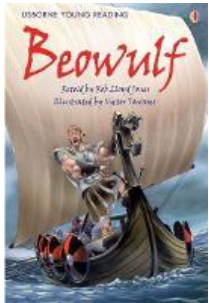
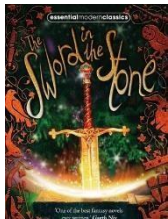
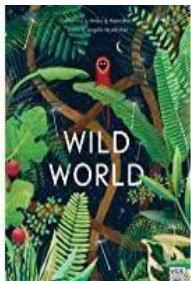
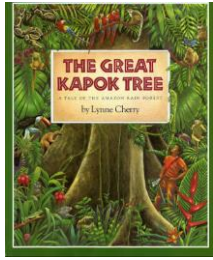
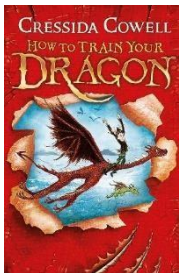
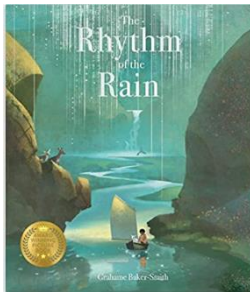
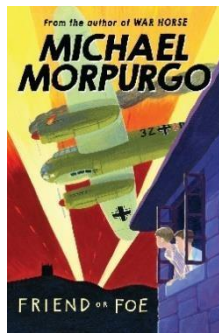


Year 4 Curriculum overview 2025-26

Brazil Class	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Beowulf – Rob Lloyd Jones  Complementary texts: <i> kennings</i> – Paul Cookson <i>Beowulf</i> – Rosemary Sutcliff Writing Outcomes: Character description including kennings POV diary entries Narrative: suspense The Sword in the Stone – T.H White (film and text extracts)  Complementary texts: <i>King Arthur</i> – Marcia Williams Writing Outcome: Newspaper style recount	Wild World – Angela MacAllister (Poetry)  Complementary texts: <i>The Wonder Garden</i> – Jenny Broome & Kristjana S Williams Writing Outcomes: Poetry Setting description: atmosphere The Great Kapok Tree – Lynne Cherry  Complementary texts: <i>Rang-Tan</i> (Animation) Writing Outcome: Persuasive writing	How To Train Your Dragon – Cressida Cowell  Complementary texts: <i>Dare to Care: Pet Dragon</i> – Mark Robertson <i>Dragonology: The Complete Book of Dragons</i> – Dugald Steer Writing Outcomes: Instructions Information writing Narrative: action sequence, dialogue, description	The Rhythm of the Rain – Grahame Baker-Smith  Complementary texts: <i>I asked the river</i> – Valerie Bloom Writing Outcomes: Explanation text Poetry Narrative from unique perspective The Majestic Plastic Bag (Mockumentary)  Complementary texts: David Attenborough documentary extracts Writing Outcome: Documentary voiceover (Link to Computing A2)	Friend or Foe – Michael Morpurgo  Complementary texts: <i>The Lion and the Unicorn</i> – Shirley Hughes <i>My Secret War Diary</i> – Marcia Williams Writing Outcomes: Character description Diary entries in role Narrative: action, dialogue, description	Podkin One-Ear – Kieran Larwood  Complementary texts: <i>The Animals of Farthing Wood</i> – Colin Dann Writing Outcomes: Letter in role Extended narrative: fantasy adventure

