



Year 4 Curriculum 2025-26

Term	Autumn		Spring		Summer	
Value	Aspiration	Empathy	Independence	Resilience	Respect	Citizenship
Immersion	Musical instrument walk	MAGNA	Weston Park Museum (History - Anglo Saxons) Hindu visitor (RE)	Fieldwork at the River Rivelin looking for signs of erosion (Geography)	Losehill Residential (SEMH)	Wildlife garden (Science)
Output	Creating a labelled diagram of a Roman town Musical instrument	Explanatory writing Table to describe changes in state	First person account of important aspects of Anglo Saxon life Doctor surgery leaflet	Lift the flap explanation of erosion Electrical game	Display piece exploring the viking's thoughts	Guide to the wildlife garden
History	<p style="text-align: center;"><i>The Romans</i></p> <p>How did the arrival of the Romans change Britain?</p> <ol style="list-style-type: none"> 1. Why did Emperor Claudius invade Britain? 2. Who was Boudica and why was she mad? 3. Why did the Romans almost lose control of Britain? 4. Why was it so important to Claudia Severa that her friend Sulpicia Lepidina came to visit her? How do we know so much about the towns the Romans built in Britain? 5. Why did the Romans organise gladiatorial games? 6. How did the arrival of the Romans change Britain? 		<p style="text-align: center;"><i>The Anglo-Saxons</i></p> <p>Who were the Anglo Saxons and how do we know what was important to them?</p> <ol style="list-style-type: none"> 1. Why did the Romans leave Britain? <p>The centre of the empire, Rome, was attacked by Visigoths. As a result the army was called back to protect Rome.</p> <ol style="list-style-type: none"> 2. Who were the Anglo-Saxons and why didn't they choose to live in the towns the Romans left behind? <p>Anglo-Saxon farmers grouped their homes into villages. Inside their homes was a large single room where cooking, sleeping and other activities happened.</p>		<p style="text-align: center;"><i>The Vikings</i></p> <p>What did the Vikings want and how did Alfred stop them from getting it?</p> <ol style="list-style-type: none"> 1. What was the terror that appeared in Britain on 8th June 793? 2. Why was the design of their longships so important to the Vikings? 3. What were the two treasures that Viking Norsemen wanted from Britain? 4. Viking horned helmets - historical fact or myth? 5. Why is Alfred the only king or Queen of England to have 'the Great' after their name? 	



3. How did the lives of Anglo-Saxons change after Ethelbert met Augustine?

The Anglo-Saxons were pagans until the year AD 596 when St. Augustine arrived and converted King Ethelbert to Christianity.

4. How did converting to Christianity change the lives of people in Britain?

Ordinary people's lives changed greatly as their land was taken under the control of the church meaning they had less freedom. Rich Nobles benefited as they were given control of land and people had to pay them dues.

5. What does Sutton Hoo tell us about the Anglo-Saxon World?

This is the discovery about the Anglo-Saxons ever made. It was a large ship burial containing many beautiful artefacts which led people to believe that it may have been constructed for King Redwald of East Anglia.

6. Who were the Anglo-Saxons and how do we know what was important to



			<p>them?</p> <p>The Anglo-Saxons were a people who migrated from northern Europe to England. They established farming communities and became Christians. We know what was important to them because of the artefacts they have left behind.</p>			
Geography		<p><i>Earthquakes</i></p> <p>Why do some earthquakes cause more damage than others?</p> <ol style="list-style-type: none"> 1. Locate and describe earthquake affected regions 2. Observe and record 3. Identify, describe and explain 4. Describe 5. and explain 6. Understand through explanation, 7. reaching conclusions 		<p><i>Erosion</i></p> <p>Why is Jane's house only worth a pound?</p> <ol style="list-style-type: none"> 1. Identify types of desert and explore wind erosion 2. Identify features of rivers and explore water erosion 3. Explore how humans change landscapes 4. Learn how waves can erode land at the effects it has on coast lines 5. Explore how coastal erosion can affect homes and lives in Britain 6. Reach a judgement of what should be done about erosion 		<p><i>Biomes</i></p> <p>Why are jungles so wet and deserts so dry?</p> <ol style="list-style-type: none"> 1. What are the world's climates? 2. How do climate graphs help geographers compare the climate of one place with another? 3. How does the climate affect the plants and animals living in a place? 4. Why is the jungle of the Amazon Rainforest so wet and humid? 5. Why is Arica the driest inhabited place on Earth?
Science	<p><i>Sound</i></p> <p><u>Why do instruments make different sounds?</u></p> <ol style="list-style-type: none"> 1) What are sound vibrations? 2) How do we hear 	<p><i>States of matter</i></p> <p>Why do states of matter matter?</p> <ol style="list-style-type: none"> 1. What are the three states of matter? 	<p><i>Animals including humans</i></p> <p>How can I keep my digestive system healthy?</p> <ol style="list-style-type: none"> 1. What is the digestive system? 	<p><i>Electricity</i></p> <p>How can we build electrical appliances?</p> <ol style="list-style-type: none"> 1. What is renewable and nonrenewable 	<p><i>Living things & their Habitats</i></p> <p>Where do the wild things live?</p> <ol style="list-style-type: none"> 1. What are the 	



