

Year 4 Curriculum Overview Autumn Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	HALF TERM	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week15	
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.				On-going application of mental, communication, problem solving and reasoning skills.					<u>Area</u>	On-going application of mental, communication, problem solving and reasoning skills.					Consolidation and Assessment	
	<u>Place Value</u> - To represent numbers to 1000 - To partition numbers to 1000 - To use a number line to 1000 - To look at thousands in place value - To represent numbers to 10,000 - To learn flexible partitioning of numbers to 10,000 - To find 1, 10, 100, 1000 more or less of a number - To look at number lines to 10,000 - To estimate on a number line to 10,000 - To compare numbers to 10,000 - To use Roman numerals - To round to the nearest 10, 100, 1000				<u>Addition and Subtraction</u> - To add and subtract 1s, 10s, 100s and 1000s - To add up to 4 two digit numbers – no exchange - To add two 4 digit numbers – more than one exchange - To subtract two 4 digit numbers – no exchange, one exchange and more than one exchange - To use efficient subtraction - To estimate answers - To check strategies					What is area?	<u>Multiplication and Division A</u> - To know multiples of 3 - To multiply and divide by 6 - To know 6 times tables and division facts - To multiply and divide by 9 - To know 3,6 and 9 times tables - To multiply and divide by 7 - To know 7 times tables and division facts - To know 11 times tables and division facts - To know 12 times table and division acts - To multiply by 1 and 0 - To divide a number by 1 and itself - To multiply three numbers						
										Count squares							
										Make shapes							
										Compare areas							
ENGLISH	Gregory Cool by Caroline Binch - To respond to illustrations – consider the setting and make predictions for a story - To infer and deduce information about the characters - To deepen their understanding of the characters and setting - To build a varied and rich vocabulary - To write short play scripts - To create performance poetry - To research and produce fact files linked to information from the text - To retell the story from a character’s point of view - To research about a country and create a travel guide.									Varjak Paw by SF Said - To develop positive attitudes to reading by listening to and discussing a wide range of fiction - To increase familiarity with a range of books Identify themes and conventions - To discuss words and phrases that capture readers’ interest and imagination - To ask questions to improve understanding of the text - To draw inferences and justify inferences with evidence Identify how language and structure contribute to meaning - To plan writing by discussing writing similar to that which they are planning to write, learning from its structure, vocabulary and grammar - To plan writing by discussing and recording ideas - To draft and write by composing and rehearsing sentences orally - To write for different purposes including about fictional personal experiences - To assess the effectiveness of their own and others' writing and suggest improvements - To proof-read for spelling and punctuation errors - To write by organising paragraphs around a theme.							
	<u>Possible Writing Outcomes</u> - Stories with settings - Character descriptions - Poetry - Play scripts - Information texts - Travel guides.									<u>Possible Writing Outcomes</u> - Recount (diary entries) - Poetry - Newspaper report - Narrative (written from another point of view).							
	<u>Oracy</u> - Predictive talk - Feelings detective - Compare and contract discussion - Would you rather? - Role play - Classroom culture swap									<u>Oracy</u> - Conscience Corridor: Should Varjak Leave the House? - Hot seating - Group drama freeze frames - Debate - Create a Varjak Paw podcast - Circle time.							
SCIENCE	<u>Electricity</u> - To identify common appliances that run on electricity - To construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers									<u>States of Matter</u> - To compare and group materials together, according to whether they are solids, liquids or gases - To 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)							

