stevenson |                                                                                                                                    | A Dollop of Ghee and a Pot of Wisdom by Chitra Soundar                                                                                                                                                                                                                                                                                                                                                                                                                    |        |        |                                                                                                                                                                                                                                                                                                                                                                                            |         |         |
| Maths (White Rose Scheme)   | <b>Number: Multiplication and Division B</b><br>Introducing factor pairs and using them<br>Multiply by 10 and 100<br>Divide by 10 and 100<br>Related facts – multiplication and division<br>Informal methods for multiplication<br>Multiply a 2-digit and 3-digit number by a 1-digit number<br>Divide a 2-digit and 3-digit number by a 1-digit number<br>Correspondence problems<br>Efficient multiplication |        |        | <b>Measurement: Length and Perimeter</b><br>Measure in kilometres and metres<br>Equivalent lengths (km and m)<br>Perimeter on a grid, of a rectangle and rectilinear shapes<br>Find missing lengths and calculate the perimeter of rectilinear shapes<br>Perimeter of regular polygons<br>Perimeter of polygons                                                                                                                                               |                                                   | <b>Number: Fractions</b><br>Understand the whole<br>Count beyond 1<br>Partition a mixed number<br>Numbers lines with mixed numbers | <b>Number: Fractions</b><br>Compare and order mixed numbers<br>Understand improper fractions<br>Convert mixed numbers to improper fractions<br>Convert improper fractions to mixed numbers<br>Find equivalent fractions on a number line<br>Equivalent fraction families<br>Add fractions, two or more fractions and mixed numbers<br>Subtract two fractions, fractions from whole amounts and mixed numbers                                                              |        |        | <b>Number: Decimals</b><br>Tenths as fractions and decimals<br>Tenths on a place value chart and on a number line<br>Divide a 1-digit and 2-digit number by 10<br>Hundredths as fractions and decimals<br>Hundredths on a place value chart<br>Divide a 1-digit or 2-digit number by 100                                                                                                   |         |         |
| Science                     | <b>Animals, including humans</b> (Continued)<br>Describe the simple functions of the basic parts of the digestive system in humans<br>Identify the different types of teeth in humans and their simple functions<br>Construct and interpret a variety of food chains, identifying producers, predators and prey                                                                                                |        |        | <b>Sound</b><br>Identify how sounds are made, associating some of them with something vibrating<br>Recognise that vibrations from sounds travel through a medium to the ear<br>Find patterns between the pitch of a sound and features of the object that produced it<br>Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>Recognise that sounds get fainter as the distance from the sound source increases |                                                   |                                                                                                                                    | <b>Sound</b> (Continued)<br>Identify how sounds are made, associating some of them with something vibrating<br>Recognise that vibrations from sounds travel through a medium to the ear<br>Find patterns between the pitch of a sound and features of the object that produced it<br>Find patterns between the volume of a sound and the strength of the vibrations that produced it<br>Recognise that sounds get fainter as the distance from the sound source increases |        |        |                                                                                                                                                                                                                                                                                                                                                                                            |         |         |
| History / Geography         | History: What was the civilisation of Ancient Egypt like? How did it compare to other ancient civilisations?                                                                                                                                                                                                                                                                                                   |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                    | Geography: Why do some earthquakes cause more damage than others?                                                                                                                                                                                                                                                                                                                                                                                                         |        |        |                                                                                                                                                                                                                                                                                                                                                                                            |         |         |
| Computing                   | Programming A – Repetition in Shapes<br>Create programs by planning, modifying, and testing commands to create shapes and patterns.<br>Use Logo, a text-based programming language, to look at repetition and loops in programming.                                                                                                                                                                            |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                    | Data and Information – Data Logging<br>Consider how and why data is collected over time.<br>Consider how computers can use special input devices called sensors to monitor the environment.<br>Collect data as well as access data captured over long periods of time, looking at data points, data sets, and logging intervals.<br>Review and analyse data. Pose questions and use data loggers to automatically collect the data needed to answer those questions       |        |        |                                                                                                                                                                                                                                                                                                                                                                                            |         |         |
| Religion and Worldviews     | Just how important are our beliefs?                                                                                                                                                                                                                                                                                                                                                                            |        |        |                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                   |                                                                                                                                    | Who was Jesus?                                                                                                                                                                                                                                                                                                                                                                                                                                                            |        |        |                                                                                                                                                                                                                                                                                                                                                                                            |         |         |