	<p>sound?</p> <p>3) How is pitch created?</p> <p>4) What is the relationship between distance and sound?</p> <p>5) <u>Why do instruments make different sounds?</u></p>	<p>2. What are the properties of gases?</p> <p>3. What temperature causes different solids to melt?</p> <p>4. How does a decrease in temperature change a liquid?</p> <p>5. How can water become a solid, liquid and gas?</p> <p>6. How do the states of matter link to the water cycle?</p> <p>7. When a snowman melts, is it gone forever?</p>	<p>2. What happens to food as it travels through the body?</p> <p>3. How do teeth help to digest food?</p> <p>4. How do different foods affect teeth?</p> <p>5. What makes a balanced diet?</p> <p>6. How can I keep my digestive system healthy?</p>	<p>energy?</p> <p>Renewable energy is better for the environment and can be created using solar, wind and tidal energy.</p> <p>2. How can we be safe around electrical appliances? Never use electrical devices around water or with wet hands.</p> <p>3. What is a circuit? For a complete circuit to function, it must be connected to the positive and negative ends of the power supply.</p> <p>4. What are conductors and insulators? Conductors allow an electrical current to flow more easily. Insulators do not allow an electrical current to flow.</p> <p>5. Can we build an electric car? Electrical energy can be converted in motion with the use of motors.</p> <p>6. How do we modify circuits with a switch? Switches allow you to control the flow of an electrical current breaking or completing a circuit.</p>	<p>characteristics of living things?</p> <p>2. How do you classify vertebrates?</p> <p>3. How do you identify invertebrates?</p> <p>4. Which animals live in our local habitats?</p> <p>5. What dangers do our local habitats face?</p> <p>6. How are animals adapted to their habitats?</p>	
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Reading	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> • My Family and other Romans • Can you feel the noise? 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> • Short comprehension • Swimming against the current • Hurricanes and tsunamis • earthquake 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> • The Beauty of difference • Adem's Baba embarrassed him • Alfredo • The magic paintbrush 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> • Roman Non Chron • Julius Caesar • Charlie and the choc Fact • Roman Rescue • Who is Emma • Jack and the beanstalk 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> • Pack of Pompeii • Who are refugees • Victorian Venture • Twelfth night • Stuart Little • How to train your dragon 	<i>Whole class reading</i> Example of text/s: <ul style="list-style-type: none"> • Secret explorers
English	<i>Text/s:</i> Gorilla <i>Extended writing outcome/s:</i> Narrative Diary <i>Grammar:</i> <ul style="list-style-type: none"> • Determiners (a or an) • Clauses • Expanding sentences using prepositions, adverbs and conjunctions. • Direct speech • Paragraphs 	<i>Text/s:</i> Rhythm of the Rain <i>Extended writing outcome/s:</i> Poem Explanation <i>Grammar:</i> <ul style="list-style-type: none"> • Recognising nouns • Recognising pronouns • Using pronouns • Clauses • Expanding sentences using prepositions, adverbs and conjunctions. • Causal conjunctions 	<i>Text/s:</i> Libba <i>Extended writing outcome/s:</i> Diary Biography Advertisement <i>Grammar:</i> <ul style="list-style-type: none"> • Apostrophes for possession • Apostrophes for contraction. • Past tense • Present perfect • Standard English • Paragraphs • Speech 	<i>Text/s:</i> The Boy at the Back of the Class <i>Extended writing outcome/s:</i> School Policy Balanced Argument <i>Grammar:</i> <ul style="list-style-type: none"> • Determiners • Nouns and pronouns • Present perfect • Fronted adverbials 	<i>Text/s:</i> Arthur and the Golden Rope <i>Extended writing outcome/s:</i> Book Narration Newspaper <i>Grammar:</i> <ul style="list-style-type: none"> • Sentence types • Direct and indirect speech (+punctuation) • Fronted adverbials • Clauses • Expanding sentences using prepositions, adverbs and conjunctions. 	<i>Text/s:</i> The Great Kapok Tree <i>Extended writing outcome/s:</i> Traditional Tale Explanation <i>Grammar:</i> <ul style="list-style-type: none"> • Direct and indirect speech (+punctuation) • Noun phrases • Fronted adverbials • Clauses • Expanding sentences using prepositions, adverbs and conjunctions.
Maths	Place Value Addition and Subtraction	Multiplication and Division facts Measurement - Area	Multiplication and Division Length and Perimeter	Fractions Decimals	Decimals Money Time	Statistics Shape Position and direction
Art		Painting Rhythm of the Rain	<i>Printing</i> Anglo Saxon Patterns			<i>Drawing animals</i>



