


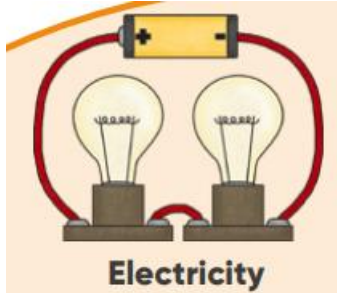
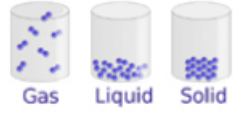
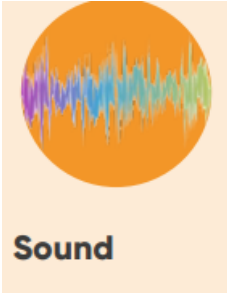

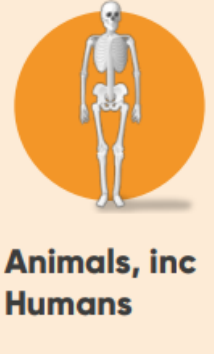










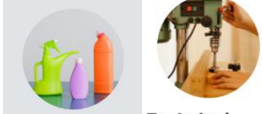

# Curriculum 2025/2026 – Year 4



	Autumn 1- Taking courage	Autumn 2- Darkness and light	Spring 1- Window to the world
<b>Writing</b> 	<b>Writing Root/Spelling Seed Text</b> The Baker by the Sea By Paula White Shackleton's Journey By William Grill The Lion and the Unicorn By Shirley Hughes The Matchbox Diary By Paul Fleischman	<b>Writing Root/Spelling Seed Text</b> Frindleswyde By Natalia O'Hara and Lauren O'Hara Winter's Child By Angela McAllister & Grahame Baker-Smith The Crown By Emily Kapff The Selfish Giant By Oscar Wilde	<b>Writing Root/Spelling Seed Text</b> Pride, The Story of Harvey Milk and the Rainbow Flag By Rob Sanders and Steven Salerno Granny Came Here on the Empire Windrush By Patrice Lawrence Jabberwocky By Lewis Carroll
	<b>Length</b> 15 Sessions, 3 Weeks    15 Sessions, 3 Weeks    18 Sessions, 3 Weeks    15 Sessions, 3 Weeks	<b>Length</b> 16 Sessions, 3 Weeks    15 Sessions, 3 Weeks    15 Sessions, 3 Weeks    15 Sessions, 3 Weeks	<b>Length</b> 10 Sessions, 2 Weeks    15 Sessions, 3 Weeks    10 Sessions, 2 Weeks
<b>Reading</b> 	<b>Outcomes</b> Tourist brochure Job applications, advertisements, setting descriptions, letter in role Newspaper report Packing lists (justifications), letters (formal and informal), setting descriptions, interviews, diaries, dialogue Own version historical narrative Letters, diary entries, character and setting descriptions, non-chronological reports Biography Dialogue, diary entry, re-telling (oral dictation), mini-autobiography, fact-file	<b>Outcomes</b> Narrative sequel Letters, voting slips, dialogue, poetry, birds-eye view descriptions, persuasive speeches Fantasy story sequel Descriptive poems, postcards (recount), dialogue, setting descriptions as a letter, retellings Information text for a 'Book of Wonders' Descriptive labels, diary entry in role, descriptive poems, 'good news' posters Own version narrative about kindness Letters, first person recount, diaries, letters, posters, reports	<b>Outcomes</b> Biography of Harvey Milk Thought bubbles, speech, simple leaflet Factual report on the Windrush Generation Informal letters, factual statements, future aspirations, postcard, diary entry, a speech, quotations Nonsense poem Performance poetry, explanatory descriptions
