

Year 4

| Subject area | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| Big Question | What are stories and why are they important? | What was the impact of the Roman Empire on Britain? | What is the difference between sound and noise? | Were the Vikings invaders or settlers? | Why do we need to keep our rivers and coasts clean? | Why is Andalusia such a popular holiday destination? |
| STEM | Maths | | | | | |
| | See separate document | | | | | |
| | Science | | | | | |
| | States of Matter Children will compare and group materials together, according to whether they are solids, liquids or gases. They will observe that some materials change state when they are heated or cooled. | Animals including humans Children will learn to describe the simple functions of the digestive system in humans. Learning about teeth will include identifying different teeth in humans and naming their functions, knowing how to keep teeth healthy and identifying and comparing teeth of carnivores, herbivores and omnivores. They will construct and interpret a variety of food chains identifying producers, predators and prey. | Sound Children will identify how sounds are made, associating some of them with something vibrating and those vibrations traveling to the ear. They will find patterns between pitch of a sound and features of the object that produced it and find patterns between the volume of a sound and the strength of the vibrations that produced it. They will recognise that sound gets fainter as the distance from the sound source increases. | Electricity After identifying common appliances that run on electricity, children will construct simple series electrical circuits, identifying and naming its basic parts. They will identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery. They will make and investigate switches and recognise some common conductors and insulators. | Water cycle Children will recap of states of matter linked to the geography learning about the water cycle, including evaporation, condensation, precipitation. Investigation will demonstrate the part played by evaporation and condensation in the water cycle. | Living Things Children will be introduced to the idea of classification, seeing that living things can be grouped in different ways and using classification keys. While identifying and naming a variety of living things, they will recognise that environments can change, and this can sometimes pose dangers to living things. |
| | Computing | | | | | |
| | The Internet After beginning with a focus on online safety, children will explore how networks physically connect with each other and how networked devices make up the internet. They will see how websites can be shared via the World Wide Web (WWW) and describe how this is created and accessed, including looking at the consequences of unreliable content. | Repetition in shapes Children will identify that accuracy in programming is important and create a programme in a text-based language. They will modify a count-controlled loop to produce a given outcome; decompose a task and create a programme to produce a given outcome. | Audio production Children will identify that sound can be recorded and explain how these can be edited. They will recognise the different parts of creating a podcast and add audio to enhance their podcast. | Data logging Children will explain that data over time can be used to answer questions and use digital devices to collect data automatically. They will use data loggers to collect data and use computers to analyse data. They will also use data to answer questions. | Photo editing Children will explain that the digital composition and colour of digital images can be changed. They will explain how cloning can be used in photo editing and that images can be combined. Finally, they will create, edit and improve images. | Repetition in games Children will develop the use of count-controlled loops in different programming environments and explain that there are infinite options. They will develop a design and modify it. |
| | D.T. | | | | | |
| | | Food: Healthy and varied diet Children will use the 'Eatwell Plate' to investigate food products, as well as carrying out sensory investigations. They will use a range of utensils and techniques to prepare ingredients. They will design their main healthy sandwich or wrap product, planning the stages needed and preparing the product, evaluating as they go and considering improvements. From 2026-27: Prepare a healthy seasonal soup | | Electrical systems: Simple circuits and switches Linked to their science learning, children will investigate battery powered products. They will look at examples of switches and discuss input devices. They will respond to the purpose of a noise-making toy and develop their own game, considering the main stages in making before assembling, testing and evaluating. | Textiles: 2D shape to 3D product Bag linked to topic: reusable shopping bag from recycled fabric Children will investigate a range of textile products linked to their intended outcome: a fabric shopping bag. They will practise sewing two pieces of fabric together, using a range of stitches. They will choose from a range of fabrics and practise finishing techniques. After sketching and planning the stages of making, children will assemble their product. | |
| | History | | | | | |
| | Ancient Rome Children will explore the expansion of Rome from a city to an empire. They will identify and describe the reasons for Rome's growth, such as strategic alliances, military conquests and infrastructure development. The results of these events, including cultural integration and administrative changes, will also be examined. The similarities and differences between Rome and other ancient empires will be examined. | Roman Britain Children examine the history of Roman Britain, focusing on the changes and continuities that occurred during this period. They will compare Roman Britain with other times in British history to understand the similarities and differences that exist. This will involve exploring aspects such as society, culture, governance, and infrastructure. | Anglo-Saxons Children will use historical enquiry to explore the Anglo-Saxons to answer questions, such as "Why did the Anglo-Saxons invaded?" and "How can we trace their settlements?". They will examine historical evidence and explore the transformation brought about by the arrival of Christianity in Britain while exploring how we can verify these changes through historical sources. | Vikings The children will explore the Vikings, honing their skills in understanding how the past is represented and interpreting historical events. They investigate the Viking era, focusing on recent excavations that have reshaped our understanding, with a particular emphasis on Jorvik. Through the examination of archaeological discoveries and historical narratives, they piece together the complex story of the Vikings' presence in Britain. | | |