Curriculum text links	<i>The Children's book of Mythical Beasts and Magical Monsters</i> – Deborah Lock <i>Monsterology</i> – Ernest Blake <i>Legend</i> – Judith Wright <i>Monster Slayer</i> – Brian Patten and Chris Riddell <i>Arthur and the Golden Rope</i> – Joe Todd Stanton <i>Anglo-Saxon Boy</i> – Tony Bradman Non-Fiction about the Anglo-Saxons	<i>The Princess' Blankets</i> – Carol Ann Duffy <i>The Lost Book of Adventure</i> – Teddy Deen <i>Under the canopy: trees around the world</i> - Iris Volant <i>The Vanishing Rainforest</i> – Richard Platt <i>The Hidden Forest</i> – Jeannie Baker <i>Dear Earth</i> – Isabel Otter Non-fiction about the Amazon	<i>The Dragon's Hoard: Viking Sagas</i> – Lari Don <i>Riddle of the Runes</i> – Janina Ramirez <i>The Last Viking</i> – Terry Deary <i>Grr! Dinos, Dragons and other Beastie poems</i> – James Carter & Graham Denton <i>Tell Me a Dragon</i> – Jackie Morris <i>Evidence of Dragons</i> – Pie Corbett Non-fiction about the Vikings	<i>Floodland</i> – Marcus Sedgwick <i>Flood</i> – Alvaro Villa <i>The Dam</i> – David Almond <i>A River</i> – Marc Martin <i>The River: An Epic Journey to the Sea</i> – Patricia Hegarty <i>River Stories</i> – Timothy Knapman <i>The Wonders of Nature</i> – Ben Hoare <i>The River Singers</i> – Tom Moorhouse Non-Fiction about mountains and rivers	<i>Letters to the Lighthouse</i> – Emma Carroll <i>The Amazing Story of Adolphus Tips</i> – Michael Morpurgo <i>Carrie's War</i> – Nina Bawden <i>The Emergency Zoo</i> – Miriam Halahmy <i>Goodnight Mister Tom</i> – Michelle Magorian <i>Bombs and Blackberries</i> - Julia Donaldson (play script) Non-fiction about WW2 centred around evacuees	<i>The Lost words</i> – Robert MacFarlane <i>A filth of starlings: collective bird nouns</i> – Patrick George <i>Landscape Detectives</i> – Alison Hawes <i>Would you want to live here?</i> – Alison Hawes <i>The Last Wild</i> – Piers Torday <i>The Hobbit</i> – J.R.R.Tolkien <i>Watership Down</i> – Richard Adams Non-fiction about British wildlife and habitats
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Maths	Main teaching focus	Main teaching focus	Main teaching focus
	Number and Place Value: - count in multiples of 25 and 1000 - find 1000 more or less than a given number - recognise the place value of each digit in a four-digit number - identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 Addition and Subtraction including Statistics: - estimate and use inverse operations to check answers to a calculation - interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs Multiplication and Division: - use place value, known and derived facts to multiply and divide mentally - recall 10, 5, 2, 3, 4 and 6 times table multiplication and division facts Fractions and Decimals: - find the effect of dividing a one- or two-digit number by 10 and 100 - add and subtract fractions with the same denominator - round decimals with one decimal place to the nearest whole number Measurement: - measure and calculate the perimeter of a rectilinear figure in centimetres and metres - estimate, compare and calculate different measures, including money in pounds and pence Geometry: - compare and classify geometric shapes, based on their properties and sizes - identify acute and obtuse angles - complete a simple symmetric figure with respect to a specific line of symmetry - describe positions on a 2-D grid as coordinates in the first quadrant	Number and Place Value: - count in multiples of 6, 25 and 1000 - count backwards through zero to include negative numbers - order and compare numbers beyond 1000 - round any number to the nearest 10, 100 or 1000 Addition and Subtraction: - add and subtract numbers with up to 4 digits Multiplication and Division: - recall 3, 4, 6, 8, 7, and 9 times table multiplication and division facts - use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1, multiplying two-digit and three-digit numbers by a one-digit number Fractions and Decimals: - recognise and show, using diagrams, families of common equivalent fractions - Recognise that hundredths arise when dividing an object by a hundred and dividing tenths by ten. - find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths - solve simple measure and money problems involving fractions Measurement: - estimate, compare and calculate different measures, including money in pounds and pence - read, write and convert time between analogue and digital 12 and 24hour clocks Geometry: - compare and classify geometric shapes, including quadrilaterals based on their properties and sizes - identify lines of symmetry in 2-D shapes presented in different orientations - describe movements between positions as translations of a given unit to the left/right and up/ down	Number and Place Value: - read Roman numerals to 100 (I to C) Addition and Subtraction: - add and subtract numbers with up to 4 digits using formal written methods where appropriate Multiplication and Division: - recall 11 and 12 times table multiplication and division facts; apply all facts up to 12 x 12 - use place value, known and derived facts to multiply and divide mentally, including: dividing by 1; multiplying together 3 numbers - recognise and use factor pairs and commutativity in mental calculations - multiply two-digit and three-digit numbers by a one-digit number using formal written layout Fractions and Decimals: - count up and down in hundredths - recognise and write decimal equivalents of any number of tenths or hundredths - recognise and write decimal equivalents to 1/4; 1/2; 3/4 - compare numbers with the same number of decimal places up to two decimal places Measurement: - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. - estimate, compare and calculate different measures, including money in pounds and pence Geometry: - compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes - identify acute and obtuse angles and compare and order angles up to two right angles by size - plot specified points and draw sides to complete a given polygon

