Year 4 Curriculum Map 2025-26

	Term 1a	Term 1b	Term 2a	Term 2b	Term 3a	Term 3b
English (Reading)	**Whole-class guided reading**	**Whole-class guided reading**	**Whole-class guided reading**	**Whole-class guided reading**	**Whole-class guided reading**	**Whole-class guided reading**
English (Writing)	Entertain (10 steps) Persuade (10 steps) Poetry (5 steps)	Inform (15 steps) Entertain (15 steps)	Inform (15 steps) Persuade (10 steps)	Entertain (15 steps) Poetry (10 steps)	Persuade (14 steps) Inform (14 steps)	Poetry (5 steps) Entertain (15 steps) Poetry (10 steps)
	Graphic novel Arthur and the Golden Rope **Persuasive speech** The King Who Banned the Dark **Poem (free verse)** A Small Dragon	**Explanation** Until I Met Dudley Rosie Revere Engineer How Everything Works **Narrative** Starbird Zeraffa Giraffa	**Newspaper article** Real-Life Mysteries **Travel leaflet** Africa, Amazing Africa Take A Bite India, Incredible India The Big Book of the UK	**Narrative** Leon and the Place Between **Poetry (haiku)** The Works	**Persuasive speech & letters** Malala's Magic Greta and the Giants **Non-chronological report**	**Short story** The Girl Who Stole an Elephant **Poetry (focus on figurative language)** Stars With Flaming Tails Marshmallow Clouds
Mathematics	**Place Value** Represent numbers to 1,000 Partition numbers to 1,000 Number line to 1,000 Thousands Represent numbers to 10,000 Partition numbers to 10,000 Flexible partitioning of numbers to 10,000 Find 1, 10, 100, 1,000 more or less Number line to 10,000 Estimate on a number line to 10,000 Compare numbers to 10,000 Order numbers to 10,000 Roman numerals Round to the nearest 10 Round to the nearest 100 Round to the nearest 1,000 Round to the nearest 10, 100 or 1,000		**Multiplication and Division B** Factor pairs Use factor pairs Multiply by 10 Multiply by 100 Divide by 10 Divide by 100 Related facts – multiplication and division Informal written methods for multiplication Multiply a 2-digit number by a 1-digit number Multiply a 3-digit number by a 1-digit number Divide a 2-digit number by a 1-digit number (1) Divide a 2-digit number by a 1-digit number (2) Divide a 3-digit number by a 1-digit number Correspondence problems Efficient multiplication **Length and Perimeter** Measure in kilometres and metres		**Decimals B** Make a whole with tenths Make a whole with hundredths Partition decimals Flexibly partition decimals Compare decimals Order decimals Round to the nearest whole number Halves and quarters as decimals **Money** Write money using decimals Convert between pounds and pence Compare amounts of money Estimate with money Calculate with money Solve problems with money **Time**	

	Addition and Subtraction Add and subtract 1s, 10s, 100s and 1,000s Add up to two 4-digit numbers - no exchange Add two 4-digit numbers - one exchange Add two 4-digit numbers– more than one exchange Subtract two 4-digit numbers - no exchange Subtract two 4-digit numbers - one exchange Subtract two 4-digit numbers (>1 exchange) Efficient subtraction Estimate answers Checking strategies **Area** What is area? Counting squares Make shapes Compare area **Multiplication and Division** Multiples of 3 Multiply and divide by 6 6 times-table and division facts Multiply and divide by 9 9 times-table and division facts The 3, 6 and 9 times-tables Multiply and divide by 7 7 times-table and division facts 11 times-table and division facts 12 times-table and division facts Multiply by 1 and 0 Divide by 1 and itself Multiply three numbers	Equivalent lengths (kilometres and metres) Perimeter on a grid Perimeter of a rectangle Perimeter of rectilinear shapes Find missing lengths in rectilinear shapes Calculate the perimeter of rectilinear shapes Perimeter of regular polygons Perimeter of polygons **Fractions** Understand the whole Count beyond 1 Partition a mixed number Number lines with mixed numbers Compare and order mixed numbers Understand improper fractions Convert mixed numbers to improper fractions Convert improper fractions to mixed numbers Equivalent fractions on a number line Equivalent fraction families Add two or more fractions Add fractions and mixed numbers Subtract two fractions Subtract from whole amounts Subtract from mixed numbers **Decimals A** Tenths as fractions Tenths as decimals Tenths on a place value chart Tenths on a number line Divide a 1-digit number by 10 Divide a 2-digit number by 10 Hundredths as fractions Hundredths as decimals Hundredths on a place value chart Divide a 1 or 2-digit number by 100	Years, months, weeks and days Hours, minutes and seconds Convert between analogue and digital times Convert to the 24 hour clock Convert from the 24 hour clock **Shape** Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure **Statistics** Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs **Position and Direction** Describe position using coordinates Plot coordinates Draw 2-D shapes on a grid Translate on a grid Describe translation on a grid		