	<b>Reading Leaf Text</b> The Poet's Dog By Patricia MacLachlan Zombierella: Fairytale Gone Bad By Joseph Coelho The Lion, the Witch and the Wardrobe By C.S. Lewis	<b>Reading Leaf Text</b> The Firework Maker's Daughter By Phillip Pullman How Does a Lighthouse Work? By Roman Belyaev Poems from a Green and Blue Planet By Sabrina Mahfouz	<b>Reading Leaf Text</b> The Last Firefox By Lee Newbery Two Weeks with the Queen By Morris Gleitzman Tamarind and the Star of Ishta By Jasbinder Bilan
	Spring 2- Freedom and flight	Summer 1- unearthing civilisations	Summer 2- Progress and innovation
<b>Writing</b> 	<b>Writing Root/Spelling Seed Text</b> FATHER By Grahame Baker-Smith Tar Beach By Faith Ringgold The Mermaid of Zennor By Charles Causley	<b>Writing Root/Spelling Seed Text</b> Weslandia By Paul Fleischman The Ever-Changing Earth By Grahame Baker-Smith The Story of Tutankhamun By Patricia Cleveland-Peck Riddle of the Runes By Janina Ramirez	<b>Writing Root/Spelling Seed Text</b> Varmints By Helen Ward The Iron Man By Ted Hughes Until I Met Dudley By Roger McGough & Chris Riddell
	<b>Length</b> 15 Sessions, 3 Weeks    15 Sessions, 3 Weeks    15 Sessions, 3 Weeks	<b>Length</b> 15 Sessions, 3 Weeks    15 Sessions, 3 Weeks    15 Sessions, 3 Weeks    15 Sessions, 3 Weeks	<b>Length</b> 16 Sessions, 3 Weeks    18 Sessions, 3 Weeks    10 Sessions, 2 Weeks
<b>Reading</b> 	<b>Outcomes</b> Sequel story Retellings, recounts (postcards), setting descriptions, diary entries, instructions Narrative retelling as a play script Poetry, setting descriptions, formal letters, dialogue (as a script) Own version legends Information booklets, retelling from a different perspective, letters, tourist guides	<b>Outcomes</b> Non-chronological report Retelling, character description, book review Narrative sequel as a class book Informal letters, explanatory leaflets, list poems, dictionary of terms, postcard predictions, comparison texts Biography of Howard Carter Non-chronological reports, instructions, character descriptions, diary entry, newspaper reports and posters Historical fiction narrative (alternative ending) Character and setting descriptions, dialogue, instructions (directions), letter	<b>Outcomes</b> Explanation of a life cycle Diary entry, instructions, letter, description, speech Mystery narrative Character descriptions, short news report, letter of advice, diary entry, menu (using descriptive devices), logbook entry Two explanation texts - formal and informal Explanatory poster, letter, short explanatory paragraph
	<b>Reading Leaf Text</b> The Story of Flight By Jakob Whitfield The Undeclared By Kwame Alexander and Kadir Nelson Annie Lumsden, the Girl from the Sea By David Almond	<b>Reading Leaf Text</b> The Humans By Jonny Marx and Charlie Davis The Fossil Hunter By Kate Winter Viking Voyagers By Jack Tite Norse Myths By Kevin Crossley-Holland	<b>Reading Leaf Text</b> The Wild Robot By Peter Brown Skygazing By Anna Claybourne

