

Year 4 Curriculum Overview Summer Term 2025

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
MATHEMATICS	On-going application of mental, communication, problem solving and reasoning skills.				On-going application of mental, communication, problem solving and reasoning skills.						Assessment Week
	Decimals <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 				Shape <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 						
MATHEMATICS	Money <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 				Statistics <ul style="list-style-type: none"> To interpret charts To understand comparison, sum and difference To interpret line graphs To draw line graphs 						
	Time <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. 				Position and Direction <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. 						
ENGLISH	<u>I was a Rat or The Scarlet Slippers by Phillip Pullman</u>				<u>The Lost Happy Endings by Carol- Ann Duffy</u>						
	<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. 				<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. 						
ENGLISH	Possible Writing Outcomes <ul style="list-style-type: none"> To write newspaper articles To edit and publish newspaper articles. 				Possible writing outcomes <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. 						

HALF TERM

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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>		<p><u>Sound</u></p> <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>		SCIENCE	<p><u>Sound</u></p> <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>		SCIENCE	<ul style="list-style-type: none"> Revision of previous topics Consolidation of working scientifically skills 	
HISTORY							<p><u>Was the Roman invasion good or bad for Britain?</u></p> <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. 									

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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. <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	<ul style="list-style-type: none"> • 	<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 <p>Evaluate project and what went well, what they liked about their designs and the designs of others.</p>
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.

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PE	<p>Athletics</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. 	PE	<p>Invasion Skills (netball)</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>Unit: Samba & carnival sounds and instruments: South America</p> <p>Learning about: instruments traditionally found in a samba band, syncopated rhythms and how to compose a samba break.</p> <p>Playing syncopated rhythms with accuracy, control and fluency. Recognising the stylistic features of samba music. Composing a rhythmic break. Learning about the origin of samba music.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> Performing Listening Composing 	MUSIC	<p>Unit: Adapting and transposing motifs: Romans</p> <p>Ongoing Focus: Associating the stages of the river with different rhythms and learning what an ostinato is and how it's used in music.</p> <p>Playing melody parts on tuned instruments with accuracy and control, with developing vocal technique. Recognising the use and development of motifs in music. Creating a motif-based composition and notating this using roman mosaic artwork.</p> <p>MUSIC STRANDS:</p> <ul style="list-style-type: none"> Performing Listening Composing
SRE/ PSHE	<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>	SRE/ PSHE	<p>My Money Week</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. 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>

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MENTAL HEALTH & WELLBEING	<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 • To tell somebody in French the name of their pet • To attempt to create a longer phrase using the conjunctions et (“and”) or mais (“but”).
		<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.

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Chagim: Yom Ha'atzmaut

- 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.

Lag B'Omer

- To know what this day is and why we celebrate it.

Chagim: Shavuot

- 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.

Parashah

- To know the name of the weekly Parashah in English and Hebrew
- To know the key personalities within each Parashah
- To know the episodes of the weekly Torah portions
- To understand how we can apply the character traits of different Torah personalities, to our own lives
- To be able to recite the Parashot in the books of the Torah
- To be able to find the weekly Parasha in a chumash
- Shemini – The importance of Jewish Identity
- Acheri Mot/Kedoshim – with focus on Lo Tikom – do not take revenge
- Behar/Bechukotai- sensitivity to people's feelings

Skills

- Hidden Vav within word
- Mapik Hey
- Kamatz Katan
- The letter Vav with Cholam Chaser.

Chagim: Three Weeks

- 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
- Knows that Tzom Gedaliah and Asarah B'Tevet are the other two fast days that link to the destruction of the Bet HaMikdash
- Knows that Zerubavel was the force that led the return of the Jews from the Babylonian exile and worked with Ezra + Nechemya to rebuild the Beit HaMikdash.

Parashah

- To know the name of the weekly Parashah in English and Hebrew
- To know the key personalities within each Parashah
- To know the episodes of the weekly Torah portions
- To be able to find the weekly Parasha in a chumash
- To understand how we can apply the character traits of different Torah personalities, to our own lives
- 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 – the ways we show respect to a Cohen
- Balak – be aware of warnings
- Pinchas – Being a good leader

Skills

- Review of Mapik Hey
- Review of hidden Vav within a word
- Review of Kamatz Katan
- Review of letter Vav with Cholam chaser