	- To 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 - To recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - To recognise some common conductors and insulators, and associate metals with being good conductors. Star scientists – Garrett Morgan.								To identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Star scientist – Joseph Priestley						
HISTORY										<u>What were the greatest changes in Crime and Punishment?</u> - To understand how and why laws and punishments change over time - To explain how attitudes towards crime have changed over time - To understand how and why the police force has changed over time - To understand that views on what is a punishment have changed over time - To understand how and why attitudes towards the suffragettes have changed over time - To share our knowledge about the changes in Crime and Punishment.					
GEOGRAPHY	<u>Where does our food come from?</u> - To explain the impact of food choices on our environment and understand ways in which food choices can harm the environment. - To describe how to make small changes to a diet to help fight climate change. - To know the importance of trading responsibly and know what trading responsibly means. - To discuss some of the advantages and disadvantages of importing food. - To describe the journey of the cocoa bean. - To map and calculate the distance food has travelled. - Look at school dinners – are they locally sourced? Investigate how to design and use data collection methods to find where our food comes from. - To discuss the advantages and disadvantages of buying both locally and imported food.														
ART	<u>Distant Villages</u> - To select and use relevant resources, stimuli to help generate and build ideas - To collect images and information independently in a sketchbook - To plan and create different effects and textures with paint or paper according to what they need for the task - To look at colour mixing and its effects - To create pastel drawings of a scene in Tobago of a beach/fruit market/birds-wildlife - To incorporate layering into pictures in style of Nicole Awai - To look at the effects of using pastels to create different styles of drawing in keeping with a Tobago theme - To progress to using paper to create shadow effects, link to English POR - To reflect on their artworks and the artwork of others, giving reasons for their comments and identifying how to improve their work - To annotate work in sketchbooks, evaluating work and sharing opinions. Artist: Nicole Awai														
DT									<u>Houses – Links to French</u> - To use research and design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at a particular individual or group - To generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design - To select from and use a wider range of tools and equipment to perform practical tasks for example, cutting, shaping, joining and finishing, accurately						

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	<u>Ongoing Objectives</u> - To develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves. <u>British Values</u> - Democracy assembly plus follow-up work. <u>Mental Health / World Mental Health Day</u> - To know that mental health and wellbeing is a normal part of daily life, in the same way as physical health. They recognise that there are a wide range of feelings that people can experience at the same time. <u>NSPCC – Speak Out, Stay Safe</u> - To be aware of different types of relationships, including those between friends and families, civil partnerships, and marriage. They recognise that all relationships should be positive and develop skills to maintain this. - To learn about privacy and personal boundaries. E.g. When it is right to break a confidence or share a secret. They can also recognise what is appropriate/ inappropriate physical contact. <u>Awareness Days</u> Jeans for Genes Week – 14th – 20th September 2026 Black History Month World Mental Health Day – 10th October		- To know that friendships change over time and having new and different types of friends. They have strategies to include people who are feeling lonely and excluded. <u>Developing A Healthier Lifestyle/Keeping Safe</u> - To know about and can name some of the early signs of physical illness. They know who to speak to in and outside of school if they are worried about their health - To know that medicines, when used responsibly, contribute to health. Children have basic knowledge about vaccinations, immunisations and allergies - To say what is meant by the term ‘habit’. They can explain why habits can be hard to change. E.g. nail biting - To know what alcohol is and understand the law surrounding alcohol and its risks and effects to the body - To understand that drug use can become a habit which can be difficult to break. <u>Road Safety Week</u> - To explain about potential risks in the locality. They can talk about how to manage those risks. They are able to recognise, predict and assess risks in different situations and decide how to manage them responsibly - To understand the Green Cross Code and know why it is so important to cross safely where no crossing is available - To know about the different types of road crossings and how to use them safely and know how to cross the road. <u>Awareness Days</u> Remembrance Day Anti-Bullying Week – 16th – 20th November
MENTAL HEALTH AND WELLBEING	Module 1 Meet your Brain Children will learn: - How to train their minds to focus on whatever they want. - They will learn that this is Neuroplasticity, and they can do anything they put their mind to. - How they use each part of Team H-A-P and reflect on when they use them to develop their understanding. - How the Amygdala reacts to real and perceived danger. - About what triggers their own Amygdala to Fight, Flight and Freeze and how they can train their brain to calm their Amygdala down. - About the brain's structure and how Neurons carry messages to create Neural Pathways. - How Neural Pathways help us to form habits. - More about how to look after their brain and what happens if they don't. - They will learn how our minds can feel like a snow globe, leaving us unable to see clearly.		Module 2 Celebrate Children will learn: - That scientists have discovered that we all have 24 Character Strengths, but in different amounts. - Why Strength Spotting is so powerful and how the best way to learn about strengths is by noticing them. - How when we spot Character Strengths over and over, we will build Neural Pathways to create a habit. - That Character Strengths can help them solve problems and that everyone uses different strengths. - These strengths can always help them. - That Team H-A-P loves it when we use our Character Strengths - Dopamine gets released in the brain to help us perform at our best.
FRENCH	Phonics 2 Ma Famille (My Family) - Use the nouns and articles/determiners for family members in French - Move from using the article/determiner ‘the’ with a family member to using the possessive adjective ‘my’ in French - Answer the question ‘As-tu des frères et sœurs ?’ (Do you have any brothers or sisters?) in French - Introduce family members in French, using ‘il/elle s’appelle (he/she is called) - Use my knowledge of larger numbers in French to be able to describe the age of family members.		Phonics 2 Ma Famille (My Family) - Use the nouns and articles/determiners for family members in French - Move from using the article/determiner ‘the’ with a family member to using the possessive adjective ‘my’ in French - Answer the question ‘As-tu des frères et sœurs ?’ (Do you have any brothers or sisters?) in French - Introduce family members in French, using ‘il/elle s’appelle (he/she is called) En Classe (In The Classroom) - To remember and recall 12 classroom objects with their indefinite article/determiner - To replace an indefinite article/determiner with a possessive adjective - To say and write what they have and do not have in their pencil case.

