Year 4 Curriculum 2026-27

	AUTUMN		SPRING		SUMMER	
	1.1 (7.5wks)	**1.2** (7wks)*	**2.1** (6wks)	**2.2** (6wks)*	**3.1** (4.5wks)**	**3.2** (7.5wks)
Theme	**Pride**		**Respect**		**Empowerment**	
English	**Theseus and the Minotaur** (Fiction Fantasy) *(Using Pathways Gorilla text)*	**Leon & the Place Between** Fiction: Recount, Diary entry **The Lost Property Office** Poetry: Group List poem	**I Was There- Viking Invasion** Fiction: Historical Narrative from a character's point of view *(Using Escape from Pompeii, Pathways)*	**When the Giant Stirred**- by Celia Godkin Fiction: Adventure story (Pathways text) **All the Wild Wonders: Poems of Our Earth** Poetry: free verse, personal narrative poem *(Using Pathways Windrush Child*)	**Where the Where the Forest Meets the Sea, Rainforests in 30 seconds** Non-Fiction: Non-Chronological report	**Greta & the Giants** Non-Fiction: Explanation letter **I am the Seed that Grew the Tree** Poetry- Haiku Poem (Pathways Text)
Shared Reading	-Folk Tales and Legends -Mythologica -Poetry- Falling out of the Sky	-Myth Hunter's Travel Guide -How to be an Ancient Greek in 25 Easy Stages	-How to be an Anglo-Saxon in 15 Easy Stages	-Ariki and the Island of Wonders	-Fantastically Great Women who saved the planet -The Problem with Plastic	-Bear Grylls- Arctic Adventure
Maths	Place value: numbers to 10,000, comparing and ordering; rounding and estimating; addition and subtraction.	Addition and subtraction, continued; multiplication and division; beginning further multiplication and division.	Further multiplication and division, continued; statistics and graphs; fractions.	Fractions, continued; time; decimals- tenths, hundredths, comparing, ordering and rounding.	Money; measurement - mass, volume and length; area.	Area, continued; geometry and shapes; position and movement; Roman numerals; revision and assessment.
Science	**Key concept/Skill:** States of matter **Know how to:** Compare and group materials together, according to whether they are solids, liquids or gases. 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. **Key questions:**	**Key concept/Skill:** Sound **Know how to:** Identify how sounds are made, associating some of them with something vibrating. 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.	**Key concept/Skill:** Animals, Including Humans **Know how to:** Construct and interpret a variety of food chains, identifying producers, predators and prey. Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. **Key questions:** Why do humans have more than one type of tooth?	**Key concept/Skill:** Living Things and Their Habitats **Know how to:** Recognise that living things can be grouped in a variety of ways. 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. **Key questions:** How do scientists group living things?	**Key concept/Skill:** Electricity **Know how to:** Identify common appliances that run on electricity. 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. **Key questions:** What is electricity and what is it used for?	

	How do we know whether a material is a solid, liquid, or gas? When might a material change from one state to another? How does temperature affect the stages of the water cycle? **Key vocabulary:** Solid, liquid, Gas, Melting, Cooling, Evaporate **Cross Curricular Links:** Geography – water cycle **Links to Prior Learning:** Y3 – rocks, states of matter	Recognise that sounds get fainter as the distance from the sound source increases. **Key questions:** How is sound made? How does sound travel? What affects the pitch and volume of a sound? **Key vocabulary:** Sound, source, vibration, pitch, volume **Cross Curricular Links:** **Links to Prior Learning:** Y3/4 states of matter	What happens to the food and drink that enters a human's body? What is a food chain and how does it work? **Key vocabulary:** Predator, Prey, Producer, Digest, Enamel **Cross Curricular Links:** PE – knowledge of body/nutrition **Links to Prior Learning:** Y3 – nutrition, skeleton, muscles	How can we separate a group of living things based on their similarities and differences? What happens to living things when their environment changes? **Key vocabulary:** Habitat, Vertebrate, Invertebrate, Species, Adapt **Cross Curricular Links:** Geography – habitats and climate **Links to Prior Learning:** KS1 science	How do we recognise conductors and insulators? How do we build a working circuit, using a lamp and battery? **Key vocabulary:** Circuit, conductor, insulator, loop, switch, resistance. **Cross Curricular Links:** **Links to Prior Learning:** Y3 – states of matter, forces