DT	Roman Bread			Cam Toys	Viking Longboats	
Computing	<p><i>Animation (stop motion) 2.4</i></p> <ol style="list-style-type: none"> 1. Intro to stop motion and having a go making using picture on gallery 2. What makes a successful stop motion animation – make it professional (background) 3. How to add sound to an animation. 4. Plan animation - make story board – based on rhythm of the rain 5. Create animation 6. Edit animation 7. Evaluate animation 	<p><i>Key Skills 0.4</i></p> <ol style="list-style-type: none"> 1. Typing 2. Folder making 3. Turning off computer 4. Publish written work 5. Copy and paste 6. Save 7. Move files 8. Search internet 9. Left, right and double click 10. Passwords and security 	<p><i>Programming 4.4 Decomposition</i></p> <ol style="list-style-type: none"> 1. How can we move a sprite to draw? 2. What is decomposition? 3. Why use infinite loops? 4. How do we think like a coder? 5. Can you create a screensaver? 6. Can you modify your coding? 	<p><i>Data sharing online 3.4</i></p> <ol style="list-style-type: none"> 1. What is the internet? How are we connected? 2. Understanding how information travels across the internet 3. Exploring positive and negative behaviours online 4. Understand that online information is not always reliable 5. Understand online activities affect our well-being 	<p><i>Digital Art 1.4</i></p> <ol style="list-style-type: none"> 1. Access an appropriate program for achieving a specific task. 2. Switch between program tools to produce different techniques. 3. Alter the formatting of a tool to adjust the colour or size. 4. Recreate a piece of art using a computer program. 5. Manipulate shapes and objects to recreate an art style. 6. Select appropriate tools with confidence and independence 	<p><i>Programming 5.4 Simple selection</i></p> <ol style="list-style-type: none"> 1. Investigate infinite and non infinite loops, discover the code used. 2. Introduce selection code 3. Using the flow chart model add in code for if then else 4. Link to wider curriculum and run the selection statements by the children creating a quiz 5. Add to the quiz if...then..., if...then...else, repeat, forever. Create a storyboard and use each algorithm. 6. Extend the storyboard using a backdrop. Debug errors.
RHE	<p>Friendships - Are all friends the same? Are all friendships fun?</p>	<p><i>Growing Up Safe Programme (BigTalk Education)</i></p>	<p>Online safety - Digital Media</p> <p>Verifying content and</p>	<p>Family - How should we treat people who are different?</p>	<p>Family - Why do some people get married?</p> <p>Mental Health - Does everyone have the same</p>	<p>Friends - Can we be different and still be friends?</p> <p>Physical Health - How</p>