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		• Use my knowledge of larger numbers in French to be able to describe the age of family members.	
IS	Chagim: Rosh Hashanah • To know the different names for Rosh Hashanah and their meanings – Yom Teruah (Refer to Bamidbar 29:1), Rosh Hashanah, Yom Hadin, Yom Hazikaron • To know that the blowing of the shofar on Rosh Hashanah is a mitzvah; but the shofar during Elul is a minhag • To know the Minhag not to blow on Erev R. Hashanah to divide between the minhag and the mitzvah • To know the reasons for blowing shofar and the brachah that is said for the shofar on Rosh Hashanah (give a number of reason allow children to evaluate) • To know the Yehi Ratzon tefillah that is said with the apple + honey • To know the brachot that are said for the candles – ‘Lehadlik ner shel yom tov’ and ‘Shehecheyanu’. Chagim: Yom Kippur • Erev Yom Kippur – to know the mitzvah of eating and drinking and to give extra Tzedakah. Entering in Yom Kippur in a state of security as we have done and continue to do teshuvah • To know the the 5 forbidden acts on Yom Kippur, Eating, drinking, wearing leather shoes, use of creams, washing for pleasure • To know that at the end of the fast, we begin building the Sukkah – a sign of our enthusiasm for doing Mitzvot and starting the year off in the way we want to go on. Chagim: Succot/Shmini Atzeret/Simchat Torah • The four names for Sukkot and their meaning: Sukkot, Chag Ha’asif, Zeman Simchatenu, Chag • To know the link between the Arba’ah Minim and our body parts and the meaning of this symbolism • To know what and who the Ushpizin are and how we welcome them into our Sukkah • To know that the Ya’aleh ve’Yavo prayer is added to Birkat Hamazon • Hoshana Rabbah – to have awareness of the seven Hakafot and the banging of the Aravot. Skills • To be able to read key pesukim and recognise key words • To review all vowel sounds • To review all script letters including finals. Parasha: • Bereshit- Self control • Noach – Using pleasant language • Lech Lecha – Love for all Human beings Topic: Tenach Heroes • To know who Chana was and her role in tefillah • To understand how Miriam stood up for her beliefs • To know different stories about King David.	Chagim: Chanukah • To know the date of Chanukah • To know the 2 different miracles of Chanukah, the oil and winning of battle • To know the difference between a chanukia and menorah • To know how the Mitzvah of Hiddur Mitzvah should be applied when it comes to Hadlakat Nerot Chanukiah • To know that the Chanukah Story is not written in the Torah and it is a Rabbinic Festival • To know the laws for lighting the Chanukiah on Erev Shabbat and Motzei Shabbat • To know the significance of “Chanu Ka” – with reference to Chanukat Hamizbeach • To knows the historical context of the Chanukah story (Jewish history timeline). Skills: • To review all Shva rules. Parasha: • Chayei Sarah – gratitude • Toldot – listening to your parents • Vayetze – dealing with problems in a calm way • Vayishlach –keeping away from bad influence • Miketz – Respect • Vayigash – Making strangers welcome Topic: Tenach Heroes • To know who Eliyahu HaNavi was and how he brought hope to the Jewish people of his generation • To know what the ultimate act of compassion which Elisha did • To know who Shifrah and Puah were and how they are linked to being brave General Knowledge: • To know all the Parshiot names in order • To understand the main things that happen in each book of the Torah	

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