Science **Working Scientifically –**	**Electricity** Identify common appliances that run on electricity	**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	**Sound** Identify how sounds are made, associating some of them with something vibrating	**Animals including humans** Describe the simple functions of the basic parts of the digestive system in humans	**Living things** Recognise that living things can be grouped in a variety of ways

On-going through the year	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. asking relevant questions and using different types of scientific enquiries to answer them	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.		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	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.	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.
RE	**<u>CREATION/FALL</u>** 1.Discuss what temptation is. The creation story – hidden meanings. What can people today learn from the Creation Story? 2.10 commandments – accepting responsibility, saying sorry, defining forgiveness	**<u>INCARNATION</u>** 1.Describe how Christians show their beliefs about God the Trinity in the way they live.John gospel 2. Describe how Christians show their beliefs about God the Trinity in the way they live.	**<u>GOSPEL</u>** 1.Identify distinguishing features of a parable 2.Understanding meanings behind parables 3.Make clear links between the story of the Good Samaritan and the idea of the Gospel as 'Good News'	**<u>SALVATION</u>** 1.What do the narratives of the Last Supper, Judas' betrayal and Peter's denial mean? 2.Make clear links between Gospel texts and how Christians remember, celebrate and serve on Maundy	**<u>BUDDHISM</u>** -Origins of Buddhism – who was Siddhartha Guatama? -Concept of enlightenment	**<u>ISLAM</u>** What can pupils remember form Y1? Fun T or F quiz or mind map with hints.

	3.Class Debate: You don't need forgiveness for sins if you don't believe in God. **PEOPLE OF GOD** 4. Abraham's faith and God's promises	3.Make links between some of the texts and teaching about God in the Bible and what people believe about God in the world today, expressing some ideas of their own clearly 4. Why are these words important? Beginning, God, light, life, darkness, Spirit of God, Earth 5. What do those words mean in the context of the Nativity story? 6. Class Debate: Jesus coming to earth as a baby should be the most important event in history for Christians.	4.Make simple links between the Good Samaritan story and the importance of charity in Christian life 5.Make links between some of Jesus's teachings about how to live, and life in the world today, expressing some ideas of their own clearly	Thursday including Holy Communion 3.How do Christians show their beliefs about Jesus in their daily lives? eg prayer, serving, sharing the message and example of Jesus 4.Raise questions and suggest answers about how serving and celebrating, remembering and betrayal, trust and standing up for your beliefs might make a difference to how pupils think and live		
Computing	**We are software developers** Developing a simple educational game	**We are makers** Coding for micro:bit	**We are musicians** Creating a piece of music in GarageBand	**We are bloggers** Sharing experiences and opinions	**We are artists** Fusing geometry and art	**We are meteorologists** Recording and presenting the weather
	1) develop an educational computer game using selection and repetition 2) understand and use variables 3) start to debug computer programs 4) recognise the importance of user interface design, including consideration of input and output.	1) understand the input – process – output model of computation 2) know the inputs and outputs available on a BBC micro:bit 3) program using the MakeCode block-based environment 4) test and debug programs they write, using an on-screen simulator and the micro:bit	1) create a repeating percussion rhythm 2) play music using virtual instruments 3) compose or edit tunes using the piano roll (pitch and duration) tool 4) perform electronic music using prerecorded loops, and create their own loops 5) create a multi-track composition or performance using multiple instruments	1) become familiar with blogs as a medium and a genre of writing 2) create a sequence of blog posts on a theme 3) incorporate additional media 4) comment on the posts of others 5) develop a critical, reflective view of a range of media, including text.	1) develop an appreciation of the links between geometry and art 2) become familiar with the tools and techniques of a vector graphics package 3) develop an understanding of turtle graphics 4) experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate	1) understand different measurement techniques for weather – both analogue and digital 2) use computer-based data logging to automate the recording of some weather data 3) use spreadsheets to create charts 4) analyse data, explore inconsistencies in data

		5) convert and transfer a program written on screen to the micro:bit.	6) give feedback to others on their compositions and performances.		it and receive feedback from their peers 5) develop some awareness of computer-generated art.	and make predictions 5) practise using presentation and video software.
