



# Year 4 Autumn Planning 2025



Subject	Planning	
Religious Education	<p><b>Creation and Covenant</b></p> <ul style="list-style-type: none"> <li>• The story of Abraham and Sarah.</li> <li>• God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity.</li> <li>• Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life.</li> <li>• Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity.</li> <li>• Abraham is a model of how to pray.</li> <li>• Exploring prayers of faith in God from the Catholic tradition.</li> <li>• The virtues of faith, hope, and love.</li> <li>• The life and work of a person who was an example of faith made active in love, e.g., St Teresa of Calcutta.</li> </ul>	<p><b>Prophecy and Promise</b></p> <ul style="list-style-type: none"> <li>• What is meant by 'prophecy</li> <li>• For Christians, the prophets awaken an expectation of the coming of the Messiah in people's hearts.</li> <li>• John the Baptist is sent to prepare the way for Jesus.</li> <li>• In the Advent liturgies, Christians pray for the second coming of Jesus alongside preparing for Christmas.</li> <li>• Advent is a time of preparation for Jesus' incarnation at Christmas and for the second coming as King of the Universe.</li> <li>• The Feast of Christ the King.</li> <li>• The Jesse tree.</li> <li>• 'He will come again in glory' from the Nicene Creed.</li> <li>• How Christians prepare for the coming of Christ during Advent.</li> <li>• How Christians use the Jesse tree during Advent, identifying its meaning and representation in art around the world, connecting to God's plan for salvation.</li> <li>• How some artists have depicted Jesus Christ as King.</li> </ul>
English	<p><b>Vehicle Text 1: Leon and the Place Between by Angela McAllister</b></p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> <li>• Narrative: Portal Narrative</li> <li>• Recount: Persuasive Magic Show Report</li> </ul> <p><b>Vehicle Text 2: Leaf by Sandra Lieckmann</b></p> <p>Writing Outcomes</p> <ul style="list-style-type: none"> <li>• Narrative: Outsider Narrative</li> <li>• Information: Polar Bears</li> </ul>	<p><b>Revision of Year 3 spelling rules and</b></p> <ul style="list-style-type: none"> <li>• Words with endings that sound like /zh/ + /ə/ + /n/</li> <li>• Adding the suffix -ation to verbs to form nouns e.g. information, adoration</li> <li>• Endings that sound like /zh/ + /ə/ + /n/ spelt tion where the root word ends in t or te e.g. e.g. invention</li> </ul>



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	<b>Class Reader</b> <ul style="list-style-type: none"><li>The Boy at the Back of the Class by Onjali Q. Raúf</li><li>Noah Barleywater Runs Away by <u>John Boyne</u></li></ul>	<ul style="list-style-type: none"><li>Endings that sound like /zh/ + /ə/ + /n/ spelt -sion where the root word ends in in d or se e.g. expansion</li><li>Endings that sound like /zh/ + /ə/ + /n/ spelt -ssion where the root word ends in ss or mit e.g. discussion</li><li>Endings that sound like /zh/ + /ə/ + /n/ spelt -cian where the root word ends in c or sc e.g. musician</li><li>Silent letters mb Embed Year 3: Possessive apostrophe -s (with plural words)</li><li>Additional new homophones/ near homophones</li></ul>	
<b>Maths</b>	<b>Daily Practice</b> <ul style="list-style-type: none"><li>Retrieval – FB4</li><li>Counting X tables revision</li><li>Basic skills games</li></ul>	<b>Place Value</b> <ul style="list-style-type: none"><li>Represent and partition numbers to 10,000</li><li>Compare and order numbers to 10 000</li><li>Find 1,10,100 or 1000 more or less than</li><li>Rounding numbers to the nearest 10, 100, 100</li><li>Place value of numbers up to 10,000</li></ul>	<b>Addition and Subtraction</b> <ul style="list-style-type: none"><li>Add 4 digit numbers with exchange</li><li>Subtract 4 digit numbers with exchange</li><li>Estimate answers</li><li>Check strategies</li></ul>



