

Year 4 Curriculum Overview Summer Term 2026

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6		Week 7	Week 8	Week 9	Week 10	Week 11	Week12	Week13
MATHEMATICS	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Decimals</p> <ul style="list-style-type: none"> To make a whole with tenths To make a whole with hundredths To partition decimals To flexibly partition decimals To compare decimals To order decimals To round to the nearest whole number To look at halves and quarters as decimals <p>Money</p> <ul style="list-style-type: none"> To write money using decimals To convert between pounds and pence To compare amounts of money To estimate with money To calculate money To solve problems with money <p>Time</p> <ul style="list-style-type: none"> To know years, months, weeks and days To look at hours, minutes and seconds To convert between analogue and digital times To convert to the 24-hour clock To convert from the 24-hour clock. 						HALF TERM	<p>On-going application of mental, communication, problem solving and reasoning skills.</p> <p>Shape</p> <ul style="list-style-type: none"> To understand angles as turns To identify angles To compare and order angles To look at triangles, quadrilaterals and polygons To understand lines of symmetry To complete a symmetric figure <p>Statistics</p> <ul style="list-style-type: none"> To interpret charts To understand comparison, sum and difference To interpret line graphs To draw line graphs <p>Position and Direction</p> <ul style="list-style-type: none"> To describe position using coordinates To plot coordinates To draw 2D shapes on a grid To translate on a grid. 					Assessment Week	
ENGLISH	<p><u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u></p> <ul style="list-style-type: none"> To engage children with a story with which they will empathise To explore themes and issues, and develop and sustain ideas through discussion To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for character To write with confidence for real purposes and audiences. <p>Possible Writing Outcomes</p> <ul style="list-style-type: none"> To write newspaper articles To edit and publish newspaper articles. 						HALF TERM	<p><u>The Lost Happy Endings by Carol- Ann Duffy</u></p> <ul style="list-style-type: none"> To explore, interpret and respond to a picture book To consider the ways in which illustrations can deepen and enrich the meaning of a text and enhance the reader experience To study the language and writing style of an author in order to broaden knowledge of vocabulary To develop creative responses to the text through drama, storytelling and artwork To write in role in order to explore and develop empathy for characters To develop reader response by exploring interpretations of themes, plots and characters' actions and motivations through discussion and debate. <p>Possible writing outcomes</p> <ul style="list-style-type: none"> To create settings for stories To write information texts/ non- chronological reports about forest habitats and animals To create different types of poetry To add extra chapters of a book and continue in the style of the author To change the endings of traditional Fairy Tales. 						

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SCIENCE	<p><u>Animals Including Humans</u></p> <ul style="list-style-type: none"> To describe the simple functions of the basic parts of the digestive systems in humans To identify the different types of teeth in humans and their functions To construct and interpret a variety of food chains, identifying producers, predators and prey <p>Star scientist – William Beaumont.</p>						Sound	<ul style="list-style-type: none"> To identify how sounds are made, associating some of them with something vibrating To recognise that vibrations from sounds travel through a medium to the ear To find patterns between the pitch of a sound and features of the object that produced it To find patterns between the volume of a sound and the strength of the vibrations that produced it To recognise that sounds get fainter as the distance from the sound source increases. <p>Star scientist: Alexander Graham Bell</p>						
HISTORY								<u>Was the Roman invasion good or bad for Britain?</u>	<ul style="list-style-type: none"> To understand the reasons why the Romans wanted to invade and settle in Britain. To understand why the Romans were able to defeat the Celts. To be able to reach a valid conclusion about the life of a Roman soldier on Hadrian’s Wall. To be able to reach a valid conclusion on whether Roman roads were a positive development. To use evidence to decide which of the Roman developments has the greatest significance today. To use evidence to re-enact experiences in the Roman Army. 					
GEOGRAPHY	<p><u>What are rivers and how are they used?</u></p> <ul style="list-style-type: none"> To describe how the water cycle works. To recognise the features and courses of a river. To name and locate some of the world's longest rivers. To describe how rivers are used To identify and locate human and physical features on a map. To identify what features our local rivers have 													
ART	<p><u>The Romans</u></p> <ul style="list-style-type: none"> Make informed choices in drawing and shading Looking at shade and tone and create a value scale Alter and refine drawings and describe changes using art vocabulary When painting, mix a variety of colours to know which primary colours make secondary colours Experiment with different effects and textures in clay and card Use a developed colour and tone vocabulary Collect images and information independently in a sketchbook To be able to annotate sketchbooks to reflect ideas Choose paints, colours, textured paint and implements appropriately Work confidently with a range of tools, e.g. thin brush, small picture, scissors, card, clay Be able to discuss purpose of a project, highlight key features and design purpose Start to generate ideas, considering the purposes for which they are designing- link with other subjects such as History Confidently make labelled drawings from different views showing specific features When planning, explain choice of materials and components according to function and aesthetic To create sculptures from clay based on roman designs. Start to evaluate their work both during and at the end of the assignment. 													