History	**Anglo-Saxons** I can place events from a period studied on a timeline I can understand more complex terms e.g. BC/AD/BCE/CE I can identify reasons for and results of people's actions. I can use evidence to build up a picture of a past event. (Sutton Hoo - Choose relevant material to present a picture of one aspect of life in time past) I can begin to evaluate the usefulness of different sources. I can identify key features and events of time studied.		**The Vikings** I can identify where the Vikings came from and why they attacked. I can distinguish between a Saxon and Viking account of the same event. I can identify at least one period when the Vikings were successful and another when they were not. I can identify which source historians used when making statements. I can locate places with 6 of main Viking suffixes from a given map. I can show that they are aware of both arguments. (Raiders or settlers)		**Ancient Egypt** I can use terms related to the period and begin to date events. I can ask a variety of questions about Egyptian life and how this reflected their beliefs (Pharaoh, Pyramids, after-life, and mummification). I can begin to evaluate the usefulness of different sources, including hieroglyphics and texts. I can use evidence to build a picture of life in time studied. I can offer a reasonable explanation for some practices and beliefs. (Mummification and pyramids representing belief in after life; Pharaoh's as gods and the importance of hieroglyphics and tombs as sources of evidence.)	
Geography	**Why are rainforests important to us?** (6 lessons) Focussing on the link between biomes and climate, children will locate the Amazon rainforest and explain how the vegetation in a tropical rainforest is defined by the two Tropics. They investigate the physical features and layers of the Amazon rainforest, considering how plants adapt to these conditions. Learning about the people who live in the rainforest, children discuss the impact of human activity locally and globally. Key Skills: • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Finding the position of the Equator and describing how this impacts our environmental regions. • Identifying the position of the Tropics of Cancer and Capricorn and their significance.		**Where does our food come from?** (6 lessons) Looking at the distribution of the world's biomes and mapping food imports from around the world, children learn about trading fairly with a specific focus on Côte d'Ivoire and cocoa beans. They explore where the food for their school dinners comes from and the pros and cons of local versus global. Key Skills: • Locating some countries in Europe and North and South America using maps. • Locating key physical features in countries studied including significant environmental regions. • Locating some key human features in countries studied. • Locating some of the world's most significant rivers and identifying any patterns. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK.		**What are rivers and how are they used?** (6 lessons) Exploring the different ways water is stored and moves, pupils develop an understanding of the water cycle. They name and map major rivers both in the UK and globally. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. Key Skills: • Locating some countries in Europe and North and South America using maps. • Locating some major cities of the countries studied. • Locating key physical features in countries studied including significant environmental regions. • Locating the world's most significant mountain ranges on a map and identifying any patterns. • Locating some of the world's most significant rivers and identifying any patterns. • Locating some cities in the UK (local to your school).	