| | Geography | | | | | |

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| Humanities | | | | Types of settlements in modern Britain Children will deepen their understanding of human geography through the study of various settlements - from hamlets to cities, learning about their characteristics. They'll investigate how geographical features influence settlement locations and growth. Their map skills will be further developed as they identify and classify settlements, and they'll use fieldwork to study local settlements. | Rivers and coasts Building on work on the River Nile in Year 3, children will follow the journey water takes along a river to the sea, from source to mouth. They will learn about the formation and features of rivers and coasts, and how they are connected. Work will link to learning about the water cycle in science. | Contrasting area of Europe: Andalusia After using maps to focus on the continent of Europe, identifying countries, capital cities, seas and major rivers, children will focus on Andalusia in Spain. As a coastal area, this will build on the previous geography topic, as children investigate the impact of its climate and coastal location on Andalusia's inhabitants. They will identify why people might travel to Andalusia and how they could get there. They will draw comparisons between Andalusia and Greater London and how children live in these two areas |
| | RE | | | | | |
| | Christianity 6: Christian Places of Worship Children will learn about special places for Christians and different types of Christian places of worship. They will find out about reasons why Christians pray and the Lord's Prayer, as well as the important role of The Bible in Christian services. | Christianity 7: Christian Celebrations Children will find out about how the Church has its own calendar with special names for certain times of the year such as times associated with Jesus' life (Christmas and Easter); times of reflection (Advent and Lent); sharing the Lord's Supper and Pentecost. | Judaism 1: Shabbat: A day of rest Children will learn about the importance of Shabbat (the Sabbath Day) for Jews as a day of rest and joy for remembering God creating and resting. They will learn about what happens on Shabbat, how Jews attend synagogue for prayer with the community on Shabbat and Havdalah and the end of Shabbat. | Judaism 2: Festivals in Jewish life Children will learn about: - Succot (Sukkoth), the festival of Tabernacles celebrated at home and in the Synagogue. - Passover (Pesach) which recalls Moses and the Exodus from Egypt. - Hanukkah which recalls the story of the miracle of the oil. | Buddhism 3: Following the Buddha's Teaching Children will learn that for Buddhists, the Buddha is the perfect example of what people can become. They will find out about the Noble Eightfold Path, symbols, and hear a story that illustrates Buddhist values – The Monkey King. They will learn that all Buddhists try to learn and practice the Dharma, which is the teaching and practice that leads to awakening. | Buddhism 4: The Buddhist community worldwide Children will learn about the Sangha and the five precepts of Buddhism. They will learn that some Buddhists live as monks and nuns while others meditate and practice Buddhism in their ordinary lives. They will find out about places of Buddhist pilgrimage and their significance, as well as Vaisakha Puja or Vesak/ Wesak, the festival remembering the life, enlightenment and teaching of the Buddha. |
| The Arts | Art | | | | | |
| | Storytelling Through Art Children explore how they can create sequenced imagery to share and tell stories. The pathway starts by introducing two artists: one an illustrator and the other a graphic novelist and author. Children use sketchbooks to gather ideas from the way the artists work. | | Exploring Pattern Children will make a sensory drawing using a pencil, making marks on the page without having a predefined outcome. They will explore the work of an artist who creates artwork inspired by pattern. They will work in their sketchbooks to explore how they can make drawings inspired by "rules." They will generate lots of different types of patterns and make a tessellated design, thinking about colour and shape, exploring positive and negative shapes. | | | Sculpture, Structure, Inventiveness and Determination Children will experiment with different materials and be encouraged to take creative risks in their work. They will use a variety of drawing materials to make experimental drawings based upon observation. They will construct with a variety of materials to make a sculpture. |
| | Music | | | | | |
| | Time Values and Rhythmic Composition Children will be learning about the music pulse and rhythm. They will be introduced to composing using rhythmic notation, and they will learn how to perform different rhythmic patterns before composing their own rhythmic patterns. | Christmas Production Practicing for the Christmas performances, learning how to sing accurately and in tune. | Ukulele Children will learn how to play the ukulele. They will learn how to hold and stroke and well as forming and moving to different chords. | Ukulele Children will carry on practicing playing the ukulele and moving to different chords as they become more confident. | Glockenspiels Children will learn how to recognise notes on the stave and how to make a sound on the glockenspiel. Children will learn how to play simple tunes on the glockenspiels using their knowledge of the notation they have learned. | |
