Year 4 2026-2027

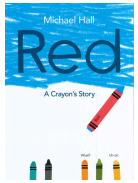
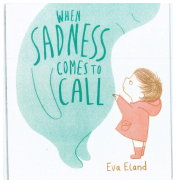
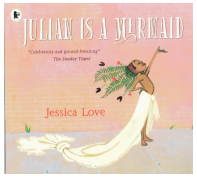
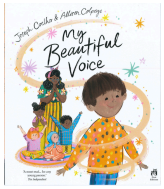
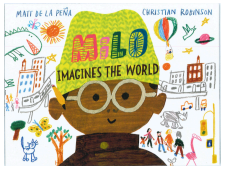
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Wider opportunities/events	Week 8 - Arts week Week 8 - Diwali Roman Day?	Week 2 - PSHE - Power for Good Week 2 - Anti Bullying Week	Week 6 - Lunar New Year Trip - Mosque? - Link Saffiyah's War	Year 3 and 4 production	Multiplication check	Multiplication check Shakespeare Lowry Visit/Trip
Reading	**Whole Class Reading:** Firework Maker's Daughter - Philip Pullman (3) Curiosity The Story of a Mars Rover - Markus Motum (NF) (2) Escape from Pompeii Pompeii (NF) **Class Novels:** Desirable - Frank Cottrell Boyce	**Whole Class Reading:** The Day the Crayons Quit Danny, Champion of the World **Class Novels:** Danny, Champion of The World	**Whole Class Reading:** Bill's New Frock - Anne Fine Sounds Dreadful (1/2) King Midas and other Greek Myths **Class Novels:** Bill's New Frock - Anne Fine	**Whole Class Reading:** Leon and the Place Between (2) Wild Robot (2) **Class Novels:** Willodeen - Katherine Applegate	**Whole Class Reading:** The Lion and the Unicorn ***Poetry - Edward Lear*** **Class Novels:**	**Whole Class Reading:** The Haunting of Aveline Jones (3) **Class Novels:** Charlotte's Web - EB White
Writing	**Poetry** - Kenning Poetry (1) **Fiction** - Narrative: - Suspense -Escape from Pompeii (4) **Non-Fiction** - Blog - Escape from Pompeii (1)	**Fiction** - Informal Writing - The Day the Crayons Came Home (3) **Narrative**: Diary entry, Danny Champion of the world	**Fiction - Narrative writing** Cinderella (3) **Poetry** **Non-Fiction** - Non-chronological report - King Midas and the Greek Myths	**Character Description** - Wanted Posters Wild Robot (2) **Fiction** - Theseus and the Minotaur - third person narrative. (3/4)	***Fiction - Narrative: Playscripts*** Shakespeare unit (3) **Poetry:** The Slow Man or Talk us Through it, Charlotte - Ahlberg - Free Verse/Narrative(1) **Non-fiction:** Adverts (1)	**Fiction** - The Haunting of Aveline Jones Setting/Suspense (3) **Non fiction** - NF: Instructions (3 week) How to… mummify your best friend? **Witness Statement - NF:** Tuesday

GAPS	Using determiners, clauses Expanding sentences with conjunctions, adverbs and prepositions Direct speech Past tense Present tense Using paragraphs	Recognising and using pronouns and nouns Identifying the difference Fronted adverbials – time, place and narrative specific	Apostrophes for plural possession and contraction When not to use apostrophes Punctuating direct speech When to direct and indirect speech	Identifying noun phrases Modifying adjectives and nouns Determiners before modifiers Expanded noun phrases	Standard English Were or was? I or me? Have not of Paragraphs – identifying, using speech, using fronted adverbials, using more than one	Consolidation of the year
Spelling	Homophones & near homophones. Prefix 'in-' meaning 'not.' Before a root word starting with l, the 'in-' prefix becomes 'il-'. Before a root word starting with r the prefix 'in-' becomes 'ir-' Prefix 'sub-' meaning under or below. Prefix 'inter-'	The suffix '-ation' is added to verbs to form nouns. Adding –ly to adverbs. Remembering words ending in '-y' become '-ily' and words ending in '–le' become '–ly.' Adding '-ly' to turn an adjective into an adverb when the final letter is 'l.' 'sh' sound spelled ch.	Adding the suffix '–ion.' as '-sion' When the root word ends in 'd,' 'de' or 'se' Suffix '-ous.' The final 'e' of the root word must be kept if the sound of 'g' is to be kept. 'ee' sound spelled with an 'i.' 17. The suffix '-ous.' If there is an 'ee' sound before the '-ous' ending, it is usually spelled as i, but a few words have e.	The 'au' digraph Suffix '-ion' when the root word ends in 't' or 'te' then the suffix becomes '-tion.' Suffix '-ion' becomes '-ssion' when the root word ends in 'ss' or 'mit.' Suffix '-cian' used instead of '-sion' when the root word ends in 'c' or 'cs' Adding '-ly' to create adverbs of manner.	Homophones /s/ sound spelled c before 'i' and 'e'. word families - 'sol word family', 'real word family', 'phon word family' and 'sign word family' Prefixes – 'super-' 'anti' and 'auto.' The prefix bi- meaning two.	Plural possessive apostrophes. Revision – spelling rules we have learned over the year.
Maths	Place Value and Time (5 weeks) Addition and Subtraction (3 weeks) Measurement –Area (1 week) Multiplication and Division (3 weeks)		Multiplication and Division (3 weeks) Measurement – Length and Perimeter (2 weeks) Fractions (4 weeks) Decimals (3 weeks)		Decimals (2 weeks) Money (2 weeks) Statistics (1 week) Shape (2 weeks) Position and Direction (2 weeks)	
Science	Living things and their habitats (1) Classification Data collection	States of Matter	Sound Data collection	Electricity Sustainability	Animals including humans - Digestive System	Living Things and their Habitats (2) Deforestation Habitats & Food chains