	• Identifying the position and significance of both the Arctic and Antarctic Circle. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Explaining why people might prefer to live in an urban or rural place. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Using the scale bar on a map to estimate distances. • Finding countries and features of countries in an atlas using contents and index. • Beginning to choose the best approach to answer an enquiry question. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Making digital audio recordings for a specific purpose. • Designing a questionnaire/interviews to collect	• Identifying how topographical features studied have changed over time using examples. • Describing how a locality has changed over time, giving examples of both physical and human features. • Finding the position of the Equator and describing how this impacts our environmental regions. • Finding lines of latitude and longitude on a globe and explaining why these are important. • Identifying the position of the Tropics of Cancer and Capricorn and their significance. • Describing and beginning to explain similarities between two regions studied. • Describing and beginning to explain differences between two regions studied. • Describing how and why humans have responded in different ways to their local environments. • Discussing climates and their impact on trade, land use and settlement. • Describing and explaining how people who live in a contrasting physical area may have different lives to people in the UK. • Mapping and labelling the six biomes on a world map. • Understanding some of the causes of climate change. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Describing how humans can impact the environment both positively and negatively, using examples. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and	• Beginning to locate the twelve geographical regions of the UK. • Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. • Describing how and why humans have responded in different ways to their local environments. • Describing how physical features, such as mountains and rivers are formed, and why volcanoes and earthquakes occur. • Describing where volcanoes, earthquakes and mountains are located globally. • Describing and explaining how physical features such as rivers, mountains, volcanoes and earthquakes have had an impact upon the surrounding landscape and communities. • Describing how humans use water in a variety of ways. • Describing and understanding types of settlement and land use. • Explaining why a settlement and community has grown in a particular location. • Explaining why different locations have different human features. • Beginning to use maps at more than one scale. • Using atlases, maps, globes, satellite images and beginning to use digital mapping to locate countries studied. • Using atlases, maps, globes and beginning to use digital mapping to recognise and describe physical and human features in countries studied. • Finding countries and features of countries in an atlas using contents and index. • Zooming in and out of a digital map. • Beginning to use the key on an OS map to name and recognise key physical and human features in regions studied. • Accurately using 4-figure grid references to locate features on a map in regions studied. • Beginning to locate features using the 8 points of a compass.

	qualitative fieldwork data. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Finding answers to geographical questions through data collection.	beginning to use digital mapping to locate countries studied. • Finding countries and features of countries in an atlas using contents and index. • Making and using a simple route on a map. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Making a plan for how they wish to collect data to answer an enquiry-based question, with the support of a teacher. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Collecting quantitative data in charts and graphs. • Using a questionnaire/interviews to collect quantitative fieldwork data. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection.	• Using a simple key on their own map to show an example of both physical and human features. • Following a route on a map with some accuracy. • Saying which directions are N, S, E, W on an OS map. • Labelling some features on an aerial photograph and then locating these on an OS map of the same locality and scale in regions studied. • Beginning to choose the best approach to answer an enquiry question. • Mapping land use in a small local area using maps and plans. • Asking and answering one-step and two-step geographical questions. • Observing, recording, and naming geographical features in their local environments. • Taking digital photos and labelling or captioning them. • Making annotated sketches, field drawings and freehand maps to record observations during fieldwork. • Beginning to use a simplified Likert Scale to record their judgements of environmental quality. • Presenting data using plans, freehand sketch maps, annotated drawings, graphs, presentations, writing and digital technologies (photos with labels/captions) when communicating geographical information. • Suggesting different ways that a locality could be changed and improved. • Finding answers to geographical questions through data collection. **How sustainable is our school?** Exploring the use of resources in their school, children learn what resources are and why they need to be used sustainably. They learn about the waste reduction hierarchy of Reduce, Reuse and Recycle before conducting an audit of school resource usage. Pupils then create actions plans focusing on one or two resources.