Science	Scientific skills: - ask relevant questions and use different types of scientific enquiries to answer them - set up simple practical enquiries, comparative and fair tests - make systematic and careful observations and, where appropriate, take accurate measurements using standard units and using a range of equipment, including thermometers and data loggers - gather, record, classify and present data in a variety of ways to help answer questions - record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables - report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions - use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions - identify differences, similarities or changes related to simple scientific ideas and processes - use straightforward scientific evidence to answer questions or to support their findings					
	States of matter Compare and group materials together, according to whether they are solids, liquids or gases 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) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature	Living things and their habitats: Recognise that living things can be grouped in a variety of ways - explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment Recognise that environments can change and that this can sometimes pose dangers to living things	Animals including humans Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey	Sound Identify how sounds are made, associating some of them with something vibrating Recognise that vibrations from sounds travel through a medium to the ear Find patterns between the pitch of a sound and features of the object that produced it - find patterns between the volume of a sound and the strength of the vibrations that produced it Recognise that sounds get fainter as the distance from the sound source increases	Electricity Identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers 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 Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit Recognise some common conductors and insulators, and associate metals with being good conductors	Review & Apply Apply scientific enquiry skills in context of earthquakes and volcanoes Revise sound, states of matter and the impact of environmental changes on living things including food chains

History	Historical skills: develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods studied; note connections, contrasts and trends over time and develop the appropriate use of historical terms; regularly address and sometimes devise historically valid questions about change, cause, similarity and difference, and significance; construct informed responses that involve thoughtful selection and organisation of relevant historical information; understand how our knowledge of the past is constructed from a range of sources.		
	A1: Anglo-Saxons and Scots <i>'How would life in Anglo-Saxon times differ from the life of a Roman?</i> How do we know about the Anglo-Saxons and Scots? Where did they come from? How did A-S and Scot beliefs differ from the Romans? How has fighting changed since Anglo-Saxon times? How is daily life today different from Anglo-Saxon times? Was life in Britain better under the Romans or the Anglo-Saxons?	Sp1: The Vikings - Invasion and Settlement <i>Vikings – Raiders or traders?</i> How long did it take the Vikings to invade and settle in Britain? How well did the AS and Vikings get along? Who was the first king of England? (Athelstan: a study) How should we remember the Vikings: as invaders or traders?	Su1: WW2 – Evacuation <i>Should Operation Pied Piper be considered a success?</i> Why was it important for people to be evacuated in WWII? What was it like to be evacuated? How did rationing affect people's lives? How do we know about World War II? Was evacuation a good or bad thing?

Geography	Geographical skills: use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied; use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world; use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.		
	A2: The Rainforest (Climate zones, biomes, vegetation belts) -Describe and understand key aspects of physical geography including climate zones, biomes and vegetation belts - Explore longitude and the latitude of different biomes, including the mirror effect of the Sun along the Equator in the Northern and Southern Hemisphere - Explore the character of a specific biome including climate, ecosystems, seasonal differences, vegetation and animal adaptation - Investigate whether specific animals are living in the right biome based on their adaptations	Sp2: Rivers and The Water Cycle -Describe and understand key aspects of the physical geography of rivers, including their role in the water cycle - Discuss river processes and how they can change the shape of a river over time - Explore human and physical causes of river floods, their impact and how we can use different management techniques before and after flooding	Su2: Mountains and Earthquakes (Nepal) Understand the structure of the earth) in relation to mountain and earthquake formation. Describe and explain how mountain ranges are formed using accurate vocabulary. Describe the exact location of earthquakes using positional vocabulary including equator, northern hemisphere, and compass directions Identify the causes of the Nepalese earthquake