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	<p>Artists: https://theculturetrip.com/europe/italy/articles/12-artists-from-rome-you-should-know/ Website: http://gomersalprimaryschoolart.blogspot.com/2020/01/the-romans-year-4.html</p>							
DT								<p><u>Roman Chariots</u></p> <ul style="list-style-type: none"> • Design purposeful, functional, appealing products for themselves and other users based on design criteria • Generate, develop, model and communicate ideas through talking, drawing, templates, mock-ups • Select from and use a range of tools and equipment to perform practical tasks, for example, cutting, shaping, joining and finishing • Select from and use a wide range of materials and components, including construction materials, textiles (if necessary) according to their characteristics • Explore and evaluate a range of existing products • Create vehicles based on models and initial designs • Explore how they can be made stronger, stiffer and more stable • Evaluate project and what went well, what they liked about their designs and the designs of others.
COMPUTING	<p>COMPUTING STRAND: Information Technology Unit 4.3 Spreadsheets – Programs; 2Calculate</p> <ul style="list-style-type: none"> • To use the formula wizard in the advanced mode to add formulae and explore formatting cells • To use the timer and spin button • To use line graphs • To use spreadsheet for budgeting • To explore place value with a spreadsheet. 							<p>COMPUTING STRAND: Computer Science Unit 4.5 Logo – Programs; 2Logo</p> <ul style="list-style-type: none"> • To learn the language of Logo. To input simple instructions on Logo • To use Logo to create letters • To use the Repeat function in Logo to create shapes • To use the Build feature in Logo.
PE	<p><u>Athletics</u></p> <ul style="list-style-type: none"> • To develop stamina and an understanding of speed and pace in relation to distance. • To develop power and speed in the sprinting technique. • To develop technique when jumping for distance. • To develop power and technique when throwing for distance. • To develop a pull throw for distance and accuracy. • To develop officiating and performing skills. 							<p><u>Invasion Skills (netball)</u></p> <ul style="list-style-type: none"> • To develop passing and moving and play within the footwork rule. • To use a variety of passes to move towards a goal. • To develop movement skills to lose a defender. • To defend an opponent and try to win the ball. • To develop the shooting action. • To apply skills and knowledge to play games using netball rules.
MUSIC	<p><u>Unit: Samba and Carnival sounds and instruments</u></p> <ul style="list-style-type: none"> • To explain what samba music is and that it is mainly percussion instruments used in celebrations such as Carnival in Brazil. • To clap on the off-beat (the end of each beat) and be able to play a syncopated rhythm. • To play their rhythm in time with the rest of their group (even if they are not always successfully playing in time with the rest of the class). • To play their break in time with the rest of their group and play in the correct place in the piece. • To play in time and with confidence; accurately playing their break. 							<p><u>Swimming</u> <u>Unit: Adapting and transposing motifs</u></p> <ul style="list-style-type: none"> • To learn a new song, singing in time and in tune while following the lyrics. • To identify motifs aurally and play a repeated pattern on a tuned instrument. • To create and performing a motif, notating it with reasonable accuracy. • To transpose their motif, using sharp or flat notes where necessary and change the rhythm. • To combine different versions of a musical motif and perform as a group using musical notation.
SRE/ PSHE	<p><u>RSHE</u></p> <ul style="list-style-type: none"> • To describe the human lifecycle. They can describe some of the changes that happen as we grow up They can explain how puberty fits into the human lifecycle 							<p><u>My Money Week</u></p> <ul style="list-style-type: none"> • To know there is a range of jobs – paid and unpaid. • To describe different jobs that they might do to earn money when they are older. They understand that some jobs pay more than others.