Art	HB pencils, sketching Pencil (lines, marks, shape, tone & texture) Austin's butterfly Line drawing & wire sculpture 3D & sculpture ***Ruth Asawa*** *Skills:* *-Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals* *-Use pressure to create hard and soft lines* *-Manipulate wire to create images* *-Evaluate my own & others' work & say what I would change*	***Andy Goldsworthy*** links to Forest School – photograph creations 3D & sculpture Digital media *Skills -Design a piece of artwork considering pattern, texture and colour* *-Evaluate my own & others' work & say what I would change*	***Claude Monet*** painting use of colour & watercolour paint *Skills:* *-Layer colours to create depth of colour and tone* *-Select the appropriate colour/s* *-Select the brush size & type* *-Mix colours independently* *-Explore watercolour paint* *-Evaluate my own & others' work & say what I would change*	***Richard Sweeney*** paper sculpture 3D & sculpture Developing ideas in sketchbooks *Skills:* *-Develop cutting, tearing, sticking, selecting the right size piece for a pattern* *-Select appropriate colours for a composition* *-Explore & create patterns or pictures using small squares* *-Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals* *-Use pressure to create hard and soft lines* *-Explore pressures on the pencil tip*	***Piet Mondrian*** – pattern, shape & colour Paint (colour, texture, fabric)	***Andy Warhol*** pop art Pencil (lines, marks, shape, tone & texture) Paint (colour, texture) Digital art – research *Skills:* *-Experiment with different types of pencil to create: scribbles, shade (hatch & cross hatch), dots, dashes, circles, spirals* *-Use pressure to create hard and soft lines* *-Explore pressures on the pencil tip* *-Evaluate my own & others' work & say what I would change* *-Create simple printing blocks* *-Print with 2 colours* *-Explore patterns around us* *-Create repeating patterns* *-Compare ideas & methods*
D&T	**Projects on a Page: Food: Healthy and varied diet** **Savoury muffin/Bread/Pizza** **Designing** • Generate innovative ideas through research and discussion with peers and adults to develop a design brief and criteria for a design specification. • Explore a range of initial ideas, and make design decisions to develop a final product linked to user and purpose. • Use words, annotated sketches and information and communication technology as appropriate to develop and communicate ideas. **Making** • Write a step-by-step recipe, including a list of ingredients, equipment and utensils		**Projects on a Page: Design and make a night light** **Electrical Systems Simple circuits and switches (including programming and control). Links with science topic** **Designing** • Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. • Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. **Making** • Order the main stages of making. • Select from and use tools and equipment to cut, shape, join and finish with some accuracy.		**Projects on a Page: Structures: Design and make a cereal box. Links with maths topic 2D & 3D shape** **Designing** • Generate realistic ideas and design criteria collaboratively through discussion, focusing on the needs of the user and the functional and aesthetic purposes of the product. • Develop ideas through the analysis of existing shell structures and use computer-aided design to model and communicate ideas. **Making** • Plan the order of the main stages of making. • Select and use appropriate tools and software to measure, mark out, cut, score, shape and assemble with some accuracy. • Explain their choice of materials according to functional	

	• Select and use appropriate utensils and equipment accurately to measure and combine appropriate ingredients. • Make, decorate and present the food product appropriately for the intended user and purpose. **Evaluating** • Carry out sensory evaluations of a range of relevant products and ingredients. Record the evaluations using e.g. tables/graphs/charts such as star diagrams. • Evaluate the final product with reference back to the design brief and design specification, taking into account the views of others when identifying improvements. • Understand how key chefs have influenced eating habits to promote varied and healthy diets. **Technical knowledge and understanding** • Know how to use utensils and equipment including heat sources to prepare and cook food. • Understand about seasonality in relation to food products and the source of different food products. • Know and use relevant technical and sensory vocabulary.		• Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. **Evaluating** • Investigate and analyse a range of existing battery-powered products. • Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. **Technical knowledge and understanding** • Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. • Apply their understanding of computing to program and control their products. • Know and use technical vocabulary relevant to the project.		properties and aesthetic qualities. • Use computer-generated finishing techniques suitable for the product they are creating. **Evaluating** • Investigate and evaluate a range of shell structures including the materials, components and techniques that have been used. • Test and evaluate their own products against design criteria and the intended user and purpose. **Technical knowledge and understanding** • Develop and use knowledge of nets of cubes and cuboids and, where appropriate, more complex 3D shapes. • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project.	