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Maths</b> 	Place value Number-Addition and subtraction	Measurement- Area Number- Multiplication and division A	Number- Multiplication and division B Measurement- Length and perimeter	Fractions Decimals A	Decimals B Measurement- Money Measurement- Time	Geometry- Shape Statistics












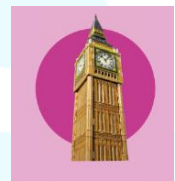






<p><b>Science</b></p> 	 <p><b>Electricity</b></p> <p>In this unit, we will learn about electricity, how it is generated, how it is used safely in the home as well as exploring how circuits work.</p>	 <p><b>States of Matter</b></p> <p>In this unit, we will learn about the 3 different states of matter and we will be introduced to the concepts of condensation and evaporation and how this is connected to the Water Cycle.</p>	 <p><b>Sound</b></p> <p>In this unit, we will learn about how sound is made, how it travels and explore the concepts of volume and pitch.</p>	 <p><b>Living Things</b></p> <p>In this unit, we will learn how to use a classification key to group and classify animals according to their characteristics and explore how animals interact within energy webs and ecosystems.</p>	 <p><b>Animals, inc Humans</b></p> <p>In this unit, we will learn about the human digestive system and those of other animals, as well as the different types of teeth and their functions.</p>	 <p><b>Living Things and their Habitats</b></p> <p>In this unit, we will learn about natural and human changes to the environment and the effect that these can have on the world around us.</p>
<p><b>History</b></p> 	 <p><b>Civilization Study: Ancient Rome</b></p> <p>In this unit, we will learn that Ancient Rome is a Roman Civilisation from the founding Italian city of Rome, that gave us many of the things we still use in the UK today, such as roads, town, language and literacy.</p>	 <p><b>Civilization Study: Ancient Rome</b></p> <p>In this unit, we will learn that Ancient Rome had two systems of government - the Roman Republic and the Roman Empire and the reasons for the eventual fall of Rome.</p>	 <p><b>British History: The Stuarts</b></p> <p>In this unit, we will learn that the crowns of Scotland and England were combined under King James VI of Scotland as he became King James I of England, and how conflict led to civil war including the famous Gunpowder Plot.</p>	 <p><b>The English Civil War</b></p> <p>In this unit, we will learn about King Charles I and his response to the Grand Remonstrance, and the causes that led to the English Civil War.</p>	 <p><b>British History: Great Fire of London &amp; The Plague</b></p> <p>In this unit, we will learn that the Great Plague of 1665 was worse than ever before and led to an evacuation of London and that the Great Fire of London in 1666 lasted for 3 days causing a huge amount of damage.</p>	 <p><b>British History: Glorious Revolution</b></p> <p>In this unit, we will learn that there was religious conflict in Restoration England and that the Glorious Revolution of 1688, was when James II was replaced as ruler of England, Scotland and Ireland by his daughter Mary II and her husband William of Orange.</p>
<p><b>DT</b></p> 	 <p><b>Design:</b> Design a simple mechanism, structure and food product</p> <p><b>Make:</b> Make levers and structures with tools and materials</p> <p>This term, we will learn how to make our own night light by creating a circuit with a switch. Also to use technical vocabulary relevant to the project.</p>		 <p><b>Evaluate:</b> Make simple evaluations on how the product works</p> <p><b>Technical Knowledge:</b> Learn how to use levers and make things stronger</p> <p>This term, we will learn how to construct linkages and levers using different materials such as card and paper fasteners. We will use these skills to design and make a greetings card . Also to use technical vocabulary relevant to the project.</p>		 <p><b>Cooking:</b> Cut, mix and squeeze to make a fruit-based product</p> <p><b>Nutrition:</b> Understand healthy food choices and where fruit comes from</p> <p>This term, we will learn how to create salad snacks as part of a healthy and varied diet. Also to use technical vocabulary relevant to the project.</p>	