					Data collection	
Computing	Your rings of Responsibility (1) Computing Systems and Networks (6)	Password Power Up (1) Creating Media - Audio Production (6)	This is Me (1) Coding A - Repetition in shapes (6)	Our Digital Citizenship Pledge (1) Data Information Data logging (6)-	Project Evolve – Health, Well-being and lifestyle (1) Creating Media - Photo editing (6)	Is Seeing Believing? (1) Coding B - Repetition in games (6)
History		The Romans **What impact has the Roman Empire had in Britain?**		Ancient Greece **How have the achievements of the Ancient Greeks influenced the Western world?**		Anglo-Saxons, the Scots and the Picts **How did the Anglo-Saxons and Scots invade and settle in Britain?**
Geography	Rivers and the Water Cycle Why do people choose to live near rivers?		North America Why is North America considered to be great?		Spain and Catalonia Why do people choose to go on holiday in Spain?	
Art	**Drawing** *Full body portraits* Charcoal, pens and pencils Scale and perspective, detailed observations, shade and light Banksy Leonardo da Vinci		**Painting** *Riverscapes* Watercolour and acrylic Textures and capturing movement, exploring different scales, tone and shades Georges Seurat Claude Monet Vincent Van Gogh JMW Turner		**Sculpture** *Roman Gods* Wire and clay models Tools and joining techniques, working to scale, structural integrity Alexander Calder Alberto Giacometti Courtney Mattison Natalya Sots	

DT	Textiles 3-4 PoP 2D shape to 3D product Hanging decoration Variety of stitching/decorations		Electrical systems 3-4 PoP – simple circuits and switches Circuits with bulbs, design of an appealing toy/ packaging		Structures 3-4 PoP – Shell structures Using computer aided design Children use Purple mash to generate their own 3D shape nets. Gift box - marketing, packaging, protection, storage	
Music	**Pentatonic scale, Gospel music** **This Little Light of Mine (6)**	**The Pink Panther theme (Henry Mancini) Film music (3)** **Composing with Colour (3)**	**The doot doot song (6)**	**Fanfare for the common man (3) Spain (3)**	**Global pentatonics (3) The horse in motion (3)**	**Favourite song (6)**
RE	BELIEVING		EXPRESSING		LIVING	

	Why is Jesus inspiring some people? Questions in this thread: F2 Which people are special and why? U2.2 What would Jesus do? Can we live by the values of Jesus in the twenty-first century? 3.3 What is so radical about Jesus? Religions and worldviews:Christians	Why are Festivals important to religious communities? Questions in this thread: F4 Which times are special and why? 1.6 How and why do we celebrate special and sacred times? U2.5 Is it better to express your beliefs in arts and architecture or in charity and generosity? 3.7 How can people express the spiritual through the arts? Religions and worldviews: Christians plus Hindus and/or Jewish people and/or Muslims	Why do some people think that life is like a journey and what significant experiences mark this? Christians, Hindus and/or Jewish people and non-religious responses (e.g. Humanist) Questions in this thread: FS: Which times are special and why? 1.6 How and why do we celebrate special and sacred times? Religions and worldviews: Christians, Hindus and/or Jewish people NB Question U2.3 (What do religions say to us when life gets hard?) will explore beliefs about death and afterlife in Upper KS2, so this unit need only introduce some key ideas and ways believers mark the end of life.	What does it mean to be a Hindu in Britain? Questions in this thread: F5: Where do we belong? 1.7 What does it mean to belong to a faith community? L2.7 What does it mean to be a Christian in Britain today? U2.6 What does it mean to be a Muslim in Britain today? 3.8 What is good and what is challenging about being a teenage Buddhist, Sikh or Muslim in Britain today? Religions and world views: Hindus	What can we learn from religions about deciding what is right and wrong? Christians, Jewish people and non-religious responses (e.g. Humanist) (Y4) Questions in this thread: 1.8 How should we care for others and the world, and why does it matter? U2.7 What matters most to Christians and Humanists? 3.10 Does religion help people to be good? Religions and worldviews: Christians, Jewish people, non-religious (e.g. Humanist)

Spanish	My Town	Let's Go	Shopping	The Wider World	My Routine	Free Time
PSHE - No Outsiders (session to be taught during the first week after the holidays)						
PSHE - 1 Decision	Keeping/Staying Safe - What I know now and Cycle Safety Keeping/Staying Healthy - What I know now and Healthy Living Being Responsible - What I know now and Coming Home on Time		The Working World - What I know now and Chores at Home Computer Safety - What I know now and Online Bullying Feelings and Emotions -What I know now and Jealousy		A World Without Judgement - What I know now and Breaking Down Barriers Growing and Changing - What I know now and Relationships First Aid - What I know now and Y4 unit	
P.E.	Swimming Handball	Gymnastics Swimming	Yoga Football/Lacrosse	Lacrosse Dodgeball	Athletics Lacrosse	Rounders Tag Rugby