| | PSHE | | | | | |
| Wellbeing | Keeping/Staying Safe: Cycle Safety Cycle Safety looks at distractions on the road and how our actions can cause others harm. Computer Safety: Online Bullying Online Bullying looks at the actions we can take if we feel like we are being bullied online. <i>Zones of Regulation Recap, Kilmore Rules and Kilmore Qualities</i> | Keeping/Staying Healthy: Healthy Living Healthy Living looks at how certain types of food can affect our performance in a sports event. | A World Without Judgement: Breaking Down Barriers Breaking down Barriers explores removing barriers and supporting those who have physical disabilities. First Aid This topic looks at breathing difficulties and how we can support a casualty struggling with asthma, anaphylaxis, and choking. | Feelings and Emotions: Jealousy Looking at how the feeling of jealousy can arise when someone new is introduced to a friendship group. | Growing and Changing: Appropriate Touch (Relationships) Appropriate Touch explores the difficult subject of how relationships can be unhealthy or uncomfortable. RSHE Changes What is Puberty? Healthy Relationships | Being Responsible: Coming Home on Time Coming Home on Time looks at rules and guidelines children may have to follow. The Working World: Chores at Home Chores at Home explores the responsibilities that children may have now and in the future. |
| | P.E. (Outdoor/Indoor) | | | | | |

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| | Outdoor Adventure Children will learn to use a key; plan to lay out a course and be able to use a key to follow a map. This will lead on to them being able to add keys to their maps. They will develop their knowledge of following directions using 8 compass points and understand of co-ordinates so they can describe a point on a map, giving each other co-ordinates to follow. The children will use different ways of communication with their peers to help them achieve a goal. | Basketball Children will learn to move, dribble and bounce a basketball with control. They will pass the ball in a variety of ways and perform stops and pivots. Alongside, they will learn the rules of a basketball game and develop sportsperson-ship. | Multi skills Children will build on their knowledge of agility, balance and co-ordination (A, B, C) and learn to balance confidently using various equipment and body parts. Working on an agility focus, they will change direction at speed with good technique and being able to co-ordinate their body efficiently to perform a combination of movements. This will develop the children's ability complete a variety of fitness tests confidently and achieve personal bests. | Kwik Cricket Children will work on rolling the ball with one hand and stopping the ball from a different direction. They will use the barrier method to stop the ball and learn to bowl at a wicket using underarm/overarm with accuracy and control. The children will learn the technique to throw and catch under pressure in games, where they need to communicate as a team. Children will be encouraged to think of tactics when striking and fielding and put all skills learnt to have mini and whole class games. | Athletics Children will learn a variety of different athletic activities based around sports day. They will learn to pump/swing their arms fast (hip to lip) when running, keep their heads still and their bodies upright. Children will aim to react quickly and sometimes accelerate over short distances, reacting quickly while accelerating over short distances. | Tennis Children will work on moving with balance and control to catch a ball. They will develop how to hit a ball into a target from a variety of distances/angles with no bounce. They will learn to hit/bounce a tennis ball on racket when moving including hitting the ball in forehand/ backhand position with drop feed. Children will be encouraged to think of tactics and skills learnt whilst playing in game situations. |
| | Dance - Romans Children will learn to perform and show a range of dance formations, with control when performing. Also, the children will learn the 'Canon' when performing as a group. They will develop in dancing at 3 levels (low, medium and high). The children will explore a range of pathways with control. They will be focusing on dance skills such as, unison whilst performing with a partner, timing, expression and energy. These skills will be put together to come up with their own music and movement routines. | Dance - Romans The children will contiue exploring the skills they have been learning and will be able to practice, perform and evaluate routines. | Dodgeball Children will throw the ball in different ways with increasing control. They will develop their coordination when catching the ball in a variety of ways and at various distances by moving towards the ball. They develop the accuracy of their throwing distance and speed. Children will begin to develop footwork to dodge and avoid being hit by the ball and blocking the ball in a variety of ways. They will be encouraged to talk about tactics when attacking and defending. | Yoga / Pilates Children will perform more complex yoga poses, developing core strength and good flexibility. They will begin to focus on breathing in more than one pose. They will perform individual poses to build up towards a sequence of poses. Children will develop the ability to perform the challenge pose and swaying tree, with some control and fluency. They will collaborate to create routine and teach this to others. | Swimming Children will be taught to be able to enter the pool safely by jumping in or sliding in on their front. They will exit the pool by the poolside steps or by climbing out. They will be increasingly confident to swim across the pool without stopping. They will begin to show breathing technique with and without a float. Swim using correct stroke and technique (front crawl). Children will attempt to be able to swim 25 metres without stopping. | Gymnastics Children will practise a variety of shapes with good control when performing various skills. They will perform various jumps and develop travelling. They will develop a teddy bear roll with a partner/group in sequence. They will perform matching and mirroring balance routines on apparatus. They will develop a bunny hop onto a variety of apparatus with control. Using these skills, they will perform a short sequence on mats and apparatus showing levels, unison, and pointed toes. |