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	<b>Measurement</b> <ul style="list-style-type: none"> <li>What is area?</li> <li>Count squares</li> <li>Make shapes</li> <li>Compare areas</li> </ul>	<b>Multiplication and Division</b> <ul style="list-style-type: none"> <li>Multiply and divide by 3,6,9</li> <li>Multiply and divide by 7,11,12</li> <li>Multiply by 0 and 1</li> <li>Divide by 1 and itself</li> <li>Exploring the connections between multiplication and division facts</li> </ul>	All maths will have reasoning and problem solving interwoven throughout the children's learning.
Science	<b>States of Matter</b> <ul style="list-style-type: none"> <li>Describe the properties of solids, liquids and gases.</li> <li>Explain that melting and freezing are opposite processes that change the state of a material.</li> <li>Identify the melting and freezing point of several different materials.</li> <li>Explain that heating causes evaporation and cooling causes condensation.</li> <li>Explain that evaporation and condensation are opposite processes that change the state of a material.</li> <li>Explain that the higher the temperature, the quicker water evaporates.</li> <li>Explain what happens to water at the different stages of the water cycle.</li> <li>Make observations and conclusions.</li> <li>Be able to answer questions based on their learning.</li> </ul>	<b>Group and classify living things</b> <ul style="list-style-type: none"> <li>Identify and sort animals into groups based on their features.</li> <li>Use their understanding of vertebrates and invertebrates to begin grouping animals.</li> <li>Children will use physical features of each animal to sort animals using classification keys.</li> <li>Children should understand that flowering plants produce flowers and fruit and non-flowering plants do not.</li> <li>Children use classification keys to classify plants based on physical features.</li> </ul>	
Computing	<b>Coding with Scratch</b> <ul style="list-style-type: none"> <li>Pupil create a game using repeat loops.</li> </ul> <b>Creating a Video</b> <ul style="list-style-type: none"> <li>Pupils create their own videos and apply special effects to them (Information Technology) .</li> <li>Learn how photos/videos can be edited online for advertisement.</li> </ul>		



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<b>Spanish</b>	<ul style="list-style-type: none"><li>To be confirmed</li></ul>	
<b>History</b>	<p><b>Ancient Greece:</b> its achievements and legacy Can we thank the Ancient Greeks for anything in our lives today? In this unit children will...</p> <ul style="list-style-type: none"><li>Use a range of sources to find out about the life and achievements of the Ancient Greeks.</li><li>Through their investigations, find out about the city states of Athens and Sparta, warfare and seamanship, everyday life, beliefs, culture.</li><li>Learn about the continuing legacy of Ancient Greeks.</li><li>Explore the Ancient Greek's influence on education, language, architecture, government and the Olympic Games.</li></ul>	<p>Make links can be made with other ancient civilisations and societies they have studied</p> <p><b>Historical skill development...</b></p> <ul style="list-style-type: none"><li>Historical enquiry including how evidence is used to make historical claims</li><li>Developing understanding of historical concepts such continuity and change, similarity and difference, and significance.</li><li>Use of specialised vocabulary and terminology such as ancient, modern, civilisation, citizens, archaeology, interpretation, bias, evidence</li></ul>
<b>Geography</b>	<p>Extreme Earth: Developing knowledge of different types of natural phenomena, with a focus on volcanoes. Children will learn:</p> <ul style="list-style-type: none"><li>There are different types of extreme weather conditions around the world.</li><li>About the Earth's climate and areas of extreme temperatures.</li><li>What an earthquake is and what causes them.</li><li>What the causes of a tsunami are and how they affect people.</li><li>What causes tornadoes and the effects they have.</li><li>That a volcano is an opening in the Earth's crust.</li><li>There are two main types of volcanoes.</li><li>The different types of eruption – pyroclastic flows, ash clouds, volcanic bombs.</li><li>How volcanoes are formed.</li><li>The advantages and disadvantages of living near a volcano.</li></ul> <p>This unit will be structured around our whole school vision: <b>How is climate impacting on physical features, human features, trade and tourism across our Earth?</b></p>	