<p><b>Geography</b></p>	<p><b>Mediterranean Europe</b></p> <p>In this unit, we will learn about the physical geography of Mediterranean Europe and how this affects human activity which will lead us to explore tourism and the influence climate has on that.</p>	<p><b>Russia</b></p> <p>In this unit, we will learn about Russia, its location, its climate and its physical characteristics including three different types of biome which will be explored in detail.</p>	<p><b>Local Area: Changes</b></p> <p>In this unit, we will learn about the local area, developing an understanding of its geographical composition and recognising how it has changed over time and how it continues to evolve.</p>	<p><b>South West UK Coasts</b></p> <p>In this unit, we will learn about how different coastal features are formed and begin to develop an understanding of the threat coastal erosion poses and how urban areas can be protected against it.</p>	<p><b>London</b></p> <p>In this unit, we will learn about the physical geographic changes of London, the land use, including learning about some of the buildings that make up London's skyline, and we will develop a more in-depth understanding of why places change.</p>	<p><b>Northern Ireland</b></p> <p>In this unit, we will learn about Northern Ireland's human and physical features of the location (which builds on their knowledge from Year 2) and they explore how physical geography has created notable tourist attractions such as the Giant's Causeway.</p>
<p><b>PSHE</b></p>	<p><b>Me and My Relationships</b> Healthy relationships Listening to feelings Bullying Assertive skills</p>	<p><b>Valuing Difference</b> Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes</p>	<p><b>Keeping Myself Safe</b> Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety</p>	<p><b>Rights and Responsibilities</b> Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money</p>	<p><b>Being my Best</b> Having choices and making decisions about my health Taking care of my environment My skills and interests</p>	<p><b>Growing and Changing</b> Body changes during puberty Managing difficult feelings Relationships including marriage</p>
<p><b>Religious Education</b></p>	<p><b>Where do religious beliefs come from?</b> God: Christian belief in one God.</p> <ul style="list-style-type: none"> <li>Sources of authority which explain to Christians the nature of God, e.g. Bible, experience, creeds.</li> <li>Compare and contrast the Laws of Moses and New Testament teachings as sources of authority for Christians – that while Christianity draws on teachings of the OT Law, it is ultimately formed by a NT understanding of the sacrifice of Jesus as the fulfilment of the Law.</li> <li>Jesus: As God incarnate, also known as the Son of God. Christian belief that Jesus fulfilled prophecies about the Messiah.</li> </ul> <p>Christian</p>	<p><b>What do we mean by truth? Is seeing believing?</b></p> <ul style="list-style-type: none"> <li>At least three the views about the nature and existence of God.             <ul style="list-style-type: none"> <li>The difference between knowledge, belief and opinion.</li> </ul> </li> <li>The complex nature of concepts such as truth and reality.             <ul style="list-style-type: none"> <li>Debates about whether something can be proven.</li> </ul> </li> <li>Sikh beliefs about God as Supreme Truth, Ultimate reality and Sustainer of all things. Use of the term Waheguru and other titles used for God.</li> </ul> <p>Multi, Sikh</p>	<p><b>How do/have religious groups contribute to society and culture?</b> Christian teachings about compassion and care for the most vulnerable in society, eg, Agape, "Love your neighbour ..."</p> <ul style="list-style-type: none"> <li>Hindu teachings about compassion and care for the most vulnerable in society, eg, seva (to serve selflessly), following dharma (duty).</li> <li>The life and work of a Christian individual whose faith impacts (or impacted) on their actions e.g. Martin Luther King, Mother Teresa, Edith Cavell.</li> <li>The role of the Hindu community in charity work as an expression of dharma. E.g. Sewa UK, Bochanawasi Shri Akshar Purushtottam Swaminarayan Sanstha.</li> <li>The life and work of a Hindu whose faith impacts (or impacted on) their actions e.g. Mahatma Gandhi, Sannyasins.</li> </ul> <p>Hindu, Christian</p>	<p><b>Why is there so much diversity of belief within ?</b> Understand the Church as a global community of Christian believers.</p> <ul style="list-style-type: none"> <li>Awareness of the concept of denominations within Christianity, along with examples e.g. Anglican, Roman Catholic, Baptist, Methodist, Free Church, Salvation Army.</li> <li>Describe different expressions of Christian worship including for example the Eucharist and pilgrimage.</li> <li>The diverse ways in which people celebrate festivals such as Christmas, Easter and Pentecost; in particular contrasting two different contexts such as local/global or rural/urban.</li> <li>Give of at least two key teachings from religious teachers such as Martin Luther, and how the Great Schism and the Reformation impacted Christianity.</li> </ul>	<p><b>What does sacrifice mean?</b> At least one interpretation of the term 'sacrifice'</p> <ul style="list-style-type: none"> <li>The story of Abraham/Ibrahim and Isaac/Ismael and the place of sacrifice in Judaism/Islam</li> <li>Christians believe Jesus was the 'ultimate' sacrifice for the forgiveness of sins.             <ul style="list-style-type: none"> <li>Religious teachings about self-sacrifice.</li> </ul> </li> <li>Humanist views on altruism and charity, considering the reasoned approach to these.</li> </ul> <p>Multi, Humanist</p>	