| | Links to Articles from the UN Convention on the Rights of the Child | | | | | |
| | All classes will begin the year by using the UNCRC Articles to create their own Class Charter. ARTICLE 28 (right to education) Every child has the right to an education. Primary education must be free and different forms of secondary education must be available to every child. Discipline in schools must respect children's dignity and their rights. Richer countries must help poorer countries achieve this. ARTICLE 29 (goals of education) Education must develop every child's personality, talents and abilities to the full. It must encourage the child's respect for human rights, as well as respect for their parents, their own and other cultures, and the environment. Articles 28 & 29: These articles will be discussed when learning about education in Ancient Rome. | ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. PSHE & DT Article 24: This article will be considered during our work on healthy eating in PSHE and DT. | ARTICLE 23 (children with a disability) A child with a disability has the right to live a full and decent life with dignity and, as far as possible, independence and to play an active part in the community. Governments must do all they can to support disabled children and their families. English Article 23: Our work on supporting the deaf community will relate directly to this article. | ARTICLE 38 (war and armed conflicts) Governments must not allow children under the age of 15 to take part in war or join the armed forces. Governments must do everything they can to protect and care for children affected by war and armed conflicts. ARTICLE 30 (children from minority or indigenous groups) Every child has the right to learn and use the language, customs and religion of their family, whether or not these are shared by the majority of the people in the country where they live. History Articles 30 & 38: These articles will be discussed during our work on invasion, settlement and different communities living in the UK. | ARTICLE 24 (health and health services) Every child has the right to the best possible health. Governments must provide good quality health care, clean water, nutritious food, and a clean environment and education on health and well-being so that children can stay healthy. Richer countries must help poorer countries achieve this. Geography, science, English Article 24: Work on clean water and water pollution will include consideration of this article. | ARTICLE 14 (freedom of thought, belief and religion) Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights. Governments must respect the rights and responsibilities of parents to guide their child as they grow up. RE Article 14: Children will discuss their right to hold different beliefs and to express these. |
| | MFL | | | | | |

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| Languages | <p>Je peux... (I Am Able...)</p> <p>In this unit, pupils will learn how to: □ Recognise, recall and spell 10 action verbs in French. □ Use these verbs in the infinitive to form positive and negative sentence structures with 'je peux' (I am able) and 'je ne peux pas' (I am not able). □ Attempt to combine positive and negative sentence structures to form longer and more complex sentences using the conjunctions 'et' (and / 'mais' (but).</p> | <p>L'ancienne histoire de la Grande-Bretagne</p> <p>In this unit pupils will learn how to: □ □ □ Learn the French for "I am" (Je suis), "I have" (J'ai) and "I live" (J'habite). Name in French, the six key periods of ancient Britain, introduced in chronological order. Be able to say in French three of the types of people who lived in ancient Britain. □ □ Tell somebody in French the three key hunting tools used during the stone age, bronze age and iron age in ancient Britain. Name the three types of dwellings people lived in during the stone, bronze and iron ages.</p> | <p>Les Romains (the Romans)</p> <p>In this unit pupils will learn: □ To listen attentively to longer passages in French and to decode using cognates. □ To understand more of what they hear and read using a listening activity to help decode unknown language. □ The name of 7 Roman gods and goddesses and will link them to the days of the week in French. □ All about key Roman inventions. □ The negative structure in French and will present to the class as a rich and/or poor child.</p> | <p>Chez Moi</p> <p>In this unit the children will learn how to: □ Say whether they live in a house or an apartment and say where it is. □ Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. □ Tell somebody in French what rooms they have or do not have in their home. □ Ask somebody else in French what rooms they have in their home. □ Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p> | <p>Ma Famille In this unit pupils will learn how to: □ Use the nouns and articles/determiners for family members in French. □ Move from using the article/determiner 'the' with a family member to using the possessive adjective 'my' in French. □ Answer the question 'As-tu des frères et sœurs ?' (Do you have any brothers or sisters?) in French. □ Introduce family members in French, using 'il/elle s'appelle (he/she is called). □ Use my knowledge of larger numbers in French to be able to describe the age of family members.</p> | <p>Traditions et fetes</p> <p>In this unit the children will learn how to: □ Use key French question words related to famous traditions and famous celebrations in French-speaking countries. □ Respond to questions in French related to famous traditions and celebrations in French-speaking countries. □ Express an opinion on a tradition or celebration in French using the structure 'C'est une fête...' + adjective (It is a ... festival) and attempt to apply accurately the rules of adjectival agreement in the description. □ Develop an appreciation of traditions and celebrations different to their own culture</p> |
| | English | | | | | |
| | See separate document | | | | | |