	<p>Mental well-being - Are we happy all the time?</p> <p>P4C - Aspiration - Ish</p>	<p>Community - Where do you feel like you belong?</p> <p>How can we help the people around us?</p>	<p>echo chambers</p>	<p>Physical Health - How do I stop getting ill?</p>	<p>feelings?</p>	<p>can I stay fit and healthy?</p>
<p>PE</p>	<p>Athletics Modified Athletics Outcomes:</p> <ul style="list-style-type: none"> I can run showing balance over extended distances. I can jump off of 1 foot and 2 feet landing successfully. I can throw objects towards a designated target. <p>Sequence:</p> <ol style="list-style-type: none"> To improve sprint technique. To combine a series of powerful jumps. To increase distance when throwing an object. Attempt to run at a challenging pace for longer. To improve accuracy when throwing. To compete in a class competition. <p style="text-align: center;"><u>Swimming</u> <u>National Requirements</u> <u>Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk in deep water. 	<p>Games Hot Shots Basketball, Tag Rugby, Mini Football (Attack v Defence) Outcomes:</p> <ul style="list-style-type: none"> I can catch various size balls from various distances and I can pass a ball using hands and feet short distances. I can play within a team in various invasion games recognising how to defend and can attack towards goal. I understand the key differences between attack and defence. <p>Sequence:</p> <ol style="list-style-type: none"> Basketball. To control the ball with both hands. Basketball. To improve attacking skills. Football. To control the ball when passing and receiving. Football. To improve the attacking tactics of the team. Tag Rugby. To pass and receive a 	<p>Gymnastics Foundation Key Steps Gymnastics Outcomes:</p> <ul style="list-style-type: none"> I can perform various low level Key Steps floor and apparatus routine showing a range of flexibility. I can analyse a performance and suggest how it could be better. <p>Sequence:</p> <ol style="list-style-type: none"> To link various balances through rolling. To form different shapes whilst in flight. To link all skills covered to perform a short routine. <p style="text-align: center;"><u>Dance</u> <u>Contrast in Style/Era</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can perform a combination of teacher led moves. Can act 2 counts of 8 to the dance. I can analyse a performance and suggest how it could be better. <p>Sequence:</p> <ol style="list-style-type: none"> To express how I feel 	<p>Racket Sports Mini Tennis, Badminton Outcomes:</p> <ul style="list-style-type: none"> I can hit the ball to yourself with control. I can maintain a one bounce rally with a partner. I can recognise how to alter the body position in order to hit the ball into space. <p>Sequence:</p> <ol style="list-style-type: none"> Tennis. To maintain a rally using a forehand. Tennis. To maintain a rally using a forehand and backhand shots. Tennis. To attempt to aim the ball into space. Badminton. To serve a shuttle over the net with accuracy. Badminton. To show a controlled clear shot within a game. Badminton. To show a purposeful drop shot within a game. <p style="text-align: center;"><u>Swimming</u> <u>National Requirements</u> <u>Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently 	<p>Orienteering Orientating a Map Outcomes:</p> <ul style="list-style-type: none"> I can solve problems in teams in difficult circumstances. I show clear organisation skills in all activities. <p>Sequence:</p> <ol style="list-style-type: none"> To use key features to help orienteering points on the map. To solve problems as a team to complete a course as fast as possible. To orientate a map to recognise my location. <p style="text-align: center;"><u>Personal Health and Fitness</u> <u>Components of Fitness</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can work in pairs or individually to set up circuit sessions, yoga poses and aerobic activities. I attempt to differentiate activities to include all abilities. <p>Sequence:</p> <ol style="list-style-type: none"> To recognise the difference between endurance and 	<p>Striking and Fielding Games Dynamos Cricket, Modified Baseball Outcomes:</p> <ul style="list-style-type: none"> I can bowl accurately using the under arm technique. Furthermore, I can consistently hit the ball when batting. I can recognise the rules of Dynamo Cricket and Baseball and I can select the batting pairs accordingly. <p>Sequence:</p> <ol style="list-style-type: none"> Cricket. To bowl accurately using different techniques within a game. Cricket. To use different fielding techniques within a game. Cricket. To vary the shot used within a game looking for space in the field. Baseball. To implement the rules of a new game. Baseball. To successfully hit the ball