PSHRE	**Being Me** -Negotiate & devise a class charter, understand & follow **classroom routines** & expectations (H15, L2) -Understand **rules and laws** - why do we need them, why and how rules and laws are made and enforced (L2, R2) -Identify some **consequences of antisocial and aggressive behaviours**, such as bullying, for individuals and communities (R2, R3, R7) -Explore ways to keep **safe on-line** (H22)	**Celebrating Difference** - **Recognise & challenge prejudice** (own & others) (R14, L4) including **gender stereotypes** (R16) Discrimination – judging by appearance -Responding to **peer pressure** (H13, H14) -Explore **self-esteem & bullying** – why do people bully and how can we prevent it? (H1, R18) -Acceptance	**Dreams & Goals** -**Set personal & shared goals** (H5, R11), identify ways in which they can manage disappointment/ frustration -Identify ways to **promote positive mental health** & emotions (H1, H6, H7) – 5W2WB	**Healthy Me** -Friendships - making decisions and explaining choices – saying no to gangs & **managing peer pressure** (H13, H14) -Health Ed: identify safe use of legal drugs and medicines – recap Y3 (H17) -Smoking and alcohol -Knowing right and wrong, self-conviction -Explore **keeping safe on social media**, media & information (H4) – is it all true? -Identify ways to **keep safe whilst developing independence** (H11, H20, H23) Identify how to keep safe in local area (H10, H14, R3, R8, R15, -R21)	**Relationships** -Identify **strong feelings** and how to deal with them appropriately – jealousy (H6, H7, R1) -Identify **strong feelings** and how to deal with them appropriately – love & loss (H6, H7, R1) -Demonstrate **care for other people's feelings** and try to see things from their points of view (R12), compromise -Boyfriends/girlfriends & peer pressure -Loving & being loved	**Changing Me** -SRE: change is normal – changes in my growing **adolescent body** (H18) *(We do not cover #2 sex education as it is covered at middle school in Y5)* -SRE: rites of passage & **celebrating growing up** – change is inevitable (L12) wishes, hopes & dreams – **aspirations** (H5) -Recap **peer pressure** and any other areas Y4 pupils feel would be useful before leaving (H13, H14) -Managing **change & transition** – visits from feeder schools (H8), conversations to support anxious pupils

PE	**Tag Rugby** **Learning Intentions:** Develop passing, moving and creating space Extend learning into mini 3v3 games Develop defending Develop defending in game situations Combine passing and moving to create an attack and score Level 1 tournament **Vocabulary: Tag Rugby** Teamwork, Respect, Target, Pivot, Flow, Balance, Tackle, Co-ordination, Strength, Speed, Drive, Dodge, Tag, Grip, Run, **Passing, Moving, Tagging, Space**	**Dance** **Learning Intentions:** Responding to stimuli working together. Extending sequences with a partner in character. Developing character in dance Developing sequences with a partner in character that show relationships Sequences, relationships, choreography and performance Full performance **Vocabulary: Dance** Control, Focus, Turns, Music, Feelings, Grace, **Timing**, Space, Routine, Interpretation, **Stage, presence**, **Drama, Emotion, Character, Rhythm**	**Gymnastics** **Learning Intentions:** Introduction to bridges Application of bridge learning onto apparatus Develop sequence ideas with bridges Sequence formation Sequence completion Performance **Vocabulary: Gymnastics** Control, Focus, Turns, Grace, Timing, Space, Routine, Roll, Floor, Safety, **Balance**, Fluency, Linking, Preparation, **Bridges**, **Performance**, **Sequence**	**Tennis** **Learning Intentions:** Develop the forehand Create space to win a point using a racket Introduce the backhand shot Apply the forehand and backhand shots in game situations Apply the forehand and backhand: create space to win a point Level 1 tournament **Vocabulary: Tennis** Court, Tennis ball, Underarm, Points, Net, Shot, Score, **Forehand**, **Backhand**, Volley, Rally, **Space**	**Athletics** **Learning Intentions:** Develop running for speed Explore our stride pattern Running for pace Understand and apply tactics when running for a distance Throwing for distance: javelin Jumping for distance: Standing Triple Jump **Vocabulary: Athletics** Sprinting, Lanes, Pacing, **Running**, Track, Accelerate, Relay, **Throw**, Distance, Control, Accuracy, Stride patterns, Javelin, Standing triple jump, **Personal best, Technique**, **Jump, Self-analyse, Hop, skip and Jump**	**Rounders** **Learning Intentions:** Consolidate the sequence of learning from Y3: Understand the concept of rounders Developing fielding: Bowling and backstop Introduce batting: How? Develop batting: Where and why? Introduce and apply basic fielding tactics Level 1 tournament **Vocabulary: Rounder's** **Batter**, Ball, Bowl, **Bowler, Fielder,** Fielding, Stump, Out, Rounder, Game, Base, No ball, **Back stop**