History	**Ancient Greeks (Autumn 1)** **Key concept:** Local-Democracy / Change / VIPs of the Past Hippocrates **Know how to:** Secure chronological knowledge, enquire and ask valid questions and answer with substantiated focused responses. **Key Questions:** Who were the ancient Greeks, and what were the key events in their history? What was daily life like in ancient Greece? How did ancient Greek culture and Alexander the Great's conquests influence the Romans? How have the ideas of Socrates and Aristotle influenced the way we live today? **Key vocabulary:** Government, citizenship, influence, empire, democracy, Tyrant		**Anglo-Saxons (Spring 1)** **Key concept:** National/ VIPs of the Past / Change / Conquest/ Invasion/ Settlement **Know how to:** Use a range of sources to look for evidence, Look for connections/ contrasts and trends over time. **Key Questions:** Who were the Anglo-Saxons, and what were the key events in their history? Why did the Anglo-Saxons invade and settle in Britain? What evidence helps us understand how the Anglo-Saxons lived? Why is King Alfred known as 'Alfred the Great'? **Key vocabulary: c**onquer, tribe, kingdom, invade, society, wattle and daub, Alfred the Great		**Vikings (Summer 1)** **Key concept:** International Change / Conquest/ Invasion/ settlement **Know how to: e**xplain the significance of particular causes and effects and developments during the Viking period, use a range of sources to look for evidence and know how these can be interpreted differently. **Key Questions:** Why were the Vikings such skilled travellers, and how did this contribute to their success? Were the Vikings really as vicious as they are often portrayed? How did the Vikings try to conquer Britain, and how successful were they? **Key vocabulary:** Raiders, Invaders, Conquer, invade, invader, settlers, feast, descendants, monasteries, Ford, Domesday Book, Lindisfarne
Geography	**From Northwich to Ontario (Autumn 2)** **Key concept:** Comparing and contrasting, geographical fieldwork. **Key location:** Northwich and Canada **Know how to:** Understand key processes behind human/physical features, Interpret sources of information (maps, diagrams, aerial photographs, and globes) **Key questions:** What makes Northwich a successful town, and how has salt mining contributed to its success? Where can salt mines be found around the world?		**Exploring UK Counties (Spring 2)** **Key concept:** Identifying, developing locational and place knowledge, Geographical skills and fieldwork (in York on residential visit) **Key location:** UK **Know how to**: Understand key processes behind human/physical features, Collect and analyse data, interpret geographical information, communicate geographical information. **Key questions:** Where do I live, and how does my county compare with other counties in the UK?		**Global Warming (Summer 2)** **Key concept:** Physical geography: Change, place and interdependence **Key location:** Sápmi – the traditional homeland of the Sámi people, spanning northern Norway, Sweden, Finland and the Kola Peninsula of Russia **Know how to:** Compare and understand geographical similarities and differences through the study of human and physical geography of a region of a European country. **Key questions:**

	What similarities and differences are there between the human and physical features of our local salt mine and those of the salt mine in Ontario? **Key vocabulary:** salt mines, Northwich, land use, minerals.		How did the Anglo-Saxons travel to Britain? How have the human and physical features of UK counties changed over time? **Key vocabulary:** counties, Anglo-Saxons, settlement, land use, farming, agriculture, industrial		Where is Sápmi, and how does its location near the Arctic Circle affect its climate? What are the main features of the Arctic tundra, and how does it compare with our local environment? How do the Sámi people live and use their environment? How is climate change affecting the Sámi people and the landscapes of Sápmi? **Key vocabulary:** Tundra, Sámi, Sápmi, Climate, Adaptation	
Art	Major- Greek sculpture pot Lucie Rie (potter)	Minor- Printing blocks Clare Birchell	Major Unit- Painting Anglo-Saxon Boats	Minor Unit- Collage	Major Unit- Drawing- Polar Region Landscapes (Henry Moore)	Minor Unit- Textiles, tie dye (Zak Syroka)
D&T	**<u>General Objectives taught throughout all units:</u>** • Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces. • Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose. • Draw up a specification for their design- link with Mathematics and Science. • Plan the order of their work, choosing appropriate materials, tools and techniques. • Suggest alternative methods of making if the first attempts fail. • Identify the strengths and areas for development in their ideas and products. • Confidently select appropriate tools, materials, components and techniques and use them. • Use tools safely and accurately. • Aim to make and to achieve a quality product. • Demonstrate when and make modifications as they go along. • Evaluate their products, identifying strengths and areas for development, and carrying out appropriate tests. • Evaluate their work both during and at the end of the assignment. • Record their evaluations using drawings with labels. • Evaluate against their original criteria and suggest ways that their product could be improved. Evaluate the key designs of individuals in design and technology has helped shape the world.					