		<p>rugby ball.</p> <p>6. Tag Rugby. To improve evasive techniques.</p> <p style="text-align: center;"><u>Swimming</u> <u>National Requirements</u> <u>Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk in deep water. 	<p>when I hear old and newer music.</p> <p>2. To use cannon, formations and unison to aid my performance.</p> <p>3. To evaluate performance and suggest improvements.</p> <p style="text-align: center;"><u>Swimming</u> <u>National Requirements</u> <u>Swimming Lessons</u></p> <p>Outcomes:</p> <ul style="list-style-type: none"> I can competently swim 25m using a range of strokes. I manage my own risk in deep water. 	<p>swim 25m using a range of strokes.</p> <ul style="list-style-type: none"> I manage my own risk in deep water. 	<p>speed.</p> <p>2. In addition, recognise how speed and power are linked.</p> <p>3. To recognise sports where cardiovascular endurance, speed, agility, power and co-ordination are needed.</p> <p>4. To recognise the importance of reaction time, balance and flexibility.</p> <p>5. Also begin to recognise the structure and benefits of circuit training.</p>	<p>into space.</p> <p>6. Baseball. To independently pitch and consistently throw to the correct base.</p>
Music	<p>Double Bass - Fieldfare first 10 weeks Dunlin second 10 weeks (Nov) Kittiwake third 10 weeks (March)</p>		<i>FOCUS</i> <i>This little light of mine</i>	<i>FOCUS</i> <i>The pink panther theme</i>	<i>FOCUS</i> <i>Fanfare for common man</i>	<i>FOCUS</i> <i>Global pentatonics</i>
Each class will have an alternate focus. DB or class Sing up	<p>Instrumental mandatory term - Double Bass on a rotational basis</p> <p><i>Double Bass</i></p> <ul style="list-style-type: none"> Learn the strings (E,A,D,G) and both Pizzicato (plucking) and Arco (bowing) techniques. Children learn about pulse and rhythm. Introduction to pitch. Perform various tunes as well as experiment with guided group composition work. Introduce A, B, C, D on the G string. Whole class performance of compositions Discuss what makes a good performance and what is expected of a good performer and a respectful audience. Create final performance (family sharing concert) or recording 					
RE	What do Hindus believe God is like?	What is the Trinity and why is it important to Christians?	What does it mean to be Hindu in Britain today?	Why do Christians call the day Jesus died 'Good Friday'?	Why and How is Hajj sacred for Muslims? (Islam)	How and why do people make the significant events of life? (Thematic Unit)



	<p><i>(Hindu Dharma)</i></p> <ol style="list-style-type: none"> How do many Hindus describe ultimate reality? What can we find out about Hindu deities? Is it good to think about the cycle of create/preserve/destroy in the world today? How do Hindus worship at home? What story is celebrated at Diwali? How different would the world be if everyone believed that all living beings contained the 'spark' of God? 	<p><i>(Christianity)</i></p> <ol style="list-style-type: none"> How and why is water used as a symbol in Christianity? What happened at Jesus' baptism? How is God shown? Who gets baptised today (babies)? Who gets baptised today (adults)? How can we show the Trinity in symbols? 	<p><i>(Hindu Dharma)</i></p> <ol style="list-style-type: none"> What are some core Hindu beliefs? How do Hindus show their faith within their families? How do Hindus worship in their faith communities? What is the festival of Holi and how is it celebrated? How is the festival of Diwali celebrated in Britain? What good things come from sharing worship and rituals in family and community? 	<p><i>(Christianity)</i></p> <ol style="list-style-type: none"> Why is the Easter Story? How would Mary feel? How do Christians feel at Easter? What do some Christians take Holy Communion on 'Good Friday'? What has Easter to do with hope, sadness and joy? What happened at Pentecost? 	<ol style="list-style-type: none"> What would a Muslim do to prepare for Hajj? What do Muslim pilgrims circle the Ka'bah? Why do Muslim pilgrims run between Safa and Marwa? Why do Muslims stand on Hajj? Why do Muslims throw stones? What happens at Eid-ul-Adha? 	<ol style="list-style-type: none"> What are the milestones of the journey of life? What ceremonies mark the milestones of life? What does baptism mean to Christians? How do Jewish children show commitment to their faith? What does the Sacred Thread symbolise in Hindu Dharma? How can we learn from another person's journey of life?
<p>Spanish</p>	<p><i>Presenting myself</i></p>	<p><i>My family</i></p>	<p><i>In the classroom</i></p>	<p><i>In the classroom</i></p>	<p><i>What is the weather like?</i></p>	<p><i>What is the weather like?</i></p>