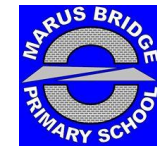




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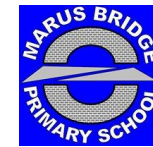


Subject	Autumn 1 (8)	Autumn 2 (7)	Spring 1 (6)	Spring 2 (6)	Summer 1 (5)	Summer 2 (7)
English texts and outcomes	<p><b><u>Rhythm of the Rain</u></b> (Information picture book - linked to Water Cycle in Science)</p> <p>Poetry - shape poetry Narrative (story beginning - setting description) choice of setting GDS Letter (as jar of water to Issac)</p> <p>Topic - recount of history trip</p>	<p><b><u>The Singing Ringing Tree</u></b> (Chapter book - traditional tale)</p> <p>Poetry - rhyming couplets Narrative (story beginning - character description) choice of character GDS Non-chronological Report (the goblin's kingdom: landscape, weather, animals)</p> <p>Topic - Purple Mash information leaflet</p>	<p><b><u>The Iron Man</u></b> (Chapter book - classic novel)</p> <p>Narrative (story middle - the problem) choice of problem GDS Newspaper Article (the Iron Man escapes from the pit) Poetry - free verse Scrapyard poetry</p> <p>Topic - Invaders &amp; Settlers</p>	<p><b><u>The Miraculous Story of Edward Tulane</u></b> (Chapter book - contemporary fiction)</p> <p>Narrative (the next chapter after being found at the dump) Letter (as Edward to Abilene) as Pellegrina / Abilene GDS</p> <p>Poetry - Ballads</p>	<p><b><u>One Plastic Bag</u></b> (Information picture book / reflecting realities)</p> <p>Diary entry choice of perspective GDS Persuasive Speech (plastic pollution)</p>	<p><b><u>Arthur and the Golden Rope</u></b> (Graphic novel - historical fiction)</p> <p>Narrative (next chapter - sea journey with beginning, middle and end) choice of obstacles GDS Poetry - list poem Playscript (turn graphic novel into playscript)</p> <p>Topic: Recount of Haigh Hall orienteering (Geography)</p>
Word			<p>Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'</p>		<p>Use Standard English forms for verb inflections Recognise the grammatical difference between plural and possessive 's'</p>	<p>Recognise the grammatical difference between plural and possessive 's'</p>



# Marus Bridge Primary School

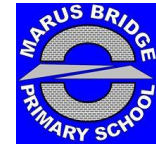
## Curriculum Overview Year 4 2025-2026



<b>Sentence</b>	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Expand noun phrases by the addition of modifying adjectives, nouns and prepositional phrases Use fronted adverbials	Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although	Extend the range of sentences with more than one clause by using a wider range of conjunctions including when, if, because, although
<b>Text</b>	Build a varied and rich vocabulary Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Build a varied and rich vocabulary	Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Build a varied and rich vocabulary Variety of verb forms used correctly and consistently including the progressive and the present perfect forms	Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition Build a varied and rich vocabulary	Organise paragraphs around a theme (using fronted adverbials to introduce or connect paragraphs)	Organise paragraphs around a theme (to organise and sequence more extended narrative structures) Build a varied and rich vocabulary
<b>Punctuation</b>	Use commas after fronted adverbials	Use inverted commas and other punctuation to punctuate direct speech	Indicate possession by using the possessive apostrophe with plural nouns Use commas after fronted adverbials Use inverted commas and other punctuation to punctuate direct speech	Use commas after fronted adverbials Use inverted commas and other punctuation to punctuate direct speech	Indicate possession by using the possessive apostrophe with plural nouns	Indicate possession by using the possessive apostrophe with plural nouns Use inverted commas and other punctuation to punctuate direct speech



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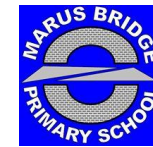


<b>Maths</b>	<u>Number: Place Value</u> <u>Number: Addition and Subtraction</u>	<u>Number: Multiplication and Division</u>	<u>Number: Fractions</u>	<u>Number: Fractions</u> <u>Measurement: Decimals and Money</u>	<u>Measurement</u> <u>Measurement: Time</u>	<u>Geometry</u> <u>Statistics</u>
<b>Science</b>	<u>Electricity</u>	<u>States of Matter</u>	<u>Teeth and Digestion</u>	<u>Sound</u>	<u>Classification (Living Things and their Habitats)</u>	<u>Haigh Hall Trip</u> <u>Classifying trees</u>
<b>History</b>	<u>Egyptians</u> <u>Trip - Bolton Museum</u>		<u>Anglo-Saxons and Vikings</u>		<u>Normans</u> <u>Saxons/Vikings trip - Knowledge Review</u>	
<b>Geography</b>		<u>Volcanoes</u>		<u>African Adventure</u> Visitor (RC Y6)		<u>Mapping Wigan</u> Haigh Hall Orienteering (SC)
<b>Design Technology</b>		<u>Food - Biscuit Bake Off</u>		<u>Structures - Pavilions</u>		<u>Electrical Systems - Night Light</u>
<b>Art and Design</b>	<u>Painting</u>		<u>Drawing</u>		<u>Sculpture</u>	



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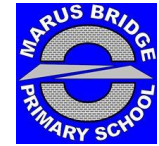
## Curriculum Overview Year 4 2025-2026



ICT and Computing	<u>Unit 4.2 Online Safety (4)</u>	<u>Unit 4.1 Coding (6)</u> <u>Unit 4.8 Hardware Investigators (2)</u>	<u>Unit 4.4 Writing for different audiences (5)</u>	<u>Unit 4.5 Logo (4)</u> <u>Unit 4.6 Animation (3)</u>	<u>Unit 4.7 Effective Searching (3)</u>	<u>Unit 4.9 Making Music (4)</u>
Music	<u>Brass</u>	<u>Brass</u>	<u>Brass</u>	<u>Brass</u>	<u>Brass</u>	<u>Brass</u>
PE Internal	<u>Hockey</u>	<u>Basketball</u>	<u>Tennis</u>	<u>Orienteering</u>	<u>Cricket</u>	<u>Rounders</u>
PE External	<u>Gymnastics (NLE)</u>	<u>Dance (NLE)</u>	<u>Volleyball (NLE)</u>	<u>Netball (NLE)</u>	<u>Athletics (NLE)</u>	<u>Football (NLE)</u>
RE	<u>Are all religions equal?</u>		<u>Who was Jesus?</u> <b>Bolton Mosque trip</b>		<u>Just how important are our beliefs?</u>	
PSHE & C	<u>It's Our World</u>	<u>Say No!</u>	<u>Money Matters</u>	<u>Who Likes Chocolate?</u>	<u>People Around Us</u>	<u>Growing Up</u>
MfL (Spanish)	<u>Welcome to School</u>		<u>Epiphany / Family</u>		<u>Ice Creams / Picnics</u>	
Educational visits or visitors	<u>Egyptians Trip - Bolton Museum</u> <u>13<sup>th</sup> October</u>	<u>Christmas Trip</u> (December)		<u>Mosque visit</u>	<u>Anglo Saxons and Vikings Tatton Park</u> <u>20<sup>th</sup> / 24<sup>th</sup> April 2026</u>	<u>Haigh Hall Orienteering</u> <u>6<sup>th</sup> July 2026</u>



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Parents Afternoon / workshops	<u>Parent meeting - Meet the Teacher</u>	<u>Brass Concert</u> <u>Christmas</u> <u>Performance</u>				<u>Sports Day</u> <u>Brass Concert</u>
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