





	Autumn Term September – December 2025		Spring Term January – April 2026		Summer Term May – July 2026	
English 	Stone Age Boy How to Train Your Dragon		Stories on a Theme: Daily Life Information Texts: Water Anthologies: Poetry for Change		Classic Fiction: Harry’s Mad Information Texts: Transport Classic Poems: Fun with Sounds and Images	
Maths 	Place value Addition and subtraction Multiplication and division	Place value Addition and subtraction Multiplication and division	Multiplication and division Length and perimeter Fractions Mass and capacity	Multiplication and division Length and perimeter Fractions Decimals	Decimals inc. money Time Statistics Properties of shape	Decimals inc. money Time Statistics Properties of shape Position and direction
History 	Stone age to Iron Age <ul style="list-style-type: none"> Know how Britian changed between the beginning of the Stone Age and the Iron Age Know the main differences between the Stone, Bronze and Iron ages Know what is meant by ‘hunter gatherers’ 		The Romans <ul style="list-style-type: none"> Know how Britian changed from the Iron Age to the Roman Occupation Know how the Roman occupation of Britian helped to advance British Society Know how there was resistance to Roman occupation and know about Boudica Know about at least one Roman emperor 		Vikings <ul style="list-style-type: none"> Know how Britian changed between the end of the Roman occupation and 1066 Know about how the Anglo-Saxons attempted to bring about law and order Know that Britian was divided into many kingdoms and how this led to county boundaries today Use a timeline to show when they were in England 	
Geography 	Eastern Europe <ul style="list-style-type: none"> Know the names of at least eight European cities and their capitals Know the main landscapes and climates of Europe Know the main facts about an Eastern European country 		Rainforests <ul style="list-style-type: none"> Explain the features of the water cycle Know where the rainforests are Know the different layers of a rainforest Know why it is important to protect rainforests 		The UK <ul style="list-style-type: none"> Know the name of at least eight counties Know the main mountain ranges in the UK Know the main rivers in the UK 	

Science



Rocks

- Compare and group together different kinds of rocks on the basis of their appearance and simple physical properties;
- Describe in simple terms how fossils are formed when things that have lived are trapped within rock;
- Recognise that soils are made from rocks and organic matter;

Animals inc humans

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat;
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Scientific Enquiry

- ask relevant questions and use different types of scientific enquiries to answer them
- set up simple practical enquiries, comparative and fair tests
- make systematic and careful observations and, where appropriate, take accurate measurements using standard units, and use a range of equipment, including thermometers and data loggers
- record findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables
- use results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions

Plants


- Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers;
- Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant;
- Investigate the way in which water is transported within plants;
- Explore the part that flowers play in the life cycle of flowering plants, including




Forces and magnets


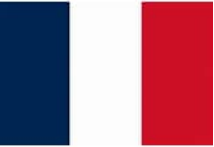
- Compare how things move on different surfaces;
- Notice that some forces need contact between 2 objects, but magnetic forces can act at a distance;
- Observe how magnets attract or repel each other and attract some materials and not others;
- Compare and group together a variety of everyday materials on the basis of whether they are attracted to a magnet, and identify some magnetic materials;
- Describe magnets as having 2 poles;
- Predict whether 2 magnets will attract or repel each other, depending on which poles are facing.

Light

- Recognise that they need light in order to see things and that dark is the absence of light;
- Notice that light is reflected from surfaces;
- Recognise that light from the sun can be dangerous and that there are ways to protect their eyes;
- Recognise that shadows are formed when the light from a light source is blocked by an opaque object;
- Find patterns in the way that the size of shadows change.

		pollination, seed formation and seed dispersal.	
Computing 	<p>Computing Systems and Networks: The Internet</p> <p>In this unit learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p>Creating Media – Audio Production</p> <p>Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.</p>	<p>Creating Media – Photo Editing</p> <p>Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.</p> <p>Data and Information – Data Logging</p> <p>In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.</p>	<p>Programming – Repetition in shape</p> <p>This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p> <p>Programming – Repetition in games</p> <p>This unit explores the concept of repetition in programming using the Scratch environment. Learners 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.</p>
RE 	<p>How special is the relationships Jews have with God?</p> <p>What is the most significant part of the Nativity story for Christians today?</p>	<p>How important is it for Jewish people to do what God asks them to do?</p> <p>Is forgiveness always possible for Christians?</p>	<p>What is the best way for a Jew to show commitment to God?</p> <p>Do people need to go to church to show they are Christians?</p>
Art 	<p>Cave Art</p> <p>Visual element: line, mark, shape, colour, texture</p>	<p>Drawing with Scissors</p> <p>Visual element: shape, pattern, colour</p> <p>Artist: Henri Matisse</p>	<p>Figures in a Landscape</p> <p>Visual element: line, form, space</p> <p>Artist: Ancient statues, A. Gormley,</p>