French	**Vegetables** Name, recognise and recall from memory up to 10 vegetables in French. Attempt to spell some of these nouns with their plural article/determiner. Learn and use the high frequency verb je voudrais from the verb vouloir, to	**Presenting Myself** Use basic greetings in French, ask somebody how they are feeling and reply when asked. Ask somebody their name in French and reply when asked. Recall numbers 1-20 in French. Ask somebody how old they	**En Famille** (The Family) Remember the nouns for different family members in French from memory with their articles/determiners. Describe our own or a fictitious family in French by name, age and relationship. Learn numbers up to 70 and the multiples of ten (10-100)	**En Classe** (In the classroom) Recall from memory a selection of nouns and indefinite articles for common classroom objects. Learn how to use the negative in French. Describe what we have and do not have in our pencil case.	**Seasons** Name, recognise and remember all four seasons in French. Say which is our favourite season in French. Say why it is our favourite season in French. Start to recognise and use	**At the Tea Room / Restaurant** Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. Understand better how to make nouns plural in French.

	want in French.	are in French and reply when asked. Ask somebody where they live in French and reply when asked. Express my nationality in French and understand basic gender agreement rules.	in French. Understand possessive adjectives better in French ('my' form only)	Respond to simple classroom commands.	the conjunction 'et' (and) in our spoken and written responses.	Improve our knowledge of French currency. Order in French what we would like to eat and drink in a role-play
Music	**Autumn 1:** Recorders, Notation and ostinato Harvest **Autumn 2:** Recorders, Ten Pieces – Class Orchestra Christmas Production *Skills:* *- Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately.* *- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.* *- Listen with attention to detail and recall sounds with increasing aural memory.* *- Analyse music in terms of the inter-related dimensions of music (pitch, dynamics, duration, tempo, timbre, texture, structure).* *- Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.* *- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.* *- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.*		**Spring 1:** Recorders, Dragon stories - Pentatonic scale **Spring 2:** Recorders, 12-bar Blues, Garageband Easter *Skills:* *- Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately.* *- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.* *- Listen with attention to detail and recall sounds with increasing aural memory.* *- Analyse music in terms of the inter-related dimensions of music (pitch, dynamics, duration, tempo, timbre, texture, structure).* *- Improvise on a limited range of pitches on the instrument they are learning, making use of musical features including smooth (legato) and detached (staccato). Begin to make compositional decisions about the overall structure of improvisations.*		**Summer 1:** Recorders, African drumming and dance **Summer 2:** Recorders/Guitar, Summer Sounds Calypso and Samba, Leavers' Songs *Skills:* *- Sing a broad range of unison songs with the range of an octave (do–do), pitching the voice accurately.* *- Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.* *- Listen with attention to detail and recall sounds with increasing aural memory.* *- Develop facility in the basic skills of a selected musical instrument over a sustained learning period.* *- Play and perform melodies following staff notation using a small range (e.g. Middle C–G/do–so) as a whole-class or in small groups. Perform in two or more parts (e.g. melody and accompaniment or a duet) from simple notation using instruments played in whole class teaching.* *- Analyse music in terms of the inter-related dimensions of music (pitch, dynamics, duration, tempo, timbre, texture, structure).*	