Christian

<p>Music</p> 	<p><b>Create And Notate</b> (featuring You Can See It Through)</p> <p>Year 4 Unit 1 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Copy and improvise short melodic phrases.</li> <li>2. Compose short structured piece using Music Explorer.</li> </ol>	<p><b>Singing And Traditions</b> (featuring The King Of All Polar Bears and Five Gold Rings)</p> <p>Year 4 Unit 2 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Sing 2-part songs as duets or melody and accompaniment with accurate pitching.</li> <li>2. Understand contrasting traditions and stories.</li> </ol>	<p><b>Recycling Songs</b> (featuring Plastic)</p> <p>Year 4 Unit 3 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Compose a song demonstrating an understanding of the musical components.</li> <li>2. Capture and record creative ideas.</li> </ol>	<p><b>Exploring Musical Contrasts</b> (featuring Let Your Spirit Fly)</p> <p>Year 4 Unit 4 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Develop and deepen instrumental skills.</li> <li>2. Explore musical contrasts such as staccato/legato and crescendo/decrescendo.</li> </ol>	<p><b>FX Sound Effects</b> (featuring YuStudio Underwater Project)</p> <p>Year 4 Unit 5 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Use sound effects to add drama to a film clip.</li> <li>2. Begin to make compositional decisions.</li> </ol>	<p><b>Round And Round</b> (featuring Frere Jacques and Row Row Row)</p> <p>Year 4 Unit 6 Learning Objectives</p> <ol style="list-style-type: none"> <li>1. Sing rounds, and songs with small and large leaps.</li> <li>2. Perform a range of songs in a school assembly.</li> </ol>
<p>Computing</p> 	 <p><b>Code Studio</b></p> <p>In this unit, we will learn how to use blocks in order to write code. We will explore how to use sequencing to help write algorithms while developing our understanding of coding language.</p>	 <p><b>Can you code? Scratch</b></p> <p>In this unit, we will continue to develop our understanding of how to use block coding to create our own online games and interactive programs using Scratch.</p>	 <p><b>Meet the robots</b></p> <p>In this unit, we will learn how to research effectively to collect information, create a questionnaire to gather information and design and create our own robot.</p>	 <p><b>3D Printing</b></p> <p>In this unit, we will learn how to use a 3D modelling program to create and print a model robot.</p>	 <p><b>Web Developers</b></p> <p>In this unit, we will learn about how to develop our ideas for a website.</p>	 <p><b>Web Designers</b></p> <p>In this unit, we will learn how to design and create our own website using the website building application Google Sites.</p>
<p>Art &amp; Design</p> 	 <p><b>Monuments</b></p> <p>In this unit, we will learn about different monuments from Ancient Rome and the Byzantine Empire and the geometric designs that they incorporate.</p>	 <p><b>Elements of Art: Space</b></p> <p>In this unit, we will learn about how space is used in artwork creating positive and negative space and how depth is created in art through the study of artists such as Picasso, Kandinsky and Keith Haring.</p>	 <p><b>Elements of Art: Light</b></p> <p>In this unit, we will learn how light is shown in art in different ways to create a three dimensional image.</p>	 <p><b>Elements of Art: Design</b></p> <p>In this unit, we will learn about creating collages to represent popular culture, mandalas and notans looking at artists including Eduardo Paolozzi and Richard Hamilton.</p>	 <p><b>Embroidery &amp; Needlework</b></p> <p>In this unit, we will learn about a range of different stitches including half stitch, cross stitch, running stitch, back stitch and slip stitch.</p>	 <p><b>Embroidery &amp; Needlework</b></p> <p>In this unit, we will learn about cross stitch patterns and how to execute these, weaving techniques and how to make a puppet joining materials together and adding details with additional fabrics.</p>
<p>French</p> 	<p>Revisit Year 3 Pets</p>	<p>At home Going to school</p>	<p>In the classroom Lunch at school</p>	<p>School subjects Sports and Hobbies</p>	<p>Play an instrument The weather and seasons</p>	<p>Fruits and the market Recap</p>



PE



**Our assessments**  
*(8 Lessons)*

In Year 4, children will continue with the **fitness assessments** they started in Year 3, tracking their performance in the **70-meter sprint, standing long jump, long-distance throw, and long-distance running**. The focus this year is on **monitoring progress**, encouraging pupils to improve their personal bests, and developing greater **strength, speed, endurance, and coordination**. These assessments help children understand how effort and practice contribute to improvement, supporting their overall physical development and goal-setting in fitness.



**Hockey**  
*(6 Lessons)*

In Year 4, hockey lessons focus on **refining the skills** pupils developed in Year 3, such as controlling the ball with a stick, passing, receiving, and stopping the ball. Pupils will work on **improving accuracy, speed, and control** while moving and under light pressure from opponents. The term emphasizes **applying skills in small-sided games**, making better decisions, creating space, and working effectively as part of a team, while also developing a stronger understanding of **basic rules and game strategies** compared to Year 3.