Art and design	Artistic skills: develop techniques, including control and use of materials, with creativity, experimentation and an increasing awareness of different kinds of art, craft and design; create sketch books to record observations and to review and revisit ideas; improve mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]; develop knowledge about great artists, architects and designers in history.		
	A1: Sketching and printing Illuminated Letters Create an accurate print design, printing onto different materials and using different colours - in the context of the illuminated lettering of the Anglo-Saxon Lindisfarne Gospels. Explore printed art and discuss how it has been made. Experiment with simple printing techniques. Express feelings about artwork, including the colours and textures. Reflect on the effectiveness of different designs.	Sp2: Clay and mosaic Ceramics - Sonia King Use ceramic mosaic to create an abstract river scene - inspired by ceramic mosaic artist Sonia King, in the context of their river studies in geography. Explore the work of Sonia King and other mosaic art and traditions across different cultures. Experiment with clay tiles, clay marks, paper and mosaic tile pieces to select the best material for their design. Design, create and evaluate both 2-D and 3-D mosaics, including the use of enriching materials.	Su2: Sketching and painting Body language - Jacob Lawrence Show body language in their sketches – in the style of Jacob Lawrence. This will link to their work in English on Podkin One-Ear, creating body language in simple sketches of anthropomorphic animals. Explore Jacob Lawrence’s work, and how he uses body language to convey emotion Model body position through simple materials e.g. pipe cleaner, wire Organise line, tone, shape and colour to represent figures and forms in movement
Design and technology	Design and technology skills: design innovative, functional, and appealing products that are fit for purpose; develop ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; use a range of tools and equipment to cut, shape, join and finish a range of materials, including construction materials, textiles and ingredients; evaluate their own and existing products against design criteria; understand how to strengthen, stiffen and reinforce more complex structures; use mechanical and electrical systems in products.		
	A2: Food technology Varied diet – parts of the plants Learn that different parts of the plant can be eaten- root/tuber, stem, fruit, flower. Learn which food is grown (tomatoes, wheat, potatoes), reared (pigs, chicken, cattle) and caught (fish) in the UK, and in Brazil, linked to their work in Geography. Begin to understand how food is imported and exported and the benefits and limitations of this. Develop food preparation, safety and hygiene skills including hair tied up, earrings covered, aprons, washing hands, food preparation, use of different chopping boards.	Sp1: Mechanical Systems Levers and linkages – Dragon heads Identify levers and linkages in the real world. Explain how a lever works. Explain how linkages create movement and how the direction can be changed. Create levers and linkages which move in different ways. Design and create a product that includes a lever with linkages – in the context of our Dragons unit in English. Evaluate the effectiveness of the product they designed and created and identify any improvements they could make.	Su1: Electrical Systems Simple circuits and switches Explain how an electrical system works and how it provides power to make the components work. Create handmade switches and explain how and why they work. Design and create electrical circuits to provide power to a product prototype. Design a product in line with a brief, in the context of WW2 (an Anderson shelter). Evaluate the effectiveness of the product by referring to the design brief and specification.

Computing	Computing Systems and Networks	Creating Media	Programming A	Data and Information	Creating Media	Programming B
	The Internet Pupils will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	Audio Production Pupils will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.	Repetition in Shapes This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	Data Logging In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	Photo Editing Pupils will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	Repetition in Games This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.