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	<ul style="list-style-type: none"> To identify which parts of the body change during puberty. They can describe some of the physical differences between children and teenagers To understand that going through puberty can affect their bodies and feelings. They understand that children change into adults so that they are able to reproduce, and puberty is a part of this process To recognise that becoming more independent can also mean having more responsibility for looking after themselves. <p>Healthy Living</p> <ul style="list-style-type: none"> To know why and how to keep safe in the sun and protect skin from sun damage. <p>Preparing to be citizens in society</p> <ul style="list-style-type: none"> To be aware of a range of different environmental concerns, both locally and globally. They are able to research, discuss and debate issues related to the environment. They carry out shared responsibilities for protecting the environment in school. E.g. By recycling paper. To explore and critique how the media present information. They recognise some persuasive media tactics. E.g. On television adverts. To learn that resources can be allocated in different ways and that these economic choices affect individuals, communities, and the sustainability of the environment. To learn about career/gender stereotypes in the workplace and that a person's career aspirations should not be limited by them. <p>British Values – The Rule of Law</p>	<ul style="list-style-type: none"> To understand that managing money is complex and if they need help, there are people who can help them. To know that some things are better 'value for money' than others. They understand that it may not be possible to have everything you want, straight away, if at all. <p>Transition</p> <ul style="list-style-type: none"> To be given strategies to manage the transition between Year 4 and Year 5. <p>British Values – Individual Liberty</p>
MENTAL HEALTH & WELLBEING	<p>Module Relate</p> <p>Children will learn -</p> <ul style="list-style-type: none"> That when we use 'Stop, Understand and Consider', it gives us time to pause, understand where others are coming from and consider how to respond best. When they see things from different perspectives, their brain will remember and grow; this helps children to build better relationships. That friends can help them see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to their friends when they help. That the skills needed to actively listen can help them to 'Stop, Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. It is important for them to talk to friends too. 	<p>Module Engage</p> <p>Children will learn –</p> <ul style="list-style-type: none"> That the more we focus on feeling good and using the habits, the better we will do in all activities in and out of school. That Dopamine gets released in their brain when they set a goal and work towards it. Why it is important to think about what they have learnt even if they do not achieve the goal, so the Hippocampus can store this memory and make it easier next time. Why perseverance is easier to use on goals they are passionate about, but they can also use this skill on other goals.
FRENCH	<p>As-tu Un Animal? (Do You Have A Pet?)</p> <ul style="list-style-type: none"> To repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French To tell somebody in French if they have or do not have a pet To ask somebody else in French if they have a pet 	<p>Les Romains (The Romans)</p> <ul style="list-style-type: none"> To tell somebody in French the key facts and key people involved in the history of the Roman Empire To say the days of the week in French and learn how these are related to the Roman gods and goddesses To tell somebody in French what the most famous Roman inventions were To learn what life was like for a rich and a poor child in Roman times To introduce pupils to the concept of the negative form in French.

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JEWISH STUDIES	<p>Chagim: Yom Ha'atzmaut</p> <ul style="list-style-type: none"> To understand the process that led to the creation of modern day State of Israel, namely the role of the United Nations vote To know the names of the Shivat Haminim in Hebrew and English and know that Israel is praised in the Torah for them Know that agriculture has changed from the time of the Torah and know that Israel is famous for other aspects of agriculture (such as cherry tomatoes and irrigation) Know that Israel is famous for technology and has shared many inventions and innovations with the rest of the world To explore the development of the country from its agricultural starting point to its current position as world technology lead. <p>Lag B'Omer</p> <ul style="list-style-type: none"> To know what this day is and why we celebrate it. <p>Chagim: Shavuot</p> <ul style="list-style-type: none"> Knows that Shavuot is the second of the Shalosh Regalim Knows the five names of Shavuot in Hebrew and in English and their significance to include: Shavuot, Atzeret, Zman Matan Toratenu, Chag Ha'Bikurim, and Chag Hakatzir Knows that Bikkurim and special wheat harvest were brought on Shavuot at the time of the Bet HaMikdash Knows that Shavuot is only 1 day in Israel Knows that the whole of Hallel is said on Shavuot and that Ya'aleh V'yavo is also said Knows the Parshiot that appear in each of the Chamishah Chumshei Torah. <p>Parashah</p> <ul style="list-style-type: none"> Tazria/Metzora: Do not speak Lashon Hora Acheri Mot/Kedoshim – with focus on Lo Tikom – do not take revenge Emor: Making a kiddush Hashem Behar/Bechukotai- sensitivity to people's feelings Hashem and to others. Bamidbar: Honour comes with responsibility <p>Skills</p> <ul style="list-style-type: none"> Hebrew reading for fluency 	<p>Chagim: Three Weeks</p> <ul style="list-style-type: none"> Knows the story of Kamtza and Bar Kamtza and how it relates to Tisha B'Av Understands the words "Sinat Chinam" and how this led to the destruction of the Bet HaMikdash as opposed to "Ahavat Chinam" which will help rebuild it Knows that 17th Tammuz and Tisha B'Av are two of the four fasts linked to the destruction of the Bet HaMikdash <p>Parashah</p> <ul style="list-style-type: none"> Behaalotecha – with focus on Pesach Sheini Shelach – with focus on the mission of the 12 Spies Korach – with focus on what was Korach's complaint Chukat/Balak – be aware of warnings Pinchas – Being a good leader Matot/Masei – Having feelings of regret Devarim – Respecting peoples feelings <p>Skills</p> <ul style="list-style-type: none"> Review of Mapik Hey Review of hidden Vav within a word Review of patach genuva To gain a basic understanding of the tefillot we say in Year 4
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