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<b>Music</b>	All children will be accessing the music curriculum through our violin lessons delivered by Resonate Liverpool.	
<b>Art</b>	<b>Jewellery Designers</b> <ul style="list-style-type: none"><li>To explore the history of jewellery.</li><li>To investigate gemstones used in jewellery.</li><li>To explore Tiffany &amp; Co. jewellery.</li></ul>	<ul style="list-style-type: none"><li>To explore Bulgari Jewellery</li><li>To explore Van Cleef and Arpels jewellery.</li><li>To be able to design and make your own piece of jewellery.</li></ul>
<b>Design Technology</b>	<b>Levers and Linkages – Pop-up Christmas cards.</b> <ul style="list-style-type: none"><li>To identify levers and linkages in the real world.</li><li>To explain how a lever works and explain how linkages create movement and how the direction can be changed.</li><li>To create a product that includes a lever with linkages.</li><li>To design a product which follows the brief but also considers the research they undertake.</li><li>To evaluate the effectiveness of the product by referring to the specification.</li></ul>	
<b>PE</b>	<b>Dodgeball</b> <ul style="list-style-type: none"><li>To learn the rules of dodgeball and apply them to a game situation.</li><li>To develop throwing at a moving target.</li><li>To use jumps, dodges and ducks to avoid being hit.</li><li>To develop catching a dodgeball at different heights.</li><li>To learn how to block using the ball.</li><li>To understand the rules of dodgeball and use them to play in a tournament.</li></ul>	<b>Basketball</b> <ul style="list-style-type: none"><li>To develop the attacking skill of dribbling.</li><li>To be able to use protective dribbling against an opponent.</li><li>To develop the bounce and chest pass and begin to recognise when to use them.</li><li>To develop tracking and defending an opponent.</li><li>To develop the technique for the set shot.</li><li>To be able to apply the skills, rules and tactics you have learnt to a mini tournament.</li></ul>



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<b>PHSE</b>	<b>Human Rights</b> <ul style="list-style-type: none"><li>• To recognise there are human rights, that are there to protect everyone.</li><li>• To learn about the relationship between rights and responsibilities.</li><li>• To recognise reasons for rules and laws; consequences of not adhering to rules and laws</li><li>• To learn about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.</li><li>• To learn about prejudice; how to recognise behaviours/actions which discriminate against others</li></ul>	<b>Falling Out and Making Up</b> <ul style="list-style-type: none"><li>• To know how important friendships are in making us feel happy and secure</li><li>• To know the characteristics of friendships</li><li>• To understand that most friendships have ups and downs</li><li>• To learn the importance of having compassion towards others</li><li>• To understand that healthy friendships are positive and welcoming towards others</li><li>• To recognise who to trust and who not to trust</li><li>• To know where to get advice</li><li>• To know what sorts of boundaries are appropriate in friendships</li></ul>
<b>RHSE</b>	<b>Social and Emotional</b> <ul style="list-style-type: none"><li>• To describe how we all should be accepted and respected</li></ul>	
<b>Enrichment weeks</b>	<ul style="list-style-type: none"><li>• <b>Culture Week - Beginning 30<sup>th</sup> September</b></li><li>• <b>Black History Month – <i>Reclaiming Narratives</i></b></li><li>• <b>Anti-bullying week – <i>Choose Respect 11<sup>th</sup>-15<sup>th</sup> October</i></b></li><li>• <b>Mental Health day –</b></li><li>• <b>Remembrance Sunday 10<sup>th</sup> November</b></li><li>• <b>The Feast of St. Wilfrid 12<sup>th</sup> October</b></li><li>• <b>Trip to Liverpool World Museum for Ancient Greeks – Thursday 17<sup>th</sup> October</b></li></ul>	