# Year 4 Curriculum Overview 2025-2026

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| PSHE                         | <b>Financial Capability</b><br>Economic wellbeing: <ul style="list-style-type: none"> <li>Ways to earn and spend money</li> <li>Impact of choices</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                |                        | <b>Drug Education</b><br>Healthy and Safer Lifestyles: <ul style="list-style-type: none"> <li>Medical and legal drugs</li> <li>Safety rules and risky items</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                        |
| E-Safety<br>(Project Evolve) | <b>Online Relationships</b><br>Describe strategies for safe and fun experiences in a range of online social environments (e.g. livestreaming, gaming platforms)<br>Give examples of how to be respectful to others online and describe how to recognise healthy and unhealthy online behaviours.<br>Explain how content shared online may feel unimportant to one person but may be important to other people's thoughts feelings and beliefs.<br><b>Self-image and identify</b><br>Explain how my online identity can be different to my offline identity. |                        | <b>Self-image and identify</b><br>Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them.<br>Explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this.<br><b>Health, wellbeing and lifestyles</b><br>Explain how using technology can be a distraction from other things, in both a positive and negative way.<br>Identify times or situations when someone may need to limit the amount of time they use technology e.g. I can suggest strategies to help with limiting this time. |                        |
| Art/DT                       | <b>DT: Mechanical systems (linkages and levers): Pop-up book pages (Egyptians)</b><br><b>Art: Sketching Skills (Y4.2)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                   |                        | <b>Art: Drawing with scissors inspired by Matisse</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                        |
| French                       | <b>Rigolo 1 - Unit 9 – Les fêtes</b><br>Talk about festivals and dates / Count from 31-60 / Give and understand instructions.                                                                                                                                                                                                                                                                                                                                                                                                                               |                        | <b>Rigolo 1 - Unit 10 – Où vas-tu?</b><br>Recognise French cities / Ask and answer where you are going / Give and understand basic directions / Describe the weather                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                        |
| PE (indoor)                  | Gym – Rotation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        | Dance: Rugby and the Haka                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                        |
| PE: Swimming                 | Swimming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                        | Swimming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                        |
| Music                        | Class Choir – learning songs for production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Recorder Magic Stage 5 | Class Choir – learning songs for production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | Recorder Magic Stage 5 |
| Visits/experiences           | Visit to Fitzwilliam Museum - Ancient Egyptians                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                        | Year 3/4 production                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                        |

## Summer Term : Year 4 2025/26

| Summer 1 <sup>st</sup> half  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |        | Summer 2 <sup>nd</sup> half                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |         |
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|                              | Week 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Week 2 | Week 3                                                                                                                                                                                    | Week 4                                                                                                                                                                                                                                                                                     | Week 5                                                                                                                                                                        | Week 6 | Week 7                                                                                                                                                                                                                                                                                                                                                                                      | Week 8                                                                                                                                                                                    | Week 9 | Week 10                                                                                                                                                                                                                                                                                                                              | Week 11                                                                                                                                                                         | Week 12 |
| English                      | <b>Text: The King Who Banned the Dark by Emily Haworth-Booth</b><br><b>Writing Outcomes:</b> letter of advice, persuasive letters, persuasive posters and adverts, persuasive leaflets.<br><b>Grammar:</b> Plural and possessive s, sentence types, conjunctions for subordination<br><b>Spelling:</b> Words with the /s/ sound spelt ‘sc’ (Latin in origin): Endings that sound like/ʒən/ spelt ‘sion’, words from statutory and personal spelling lists                                                                                                                                                           |        |                                                                                                                                                                                           | <b>Text: Fox by Margaret Wild</b><br><b>Writing Outcomes:</b> description, thought bubble, narrative (sequel)<br><b>Grammar:</b> Noun phrases, plural and possessive s, pronouns, direct speech, fronted adverbials<br><b>Spelling:</b> Apostrophes, homophones, words from statutory list |                                                                                                                                                                               |        | <b>Text: The Lost Word by Robert McFarlane and Jackie Morris</b><br><b>Writing Outcomes:</b> Poems, descriptions, acrostic poem<br><b>Grammar:</b> word classes, fronted adverbials, nouns and verbs<br><b>Spelling:</b> Suffix ‘-ous’, Prefixes, Strategies for learning words.                                                                                                            |                                                                                                                                                                                           |        | <b>Text: The Barnabus Project by The Fan Brothers</b><br><b>Writing Outcomes:</b> Non-chronological reports, persuasive adverts, newspaper report<br><b>Grammar:</b> Conjunctions, paragraphs, noun phrases, direct speech<br><b>Spelling:</b> Suffix ‘ly’ added to words ending in ‘y’, ‘le’ and ‘ic’, revision of this terms work. |                                                                                                                                                                                 |         |
| Guided Reading               | I Ate Sunshine for Breakfast by Michael Holland                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |        |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |        | Old Possum’s Book of Curious Cats by TS Elliot                                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |         |
| Maths<br>(White Rose Scheme) | <b>Number: Decimals B</b><br>Make a whole with tenths and hundredths<br>Partition decimals (flexibly)<br>Compare and order decimals<br>Round to the nearest whole number<br>Halves and quarters as decimals                                                                                                                                                                                                                                                                                                                                                                                                         |        | <b>Measurement: Money</b><br>Write money using decimals<br>Convert between pounds and pence<br>Compare amounts of money<br>Estimate and calculate with money<br>Solve problems with money |                                                                                                                                                                                                                                                                                            | <b>Measurement: Time</b><br>Years, months, weeks and days<br>Hours minutes and seconds<br>Convert between analogue and digital times<br>Convert to and from the 24 hour clock |        | <b>Consolidation activities</b>                                                                                                                                                                                                                                                                                                                                                             | <b>Geometry: Shape</b><br>Understand angles as turns<br>Identify, compare and order angles<br>Triangles<br>Quadrilaterals<br>Polygons<br>Lines of symmetry<br>Complete a symmetric figure |        | <b>Statistics</b><br>Interpret charts<br>Comparison, sum and difference<br>Interpret and draw line graphs                                                                                                                                                                                                                            | <b>Geometry: Position and direction</b><br>Describe position using coordinates<br>Plot coordinates<br>Draw 2D shapes on a grid<br>Translate and describe translations on a grid |         |
| Science                      | <b>Electricity</b><br>Identify common appliances that run on electricity<br>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers<br>Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery<br>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit<br>Recognise some common conductors and insulators, and associate metals with being good conductors |        |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |        | <b>Living Things and their habitats</b><br>Recognise that living things can be grouped in a variety of ways<br>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment<br>Recognise that environments can change and that this can sometimes pose dangers to living things                                     |                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |         |
| History / Geography          | History: How has the role of the monarch changed since Tudor times? (Thematic)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |        |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |        | Geography: Why are jungles so wet and deserts so dry?                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |         |
| Computing                    | <b>Creating Media – Photo Editing</b><br>Develop understanding of how digital images can be changed and edited, and how they can then be resaved and reused.<br>Consider the impact that editing images can have, and evaluate the effectiveness of their choices.                                                                                                                                                                                                                                                                                                                                                  |        |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |        | <b>Programming B – Repetition in Games</b><br>Explore the concept of repetition in programming using the Scratch environment.<br>Look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition.<br>Design and create a game which uses repetition, applying stages of programming design throughout. |                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |         |
| Religion and Worldviews      | Why is the Bible the best-selling book of all time?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |        |                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                            |                                                                                                                                                                               |        | Does the language of scripture matter?                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                           |        |                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                 |         |