Physical Education	Tennis Children will be taught the importance of fitness and why it forms part of a healthy lifestyle. They will record theirs and others results to monitor performance and progress, with the intention of improving their scores over several weeks. Pupils will use basic movement skills such as balance, agility, control alongside endurance learnt in previous years.	Dance This unit focuses on improvisation through the theme of Life Cycles. Pupils will select and explore a variety of movements, which are apt to the theme. Pupils will learn, rehearse and perform a dance routine as a group.	Gymnastics The aim of these lessons is to help children make connections between their physical and mental wellbeing and have a positive effect on self-esteem. They aim to increase children's knowledge of positive choices in self-care and their confidence in, making these choices.	Basketball This unit focuses on the fundamental movement skills, agility, balance and co-ordination.	Cricket Year 4 will initially take part in Chance to Shine cricket coaching including work on bowling, batting and fielding skills.	Athletics In athletics, children will improve running techniques and focus on jumping for height, and throwing for distance. Their wellbeing topic is Yoga.
Music	Musical skills: sing and play musically with increasing confidence and control; develop an understanding of musical composition, organising and manipulating ideas within musical structures and reproducing sounds from aural memory; play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression; improvise and compose music for a range of purposes using the inter-related dimensions of music; listen with attention to detail and recall sounds with increasing aural memory; use and understand staff and other musical notations; appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians; develop an understanding of the history of music.					
	Create and Notate - You Can See It Through	Singing and Traditions – King of Polar Bears & Five Gold Rings	Recycling Songs – Plastic	Exploring Musical Contrasts – Let Your Spirit Fly	FX Sound Effects – YuStudio Underwater Project	Round and Round – Jazz and Acapella
MFL: French	‘C’est de quelle couleur?’ (describing oneself, colour-noun agreement) -To begin to understand that adjectives change if they describe a feminine noun. -To understand a simple description of hair and eye colour. -To create simple descriptive sentences. -To understand	‘Tu portes quoi?’ (clothing, porter) -To recognise and use vocabulary relating to clothing. -To apply their understanding of noun and adjective agreement in French. -To understand adjectival position and agreement for gender and number. -To express an opinion (like/dislike). -To describe an outfit using adjectives	Numbers, calendars and birthdays -To recall and use numbers 1 to 31 in French. -To say the days of the week in French. -To say the months of the year. -To select vocabulary to discuss the date in French. -To compare similarities and differences between traditional birthday celebrations in	‘Quel temps fait-il?’ (weather, temperature, water cycle) -To learn weather phrases. -To repeat short phrases accurately. -To describe the weather using points of the compass. -To recognise the French written words for multiples of ten. -To understand the water cycle in French.	Que veux-tu? (food, café conversation, money) -Use a model text to support conversation. -Recognise shop names -Use a bilingual dictionary to translate given words. -Ask and respond to questions found in a café conversation.	‘Tu habites ou?’ (habiter, countries, description) -To be able to describe a journey to different French-speaking countries around the world. -To research and write information about European countries in French. -To write a short, simple text, using familiar language. -To perform a song in French from

	simple descriptive sentences. -To write descriptive sentences.		France and England.			memory with accurate pronunciation.
PSHE	Me and My Relationships Exploring feelings, teamwork, qualities to admire in friends, saying no, feeling under pressure and managing our own emotions, anti-bullying	Valuing Difference Exploring managing conflict or differences through negotiation and compromise, personal space, friends and acquaintances, strategies to deal with aggression, respecting differences, and tackling stereotypes	Keeping Myself Safe Identify dangers, risks and hazards, manage risk using simple strategies, explore safe online sharing, peer pressure, safe use of medicines and identify positive and negative influences	Rights and Responsibilities Exploring our rights and responsibilities, how we can make a difference, positive and negative influence of different media, bias, how your actions can affect the outcomes of situations, the environment, expenses, and taxes	Being My Best What makes me unique, making choices, staying healthy, caring for the environment and our community, first aid	Growing and Changing Moving house, dealing with change, puberty: physical and emotional changes, the menstrual cycle, safe and unsafe secrets, positive relationships including marriage
Educational visits TBC	Ancient Butser Farm (Hampshire)		Wolfguard Re-enactment visit	River field work (Newtown)	Living History Evacuee Day (Havenstreet)	Author visit
Parent Sharing events TBC		Rainforest Creative workshop		DT workshop		