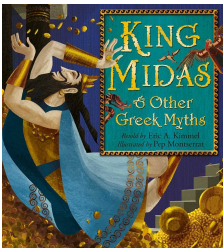
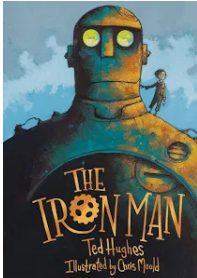
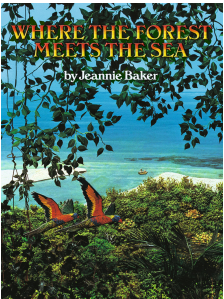
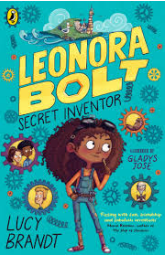
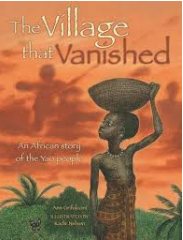


Year 4 Curriculum map 2025 2026

Y4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Text Genre	Myths	Classic Fiction	Information	Modern Fiction Explanation	Other Cultures	Issues/dilemmas (Oracy)
English Units	King Midas and the Golden Touch by Eric Kimmel <i>20 sessions THEP</i>  Writing Outcomes: Story Innovation (F) Information on Ancient Greek Olympians (NF)	The Iron Man by Ted Hughes <i>20 sessions THEP</i>  Writing Outcomes: Prequel to the story (F) Newspaper report(NF)	Where the Forest Meets the Sea by Jeannie Baker  Writing Outcomes: Setting description (F) Information text for a rainforest exhibit (NF) The Dragon With a Blue Nose pt 1: The City by Kathy Henderson (Poetry)	Leonora Bolt Secret Inventor by Lucy Brandt  Writing Outcomes:	The Village That Vanished by Ann Grifalconi & Kadir Nelson  Writing Outcomes: Retell from a characters point of view (F)	The Dragon in the Library by Louie Stowell  Writing Outcomes:
Maths	Place value (3 weeks) Addition and subtraction (2 weeks) Multiplication and division (1 week)	Multiplication and division (2 weeks) Fractions (4 weeks) Multiplication and division (1 week)	Multiplication and division (2 weeks) Fractions (2 weeks) Decimals and percentages (1 week)	Decimals and percentages (2 weeks) Perimeter and area (2 weeks) Statistics (2 weeks)	Shape (3 weeks) Position and direction (2 weeks) Decimals (1 week)	Decimals (2 weeks) Negative numbers (1 week) Converting units (2 weeks) Volume (1 week) Consolidation and assessment (1 week)
Science	How are solids, liquids and gases different? Materials-States of matter Building on: Early years, years 1, 2 and 3 Leading to: Year 5	What effect does temperature have on solids? Materials Building on: Early years, years 1, 2 and 3 Leading to: Year 5	How does my body digest food? Animals including humans Building on: Early years, years 1, 2 and 3 Leading to: Years 5 and 6 Living things and habitats lesson (1 lesson)	How do you construct a simple series electrical circuit? Electricity Building on: Early years, years 1 and 2 Leading to: Year Educational visit/Experience:	How can we group living things? Living things and their habitats Building on: Early years, year 2 Leading to: Years 5 and 6 Educational visit/Experience: Soanes centre-classifying minibeasts workshop	How are sounds made? Sound Building on: Early years
Computing	The Internet Children apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They learn that the World Wide Web is part of the internet. They evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information. Building on: Y1, A1, Technology All Around Us and Y2, A1, Information Technology All Around Us and Y3, A1, connecting Computers Leading to: Y5, A1, Systems and Searching	Audio Production Children identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners discuss the ownership of digital audio and the copyright implications of duplicating the work of others. Building on: Y2, S1, Making Music Leading to: N/A	Programming Children create programs by planning, modifying, and testing commands to create shapes and patterns. They use Logo, a text-based programming language. Building on: Y3,S2, Events and Actions in Programming Leading to: Y4, S2, Repetition in Games	Data Logging Children consider how and why data is collected over time. Children consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Children collect data as well as access data captured over long periods of time. Building on: Y3, Sp2, Branching Databases Leading to: Y5, Sp2, Flat File Databases	Photo Editing Children develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They consider the impact that editing images can have and evaluate the effectiveness of their choices. Building on: Y3, A2, Stop Frame Animation Leading to: Y5, A2, Video Production	Repetition in Games Children explore the concept of repetition in programming using the Scratch environment. They 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. Building on: Y4,Sp 2, Programming Leading to: Y5, Sp2, Selection