D&T	**Key concept/Skill:** Structures: Shell Structures **Know how to:** Specific Objective: How can we design and make a protective box to transport an ancient Greek vase safely back to Greece? **Key questions:** Can I research and investigate different shell structures? Can I design my own shell structure? Can I use my design brief to make a shell structure? Can I use materials to finalise my shell structure to ensure it is strong and protective? Can I evaluate my shell structure against the design brief? **Key vocabulary:** Net, edge, shell, waterproofing, structure, scoring, cutting, Construction, Configuration, Features, Complex, Geometric shapes, Sturdy, Fragile, Combination, Cut, Score, Solid, Stack, Recyclable materials		**Key concept/Skill:** Food and Nutrition: Healthy and Varied Diet **Know how to:** Specific Objective: To create a flatbread to serve at a banquet. **Key questions:** Can I research and investigate different products on the market? Can I create a design criteria and design my own flatbread with a target market in mind? Can I follow a recipe and use ingredients to cook my own flatbread? Can I evaluate my flatbread against the design criteria? **Key vocabulary:** heat, cook, hygiene, proving, ingredients, mixing, Name of products, Names of equipment and ingredients, Recipe, Flavour, Seasonal, Grow, Reared, Caught, Processed, Appearance, Contamination, Nutrition, Bacteria, Appetising, Hygienic **Cross curricular links:**		**Key concept/Skill:** Electrical Systems: Simple Circuits and Switches **Know how to:** Specific Objective: To create an electrical torch for a family member/ friend to use on an adventure. **Key questions:** Can I research and investigate different torches on the market? Can I follow a design brief to create a torch with a user in mind? What elements will be required for my torch to be successful? How do different materials and features influence my overall design and product? Can I evaluate my product against the design brief and think of ways to improve it? **Key vocabulary:** Circuit, conductor, insulator, electricity, program, prototype, control, switch, output device, input device, system, shell. **Cross curricular links:**	

	Cross curricular links: Maths (measure) History (Ancient Greeks) **Links to Prior Learning:** N/a		Science (healthy eating) PSHE (physical health) Maths (measure) History (Anglo-Saxons) **Links to Prior Learning:** Year 3 (soup) KS1 units		**Science-** Electrical circuits, switches, conductors and insulators. **Maths-** Measuring accurately when making the torch casing. **Art-**Designing the appearance of the torch for its intended user.	
Computing	**Key concept/ skills:** Computing systems and networks – the internet **Know how to:** To explore networks and the WWW **Key questions: Can I...?** Can I describe the internet as a network of networks? Can I describe networked devices and how they connect? Can I describe how to access website on the WWW? Can I describe how content can be added on the WWW? Can I recognise how the content on the WWW is created by people? Can I evaluate the consequences of unreliable material? **Key vocabulary:** WWW Unreliable material Content Website Internet Network	**Key concept/ skills:** Creating media: audio editing **Know how to:** To digitally record and edit sounds. **Key questions: Can I...?** Can I identify how a sound can be digitally recorded? Can I use a digital device to record sound? Can I explain that a digital recording is stored as a file? Can I explain that audio can be changed through editing? Can I combine different types of audio? Can I evaluate my editing choices? **Key vocabulary:** File Audio Editing Recording	**Key concept/ skills:** Programming A – repetition in shapes **Know how to:** To create and modify a program. To decompose a task. **Key questions: Can I...?** Can I identify that accuracy in programming is important? Can I create a program in a text-based language? Can I explain what 'repeat' means? Can I modify a count-controlled loop? Can I decompose a task? Can I create a program that uses count-controlled loops? **Key vocabulary:** Count-controlled loop Repeat Text-based language Programming	**Key concept/ skills:** Data and information: data logging **Know how to:** To use a data collector, to collect data to answer questions. **Key questions: Can I...?** Can I explain that data can be used to answer questions? Can I use a digital device to collect data automatically? Can I explain that a data-logger collects 'data points'? Can I use data collected over a long time to find information? Can I identify the data needed to answer questions? Can I collect data to answer questions? **Key vocabulary:** Data Data points Digital device	**Key concept/ skills:** Creating media: photo editing **Know how to:** To change the composition of a photo, to edit photographs, to understand that not all images are real. **Key questions: Can I...?** Can I explain that digital images can be changed? Can I change the composition of an image? Can I describe how images can be changed for different uses? Can I make good choices when selecting different tools? Can I recognise that not all images are real? Can I evaluate that changes can improve an image? **Key vocabulary:** Composition Tools	**Key concept/ skills:** Programming B: repetition in games **Know how to:** To use count controlled and infinite loops in programming games. To modify loops and design a program. **Key questions: Can I...?** Can I develop the use of count-controlled loops? Can I find the difference between count-controlled loops and infinite loops? Can I develop a design that uses two or more loops? Can I modify an infinite loop? Can I design a project that includes repetition? Can I create a project that includes repetition? **Key vocabulary:** Repetition Infinite loop Count-controlled loop
French	Numbers, alphabet, months	Family, houses and pets	School, subjects	Hobbies and games	Food and drink	Weather
Music	Mamma Mia	Glockenspiel 2	Stop!	Lean on Me	Blackbird	Reflect, Rewind and Replay
RE & World Views	How do Jews demonstrate their faith through their communities?	Why do Christians talk about incarnation at Christmas?	How did Jesus teach about God and values through the parables?	How can I understand different Easter concepts?	What is Humanism?	How do Hindus worship?