# Year 4 Curriculum Overview 2025-2026

|                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                             |                                        |
|------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------|----------------------------------------|
| PSHE                         | <b>Personal Safety</b><br>Healthy and Safer Lifestyles: <ul style="list-style-type: none"> <li>• Feeling safe and sharing worries</li> <li>• Bodily autonomy</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                          | <b>Managing Change</b><br>Myself and My Relationships: <ul style="list-style-type: none"> <li>• Changes now and in the future</li> <li>• Emotions linked to loss and change</li> </ul> <b>Relationships and Sex Education</b><br>Healthy and Safer Lifestyles: <ul style="list-style-type: none"> <li>• Being grown up</li> <li>• Caring families</li> </ul>                                                                                                                                                                           |                                             |                                        |
| E-Safety<br>(Project Evolve) | <b>Managing Online Information</b><br>Analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content and that my decisions are respected by others.<br>Describe how to search for information within a wide group of technologies and make a judgement about the probable accuracy (e.g. social media, image sites, video sites).<br>Describe some of the methods used to encourage people to buy things online (e.g. advertising offers; in-app purchases, pop-ups) and can recognise some of these when they appear online. |                                          | <b>Managing Online Information</b><br>Explain why lots of people sharing the same opinions or beliefs online do not make those opinions or beliefs true.<br>Explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be<br>Explain what is meant by fake news e.g. why some people will create stories or alter photographs and put them online to pretend something is true when it isn't.<br><b>Recap elements of E-safety based on need.</b> |                                             |                                        |
| Art / DT                     | <b>DT: Electrical systems: Buzzer games</b> (Electricity)<br><b>Art: Sketching Skills (Y4.3)</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                          | <b>Art: Flower paintings inspired by Georgia O'Keefe</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                             |                                        |
| French                       | <b>Rigolo 1 - Unit 11 – On mange!</b><br>Identify food items / Ask what someone wants/say what you want / Ask/say how much something costs / Talk about activities at a party / Give opinions about activities and food.                                                                                                                                                                                                                                                                                                                                                                                       |                                          | <b>Rigolo 1 - Unit 12 – Le cirque</b><br>Give the names of some French-speaking countries / Discuss the languages we speak / Identify items of clothing / Use colour adjectives to describe clothing.                                                                                                                                                                                                                                                                                                                                  |                                             |                                        |
| PE (indoor)                  | OAA- Co-operation, Communication and Consideration                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                          | OAA- Co-operation, communication and Consideration<br>Athletics and sports day practise                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                             |                                        |
| PE: Swimming                 | Swimming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                          | Swimming                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                             | Water safety Refresher (2 lessons)     |
| Music                        | Building<br>Musical Focus: Beat                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Around the World<br>Musical Focus: Pitch | Ancient Worlds<br>Musical Focus: Structure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Communication<br>Musical Focus: composition | In the past<br>Musical Focus: notation |
| Visits/experiences           | Visit to Wicken Fen                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                                          | Hatching butterflies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                             |                                        |