History	How are we influenced by the Ancient Greeks? Children learn about how today's government, architecture, language and sport/recreation is inspired by the Ancient Greeks. Building on: Egyptians Leading to: Romans; Benin Educational visits/experience: N/A		How did people react to the Roman Empire in Britain? Children learn about the Roman invasion of Britain and how some Brits rebelled. Building on: exploring different interpretations of an event. Leading to: Y6 rights unit. Educational visit/Experience: Museum of London Rationale: to study the impact of migration; to look at how people stand up for their rights. Develops the concept of democracy and rights. Develops the concept of power and conflict. Study of Roman Empire and impact on Britain.		How did power in England swing between Anglo-Saxons and Vikings from 793 to 1066? Children learn about how The Anglo Saxons and The Vikings came to Britain after The Romans had left. They learn about how they changed the country and what legacy they left behind. Building on: Life in Britain after The Romans Leading to: Battle of Hastings topic Educational visit/Experience: N/A Rationale: The unit shows the changing shape of Britain over several centuries and the struggle for power, and leads to the next unit in Y5. Develops the concept of power and conflict. The unit meets the requirements of the national curriculum: 'Britain's settlement by Anglo-Saxons and Scots' and 'The Viking and Anglo-Saxon struggle for the kingdom of England to the time of Edward the Confessor'.	
Geography		How have geographers mapped out the world? Longitude and latitude, Equator, Northern and Southern hemisphere, Tropics of Cancer and Capricorn, Arctic and Antarctic Circle, the Greenwich Meridian and time zones including Svalbard. Educational visit/Experience: Greenwich Observatory Building on: Year 2 Summer 2, Year 3 Autumn 2 Rationale: Children will locate the same countries in Year 3 summer 2. This recapping will embed knowledge meaning learning and remembering more. Greenwich meridian is local.		How is land used differently within the Loire valley and the South Wales Valleys? Comparing South Wales Valleys and Orleans (Loire valley) looking at land use how these have changed over time. Building on: Year 3 Summer 2, Year 4 Autumn 2 Leading to: Year 4 Summer 2, Year 5 Spring 2, Year 5 Summer 2, Year 6 Spring 2 Rationale: By the end of year 6, all children will have learnt about a place in Wales, Scotland and Northern Ireland. Comparing with France as we learn French at Olga.		Why do people settle in and around London? Types of settlements in the UK. Land use Building on: Year 1 Autumn 2, Year 2 Autumn 2, Year 3 Summer 2, Year 4 Spring 2, Leading to: Year 5 Autumn 2, Year 5 Spring 2, Year 6 Spring 2, Year 6 Summer 2 Rationale: Building on local knowledge from Year 1 and 2 of local area - learning about land use through local area knowledge.
RE	How and why do Hindus worship in the home and in the Mandir? Trip/Experience: Hindu temple Building on: Year 1, Year 2 and Year 3 Leading to: Year 4, Year 5, year 6 Rationale: To explore Hindu worship at home and in the Mandir, and explore some of the objects used in worship and their symbolism, and how these have an impact on daily life.	Why is the Bible special for Christians? Trip/Experience: Christian Visitor or Church visit Building on: Year 1 & Year 2 Leading to: Year 5 & Year 6 Rationale: : To reflect on the deeper meanings of the stories, exploring the ways these stories speak today about relationships, safety and danger, vulnerability and the 'hand of God' in human life.	What religions are represented in our neighbourhood? Trip/Experience: Out of the school into the local community to look for religious buildings but maybe also signs of religious devotion (cars, windows etc.) Building on: Year 1, Year 2, and Year 3 Leading to: Year 4, Year 5, and Year 6 Rationale: To develop their understanding of the ways individuals and communities express their identity	Why is Easter important to Christian people? Trip/Experience: Christian Visitor, visitor to a Church Building on: Year 1, Year 2, and Year 3 Leading to: Year 5 and Year 5 Rationale: To explore the events leading up to the death and resurrection of Jesus and the meaning of those events for Christian people today.	What makes me the person I am? Building on: Year 1, Year 2, and Year 3 Leading to: Year 5 and Year 6 Rationale: To reflect on different aspects of their identity, on ideas about what is distinctive about them, and what they share with others and the world around them	What happens when someone gets married? Trip/Experience: Visits to places of worship Muslim and Hindu or Hindu or Muslim Visitor Building on: Year1, Year2, and Year 3 Leading to: Year 5 and Year 6 Rationale: Explore wedding ceremonies
Art	Artist: Barbara Hepworth		Artist: David Hockney		Artist: Hafza Yusuf	