PE	Indoor: Mindfulness	Indoor: Problem solving	Indoor: Swimming	Indoor: Dance	Indoor: Athletics	Indoor: Athletics

	Outdoor: Basketball	Outdoor: Netball	Outdoor: Hockey	Outdoor: Golf	Outdoor: Tennis	Outdoor: Cricket
PSHE	**Pride: Everyone belongs** **Key concept/Skill:** Mental health and wellbeing. Exploring ways to manage risk. **Key discussions:** - I can recognise and describe a range of emotions and understand how they affect my wellbeing. - I can identify people, activities, and habits that support positive mental health. - I can use strategies to manage challenging feelings and look after my wellbeing. - I can recognise different types of risks and understand how they can affect my safety. - I can assess risks and make informed choices to keep myself safe. - I can explain how peer influence can affect decisions and personal safety. **Key questions:** How can I look after my mental health and wellbeing? How can I identify and manage risks in different situations? How can I make safe choices when other people influence my decisions? **Key vocabulary:** Wellbeing, Emotions, Resilience, Risk, Peer Influence **Cross curricular links:** No Outsiders: Feelings, communication **Links to Prior Learning:** Year 3 Me, my friends and belonging. Mental Health and Wellbeing. Children have previously explored friendship, respect, inclusion, feelings and self-regulation. This unit develops these skills further through forming respectful relationships, responding to conflict and bullying, and understanding influence.		**Respect: Everyone matters** **Key concept/Skill:** Forming respectful relationships. Money matters and new literacy. **Key discussions:** - I can explain what respect looks like in different relationships. - I can respond appropriately to disagreements, conflicts, and bullying. - I can understand how my actions and words affect others. - I can recognise how attitudes and influences can affect decisions about money. - I can identify reliable information in news stories and understand why this is important. - I can explain how news and media can influence people's thoughts and emotions. **Key questions:** How can I build and maintain respectful relationships with others? How can I respond positively to conflict, bullying, or disagreements? How do money, news, and media influence the choices we make? **Key vocabulary:** Respect, Bullying, Influence, Money, Media **Cross curricular links:** No Outsiders: Friendship, solving problems. **Links to Prior Learning:** Children have previously explored Building Healthy Habits, Making Choices Online, Me, My Friends and Belonging, Mental Health and Wellbeing, Keeping Safe Out and About and Looking Out for Each Other in Year 3. They build on their understanding of wellbeing, friendships, feelings, personal safety and managing risk in different situations. -		**Empowerment: Everyone can succeed** **Key concept/Skill:** Me, my body and growing up. Families and growing together. **Key discussions:** - I can describe some of the emotional and physical changes that happen during puberty. - I can understand that growing up is a normal part of life and that everyone develops at their own pace. - I can use the Talk PANTS rules to help keep myself safe and know when to seek help from a trusted adult. - I can recognise that families come in many different forms and that all families are unique.I can explain how families can change over time and how these changes may affect people. - I can show respect for different family structures, relationships, and experiences. **Key questions:** How does my body and emotions change as I grow up? How can I keep myself safe and know when to ask for help? How are families different, and how can families change over time? **Key vocabulary:** Puberty, Growth, Safety, Families, Change **Cross curricular links:** No Outsiders: Changes, moving forward. **Links to prior learning:** Year 2 Me, my body and staying safe. Money and work. Children have previously learned about body privacy, growth and the PANTS rules. This learning is extended through understanding puberty, growing up, keeping safe and recognising that families can change over time. -	
Raising Aspirations	Museum Curator- how do they care for and display ancient artefacts?	Circus performer/ gymnast- teamwork, creativity and dedication	Historian- log Anglo-Saxon artefacts and create information cards (Sutton Hoo)	Cartographer- how are maps created?	Ecologist or conservationist- how to protect rainforest habitats (Links to English texts on the Rainforests)	Running a business- calculate costs, set prices, design adverts, set up shop etc.
Wow Outcome	Ancient Greece Dress up day	Circus Skills (Leon and the Place Between- English Text)	Possible trip to Tamworth Castle (Anglo-Saxons, Sutton Hoo Hoard)	York Residential (Vikings, Counties and Comparison to Winsford)	Rainforest non-chronological magazine for parents?	World Of Work Evening (whole school- theme TBC nearer to the time)

Can you give