**Football**  
*(6 Lessons)*

In Year 4, football lessons focus on **developing and refining skills** such as dribbling, passing, shooting, and controlling the ball under pressure. Pupils will work on **improving accuracy, speed, and coordination** while moving in different game situations. The term emphasizes **applying skills in small-sided games**, making effective decisions, creating space, supporting teammates, and understanding basic tactics and rules, helping children play with more confidence and purpose compared to Year 3.



**Basketball**  
*(6 Lessons)*

In Year 4, the basketball plan for the term focuses on **refining key skills** such as dribbling, passing, and shooting, while applying them more effectively in small-sided games. Pupils will work on **improving accuracy and control under pressure**, developing simple tactics, and making better decisions during play. The term emphasizes **teamwork, communication, and understanding basic rules**, helping children build on their Year 3 skills and play more confidently and purposefully in game situations.



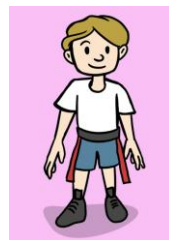
**Cricket**  
*(6 Lessons)*

In Year 4, cricket lessons focus on **refining and developing skills** such as throwing, catching, striking, and fielding. Pupils will work on **improving accuracy, control, and consistency**, both when batting and when fielding. The term emphasizes **applying skills in small-sided games**, making decisions about when to run, throw, or catch, working effectively as a team, and understanding basic rules and game strategies, helping children play with greater confidence and purpose compared to Year 3.



**Athletics**  
*(6 Lessons)*

In Year 4, athletics lessons focus on **enhancing and refining** the core skills of running, jumping, and throwing. Pupils will work on **improving technique, speed, control, and endurance** across a range of activities. The term emphasizes **applying these skills in structured challenges and events**, understanding how to pace themselves, measure performance, and strive for personal improvement, helping children build on their Year 3 foundations with greater confidence and consistency.



**Tag Rugby**  
*(6 Lessons)*

In Year 4, tag rugby lessons focus on **developing and refining** key skills such as running with the ball, evasion, passing, and pulling tags. Pupils will work on **improving accuracy, control, and decision-making** while moving in game situations. The term emphasizes **applying these skills in small-sided games**, supporting teammates, finding space, and understanding simple tactics and rules, helping children play more effectively and confidently than in Year 3.



**Gymnastics**  
*(6 Lessons)*

In Year 4, gymnastics lessons focus on **building and refining** skills such as balancing, rolling, jumping, and travelling in different ways. Pupils will work on **improving control, strength, flexibility, and precision**, while beginning to link movements together into longer sequences. The term emphasizes **creating and performing purposeful routines**, exploring a wider range of shapes and actions, and developing confidence and consistency compared to their Year 3 learning. Pupils will also be encouraged to **focus on grace and fluidity**, attempting to make their movements smooth and controlled while maintaining good posture and coordination throughout their routines.



**Netball**  
*(6 lessons)*

In Year 4, netball lessons focus on **developing and refining** key skills such as passing, catching, footwork, and shooting. Pupils will work on **improving accuracy, control, and decision-making** while moving in game situations. The term emphasizes **applying skills in small-sided games**, understanding positions, creating space, supporting teammates, and following basic rules. Pupils will also be encouraged to **focus on timing, coordination, and movement quality**, working to move smoothly and confidently while maintaining control of the ball. They will begin to **anticipate play, make quicker decisions, and communicate effectively** with teammates, developing a stronger sense of strategy and teamwork compared to their Year 3 lessons.



**Fitness**  
*(6 Lessons)*

In this unit pupils will take part in a range of activities that explore and develop different areas of their health and fitness. Pupils will be given opportunities to work at their maximum and improve their fitness levels, recognising how the activities make them feel. They will need to persevere when they get tired or when they find a challenge hard and are encouraged to support others to do the same. Pupils are asked to recognise areas for improvement and suggest activities that they could do to do this. Pupils will be encouraged to work safely and with control.



**Rounders**  
*(6 Lessons)*

Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing their throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.