	Art Strands: Sculpture Trip/Experience: N/A Building on: Yr 3, Summer 1 Leading to: Yr 6, Autumn and Spring 1 Rationale: Barbara Hepworth is introduced as a great artist. Children will create a sculpture in the style of Barbara Hepworth out of clay. This unit reintroduces children to the concept of abstract sculptures, inspired by nature and the human form and allows them to experiment with clay.		Art Strands: Collage Trip/Experience: N/A Building on: Yr 1, Autumn 1 Rationale: David Hockney is introduced as one of the great artists. Children will create a photographic collage of themselves either in the grid-style method or freestyle. This unit explores Hockney's vibrant, often landscape-based, digital art, encouraging students to experiment with colour mixing, brush techniques, and digital tools to recreate their own interpretations of his style.		Art Strands: Painting onto textile Trip/Experience: Hafza Yusuf coming in to speak Building on: Yr 3, Autumn 1 Leading to: Yr 5, Autumn 1 Rationale: Hafza Yusuf is introduced as a local female Somali artist from London. This unit introduces children to textile as a form of art. It encourages the children to celebrate the beauty of their culture and the preservation of heritage through textile and design.	
DT		Mechanisms Can I create a story book with moving parts? Building on: Year 1 spring 2 moving picture page, Year 1 summer 2 moving buggy. Rationale: Explore how mechanisms work and use mechanical systems. Design purposeful and meaningful products.		Food technology Can I create a healthy biscuit? Building on: EYFS healthy eating, Year 1 Healthy soup, Year 2 healthy pizza, year 3 create new bread design Leading to: year 5 and 6 Rationale: prepare and cook a variety of dishes using a range of cooking techniques. Understand seasonality, and know where and how a variety of ingredients are grown, reared, caught and processed. Consider marketing and packaging		Simple circuit Can I create a functional battery-powered night light using a simple circuit? Night light (Hepp DT) Building on: Spring 2 science unit on electricity. Leading to: Year 6, Summer 2 Rationale: Develop critical understanding of how circuits work and apply electrical components to products
PSHE	Being me in my world Why is democracy important in our school? Building on: Y3 Establishment week – getting to know children, going through rules and behaviour and expectations. Understanding the democratic process and links to school parliament. Outcome: class charter	Celebrating difference Why do we judge each other by our appearance? Building on: Y3 Understanding that we are all unique and different, but that sometimes people can judge each other on what they look like and this can lead to bullying.	Dreams and goals What are hopes and dreams? Building on: Y3 Understanding what you could do to counteract disappointment if your hopes and dreams don't come true.	Healthy Me Why is it so important to know what is safe and what isn't? Building on: Y3 Think about why we have different friendship groups, the effect of smoking and drinking on health, and what being under too much pressure looks like.	Relationships How and why are relationships special? Building on: Y3 Understanding jealousy and loss. Thinking about how friendships change over time, what it means to have a boyfriend or girlfriend (at an appropriate age) and how we know how to show love and appreciation to the people and animals who are special to us.	Changing Me What changes happen to you when you grow? Building on: Y3 Understanding how our bodies change during puberty, understand how our bodies change on the inside during the growing up process, understand that some of your personal characteristics come from your parents, how you are unique, worries around change.
French	Portraits - describing in French Learning adjectives for describing people's physical appearance and their personality. Creating simple sentences ensuring that the adjectives agree with the gender of the noun. Building on: Year 3 Leading to: year 5 Autumn 1 and year 6 Autumn 1	Clothes- getting dressed in French Learning vocabulary to describe items of clothing, along with the different forms of the indefinite article. Expressing opinions about outfits in French. Building on: year 3 Leading to: Year 6 autumn 2	French numbers, calendars and birthdays Learning French numbers 1-31, the days of the week, months of the year, dates and seasons through maths and songs and class surveys. Researching the dates of French festivals. Building on: Year 3 Leading to: Year 5 Spring 1	French weather and the water cycle Learning phrases to describe the weather and vocabulary for the compass points; counting from 1-100 in multiples of ten and combining this knowledge to make statements about what the temperature is. Building on: Spring 1 year 4 Leading on: Year 5 spring 2	French Food – Miam, Miam! Learning food vocabulary and revising numbers to 100, this time in the context of money and prices. Developing language detective skills and confidence with practical conversational French. Building on: Year 4 Autumn 2 Leading on: Year 5 Summer 1	French and the Eurovision song contest Revising vocabulary from Year 3 and 4 by writing original songs in French, learning additional musical vocabulary and expanding their knowledge of the French names for European countries. Building on: Year 3 Summer 1 Leading on: Year 5 summer 2
PE	Fitness Yoga	Gymnastics Yoga	Tag Rugby Dance	Tennis Dance	Hockey Dodgeball	Athletics Dodgeball

Music	Can you play pizzicato? Experience: Naming and recognising the parts of a violin. Building on: Y3 Sum 2 Leading to: Spring 2 Y4 Violin Concert to Parents Rationale: Learning how to hold and pluck strings on a violin appropriately	Can you bow the strings? Experience: different methods of creating sounds on the violin. Building on: Y4 Aut 1 Leading to: Spring 2 Y4 Violin Concert to Parents Rationale: Learning how to hold and use the bow appropriately	How do we use our fingerboard to play more notes? Experience: Learning why and how sounds change pitch Building on: Y4 Aut 2 Leading to: Spring 2 Y4 Violin Concert to Parents Rationale: Promote group practice and collaboration.	Are we ready to perform? P1 Experience: Y4 Spring violin performance to parents Building on: Y4 Spring 1 Leading to: Sum 2 Y4 Violin Concert to Parents Rationale: Performing provides pupils with a practical reason to hone and apply their musical skills.	How can we improve our violin technique? Experience: Leading to: Y4 Summer 1 violin performance Building on: Y4 Spring 2 Leading to: Sum 2 Y4 Violin Concert to Parents Rationale: Promote group practice and collaboration as pupils work together to achieve a higher level of performance.	Are we ready to perform? P2 Experience: Sum 2 Y4 Violin Concert to Parents Building on: Y4 Sum 1 Leading to: Rationale: Performing provides pupils with a practical reason to hone and apply their musical skills
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