



Year 4 Curriculum Map 2026-27



	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	

	<u>Addition and Subtraction</u> 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 <u>Area</u> What is area? Counting squares Make shapes Compare area <u>Multiplication and Division</u> 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 <u>Fractions</u> 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 <u>Decimals A</u> 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 <u>Shape</u> Understand angles as turns Identify angles Compare and order angles Triangles Quadrilaterals Polygons Lines of symmetry Complete a symmetric figure <u>Statistics</u> Interpret charts Comparison, sum and difference Interpret line graphs Draw line graphs <u>Position and Direction</u> 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 –	<u>Animals including humans</u> Describe the simple functions of the basic parts of the digestive system in humans	<u>Electricity</u> Identify common appliances that run on electricity	<u>States of Matter</u> Compare and group materials together, according to whether they are solids, liquids or gases	<u>Sound</u> Identify how sounds are made, associating some of them with something vibrating	<u>Living things</u> Recognise that living things can be grouped in a variety of ways	<u>Making Connections</u> This unit revises the following key knowledge from the previous Year 4 units:					

On-going through the year	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.	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	Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	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	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.	<u>States of matter</u> How to compare and group materials together, according to whether they are solids, liquids or gases. The part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <u>Classification and changing habitats</u> Use classification keys to help group, identify and name a variety of living things in their local and wider environment. Environments can change and that this can sometimes pose dangers to living things. <u>Electricity and circuits</u> A switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Some common conductors and insulators, and associate metals with being good conductors. <u>Sound and vibrations</u> How sounds are made, associating some of them with something vibrating. Vibrations from sounds travel through a medium to the ear. <u>Digestion and food</u> To know the simple functions of the basic parts of the digestive system in humans.
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 -	<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	<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	<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	<u>BUDDHISM</u> -Origins of Buddhism - who was Siddhartha Guatama? -Concept of enlightenment	<u>ISLAM</u> What can pupils remember from Y1? Fun T or F quiz or mind map with hints.

	accepting responsibility, saying sorry, defining forgiveness 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	beliefs about God the Trinity in the way they live. 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.	Samaritan and the idea of the Gospel as 'Good News' 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	and how Christians remember, celebrate and serve on Maundy 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	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,	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	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	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	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

	output.	using an on-screen simulator and the micro:bit 5) convert and transfer a program written on screen to the micro:bit.	5) create a multi-track composition or performance using multiple instruments 6) give feedback to others on their compositions and performances.	of media, including text.	developing their work as they apply their own criteria to evaluate it and receive feedback from their peers 5) develop some awareness of computer-generated art.	create charts 4) analyse data, explore inconsistencies in data and make predictions 5) practise using presentation and video software.
History	<u>Anglo-Saxons</u> 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.		<u>The Vikings</u> 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)		<u>Ancient Egypt</u> 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	<u>Why are rainforests important to us?</u> (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. <u>Key Skills:</u> - 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.		<u>Where does our food come from?</u> (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. <u>Key Skills:</u> - 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.		<u>What are rivers and how are they used?</u> (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. <u>Key Skills:</u> - 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	

	- 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. - 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.	- Identifying key physical and human characteristics of counties, cities and/or geographical regions in the UK. - 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.	- 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). - 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
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	• 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 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.	• 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. • 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.	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. • 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. <u>How sustainable is our school?</u> Exploring the use of resources in their school, children
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			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	<u>Drawing: Exploring tone, texture and proportion</u> Exploring tone, texture and proportion to create realistic and expressive drawings, inspired by artists Sarah Graham, Nicola McBride and Beatriz Milhazes. • Create a three-dimensional effect by using contrasting tones to show light and dark. • Combine lines and marks to represent different textures. • Use lines and marks in different ways to represent dark and light areas (tone). • Comparing the sizes of different objects to draw them in proportion. • Represent the size of one object relative to another. • Consider where to place each element thinking carefully about the space. • Show texture in the collage. • Use the impasto technique to create textured effects.	<u>Painting and mixed media: Light and dark</u> Investigating the use of tone in art through studying how artists use highlights, midtones and shadows to create the illusion of form. • Accurately use the vocabulary tone, tint and shade. • Mix colours with white and black to create a range of tints and shades. • Create gradual changes in tone using tints and shades. • Identify highlights, midtones and shadows on an object • Apply lighter and darker tones to show highlights and shadows. • Use tone to make an object appear three-dimensional. • Use a range of paint techniques to create tonal variation. • Use art vocabulary to describe elements of composition, such as shape, colour, light or balance. • Arrange objects deliberately to create a balanced still life with areas of contrast. • Mix a range of tints and shades, placing highlights and shadows in the correct places to show 3D form in a still life painting.	<u>Sculpture and 3D: Mega materials</u> Exploring how different materials can be shaped and joined and learning about techniques used by artists as diverse as Barbara Hepworth and Sokari Douglas-Camp, children create their own sculptures. • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been influenced by the work of El Anatsui.
D&T	<u>Cooking and nutrition: Adapting a recipe</u> Adapting a basic biscuit recipe by adding or removing ingredients to make it suitable for a target audience. • Describe different types of biscuits, including their packaging, taste and texture. • Explain how biscuits are made for certain target audiences. • Order and follow a recipe, using the correct	<u>Textiles: Fastenings</u> Designing and creating a book sleeve and exploring a range of fastening techniques. • Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve.	<u>Mechanical systems: Mechanical cars</u> Exploring mechanical systems by building and testing prototype cars to identify effective design features. • Describe key design improvements in the history of the automobile. • Measure and compare the distance travelled by different mechanical cars. • Choose and use appropriate tools and materials to

	equipment for each step. • Prepare food safely and hygienically. • Explain how a biscuit is meant to look and how the ingredients and the shape improve the biscuit. • Design a biscuit for a target audience and adapt a recipe using the design ideas. • Choose ingredients for the new recipe, within a budget. • Evaluate biscuits using the design criteria and give feedback, suggesting improvements.		• Assemble their case using any stitch they are comfortable with.	make mechanical cars. • Draw exploded diagrams and annotated sketches of my different mechanical cars. • Use a problem statement to identify the design criteria. • Assess the product against the design criteria. • Conduct market research into existing products. • Provide specific feedback and adjust my design to incorporate customer feedback.		
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) <u>(We do not cover #2 sex education as it is covered at middle school in Y5)</u> -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	<u>Fundamentals Year 4</u> <u>Gymnastics</u>	<u>Dance</u> <u>Ball Skills Year 4</u>	<u>Yoga</u> <u>Hockey</u>	<u>Tennis</u> <u>Netball</u>	<u>Cricket</u> <u>Outdoor Adventurous Activity</u>	<u>Rounders</u> <u>Athletics</u>
French	<u>Vegetables</u> 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 want in French.	<u>Presenting Myself</u> 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 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.	<u>En Famille (The Family)</u> 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) in French. Understand possessive adjectives better in French ('my' form only)	<u>En Classe (In the classroom)</u> 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. Respond to simple classroom commands.	<u>Seasons</u> 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 the conjunction 'et' (and) in our spoken and written responses.	<u>At the Tea Room / Restaurant</u> 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. 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		Spring 1: Recorders, Dragon stories - Pentatonic scale Spring 2: Recorders, 12-bar Blues, Garageband Easter		Summer 1: Recorders, African drumming and dance Summer 2: Recorders/Guitar, Summer Sounds Calypso and Samba, Leavers' Songs	

	<i>Skills:</i> - 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.	<i>Skills:</i> - 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.	<i>Skills:</i> - 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).
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