	<p>Artist: Cave Art from Chauvet Cave, Lascaux, Altamira</p> <p>Process: charcoal drawing, soft pastel drawing, painting with natural pigments</p> <p>Final artwork: painting of an animal</p>	<p>Process: mixed media drawing, collage</p> <p>Final artwork: collage composition</p>	<p>B. Hepworth</p> <p>Process: drawing, clay sculpture (figure impressions), 3D mixed- media (wire, Modroc)</p> <p>Final artwork: Mix- media sculpture of a figure</p>
<p>Design and Technology</p> 	<p>Structure Building</p> <p>Pupils will look at different types of structures and explore and evaluate them, they will generate their own designs using appropriate tools and materials to create and build their own design.</p>	<p>Textiles – Sewing</p> <p>Pupils will learn how to thread a needle and do basic stitches. They will design, make and evaluate their own designs.</p>	<p>Mechanical – Gears and Pulleys</p> <p>Pupils will understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
<p>PE</p> 	<p>Football</p> <p>Tag rugby</p>	<p>Hockey</p> <p>Basketball</p> <p>Swimming</p>	<p>Athletics</p> <p>Tennis</p>
<p>Music</p> 	<p>Hall of the Mountain King</p> <ul style="list-style-type: none"> listen and reflect on a piece of orchestral music invent their own musical motifs and structure them into a piece perform as an ensemble learn musical language appropriate to the task <p>Live Performance</p> <ul style="list-style-type: none"> Rehearse for group performances Rehearse for solo performances 	<p>Mars</p> <ul style="list-style-type: none"> listen and reflect on a piece of orchestral music invent their own musical motifs and structure them into a piece perform as an ensemble learn musical language appropriate to the task <p>Roman Music</p> <ul style="list-style-type: none"> describe some instruments used in Roman times explain how we know about Roman music give examples of when music was played in Roman times 	<p>Elements of Music</p> <ul style="list-style-type: none"> Duration Dynamics Tempo Rhythm Timbre Pitch Structure <p>Live Performance</p> <ul style="list-style-type: none"> Rehearse for group performances Rehearse for solo performances

<p>PSHE</p> 	<p>TEAM</p> <p>Enable children to identify the impact their actions have on the team they are working in. Children learn about successful teamwork skills, being considerate of others in the team and how to positively resolve any conflicts that occur. They will also learn about their individual responsibilities towards teams they work in and how new starts, such as starting a new school year, may feel and how they can support each other in this.</p> <p>Diverse Britain</p> <p>Inspired by the idea that we live in a diverse, multicultural and democratic society and that this is important and brings many benefits. It aims to enable the children to identify that they should be respectful of difference. Children learn about: British people, rules, the law, liberty and what living in a democracy means, the importance of being tolerant of differences within their society.</p>	<p>Safety First</p> <p>Taking responsibility for the decisions they make and how to stand up to peer pressure in a range of situations. Learn about everyday risks, hazards and dangers and what to do in risky or dangerous situations, road, water and rail safety and dangerous substances: drugs (including medicines), cigarettes and alcohol. Children will look at first aid, exploring how to deal with common injuries and what to do to respond to emergency situations.</p> <p>One World</p> <p>Enable the children to explore the concepts of inequality and stereotypes and encourages them to reflect on what they can do to help make the world a fairer place. Children also learn about climate change and its effects, fair trading practices and organisations that help people. They will also learn about how to be a good global citizen.</p>	<p>Growing Up</p> <p>How we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.</p> <p>Aiming High</p> <p>Focus on goals and aspirations. Discuss achievements accomplished, identify ways of applying a growth mind-set to new challenges and learn about the importance of resilience, share aspirations for future goals, consider different jobs and careers, explore some of the difficulties faced by stereotyping, think about the specific skills they might wish to develop in order to achieve their short, mid and long-term goals.</p>
<p>French</p> 	<p>Shapes</p> <p>In this unit pupils will learn 10 common shapes and also the numbers 1-5. By the end of the unit pupils will be able to recognise, recall, remember and spell up to ten shape nouns with their indefinite article.</p> <p>Musical Instruments</p> <p>In this unit pupils will learn 10 familiar instruments and be introduced to the 1st person singular high frequency verb 'I play' in the foreign language. By the end of the unit pupils will be able to recognise, recall,</p>	<p>Vegetables</p> <p>In this unit pupils will learn 10 common vegetables in their plural form with their definite articles. They will learn the basic transactional language required take part in a role-play activity based on buying different quantities of vegetables from a market stall.</p> <p>Ancient Britain</p> <p>In this unit pupils will be taught three high frequency verbs in the 1st person singular form. The verbs are: 'to be', 'to have' and 'to live'. Through the medium of this period of history, pupils will pretend to be characters from the Stone, Bronze and Iron Ages. By the end of the</p>	<p>In Class</p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p> <p>Goldilocks</p>

	<p>remember and spell up to 10 instruments with their definite article. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and determiners.</p>	<p>unit pupils will be able to say / write who they are, where they live and which hunting tool they use, incorporating the three high frequency verbs in their phrases.</p>	<p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about what they have and do not have in their pencil cases and/or school bag in French. This is a unit that focuses on recycling previously learnt grammar, using it with new vocabulary and a better understanding of the negative form, demonstrating a growing ability to create independent responses.</p>
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