Curriculum Map 2025-2026 Year 4

Term	Autumn A	Autumn B	Spring A	Spring B	Summer A	Summer B
Global Theme	**TELLING TALES**		**REACH FOR THE STARS**		**WONDERFUL WORLD**	
Values	September – Responsibility October - Respect November – Friendship December - Peace		January - Independence February - Caring March – Belief April - Freedom		May - Perseverance June – Honesty July - Reflection	
Local/National/Global& Whole school events	Black History Month National Poetry Day United Nations Day	Remembrance Day Anti-Bullying Week Stories Around the Campfire Children in Need	TT Rockstar Day Safer Internet Day Random Act of Kindness Day	World Book Day Science Week Comic Relief	National Numeracy Day Walk to School Week International Evening Shakespeare's Birthday	Sports Day Transition Day
Curriculum Topic – So What?	**Why do we have extreme weather and natural disasters in different places and at certain times?** **Geography**	**What can we learn about the settlements of Anglo-Saxons and Scots?** **History**	**Where do we observe changes of state?** **Science**	**What did the Viking and Anglo-Saxon struggle for England look like?** **History**	**How has culture influenced artists over time?** **Arts**	**How and why do we hear sound?** **Science**
Suggested quality texts for English **Class reader author focus:** William Shakespeare and Michael Morpurgo	Wreck of the Zanzibar by Michael Morpurgo Tuesday by David Weisner (P4C)	Anglo-Saxon Boy by Tony Bradman Beowulf (children's version)	Variety of non-fiction books linked to topic Until I Met Dudley by Roger McGough	The Snow Walker's Son by Catherine Fisher	A selection of Shakespeare Plays with a study of one in more depth	The Firework Maker's Daughter by Philip Pullman
English - extended writing opportunities	Writing to inform though newspaper reports linked to current events involving extreme weather. Writing to inform and discuss through diary writing in role linked to extreme weather.	Writing to entertain through the study of stories from other cultures, and including setting and character descriptions, and 1st/3rd person perspectives. Writing to inform and persuade through formal letter writing linked to the Staffordshire Hoard.	Writing to explain 'how something works' linked to topic. Writing to inform and explain through writing a non-chronological report linked to science topic, written for a specific target audience. Writing to inform through book reviews of studied non-fiction texts.	Writing to entertain through narratives with a historical setting (including setting and character descriptions, and dialogue). Writing to explain and persuade through speeches written from key individual's	Writing to entertain through the study of Shakespeare, focusing on one of his plays. Writing to discuss and explain through letter writing and diary entries in the role of a character from a Shakespeare play. Poetry – focus on the poetic language and form (From a	Writing to inform through instructional writing linked to science. Writing to entertain through narrative writing (including dialogue and alternative endings) linked to sound. Writing to inform through science experiment write up.

	Poetry – structure focus (Tetractys, Haiku and Tanka)	Writing to inform through non-chronological reports about Anglo Saxons or Scots.	Poetry – Vocabulary building focus around metaphors and similes.	perspectives during the time period. Writing to inform through a comparative study between Anglo Saxons and Vikings.	Shakespeare play or poems from different cultures)	
Mathematics	**Number: Place value** Represent numbers to 1000 100, 10s, 1s Number line to 1000 Round the nearest 10/100 Count in 1000s, 100s, 10s, 1s Partitioning Number line to 10,000 Find 1, 10, 100, 1000 more/less Compare and order numbers Round to nearest 1000 Count in 25s Negative numbers Roman numerals to 100 **Number: Addition and subtraction** Add/subtract 1, 10s, 100s & 1000s Add two 3 and 4 digit numbers (not crossing 10/100 - no exchange) Add two 3 and 4 digit numbers crossing 10/100 (1	**Measurement: area** What is area? Counting squares Making shapes Comparing area **Number: Multiplication and division** Multiply by 10/100 Divide by 10/100 Multiply by 1/0 Divide by 1 and itself Multiply and divide by 3, 6, 9, 7 The 3, 6, 9, 7 times table and division facts	**Number: Multiplication and division** 11 and 12 times tables Multiply 3 numbers Factor pairs Efficient multiplication Written methods Multiply 2 and 3 digits by 1 digit Divide 2 and 3 digits by 1 digit Correspondence problems **Measurement: Length and perimeter** Equivalent lengths m and cm & cm/mm Kilometres Add/subtract lengths Measure perimeter Perimeter on a grid Perimeter of rectangle Perimeter of rectilinear shapes **Number: Fractions** Unit and non-unit fractions What is a fraction? Tenths Count in tenths Equivalent fractions Fractions greater than 1 Count in fractions	**Number: Fractions** Add fractions Add 2 or more fractions Subtract fractions Subtract 2 fractions Subtract whole amounts Fractions of set of objects Calculate fractions of a quantity Problem solving **Number: Decimals** Recognise tenths and hundredths Tenths as decimals Tenths on a place value grid Tenths on a number line Divide 1 digit by 0 Divide 2 digits by 10 Hundredths as decimals Hundredths on place value grid Divide 1 and 2 digits by 100	**Number: Decimals** Bonds to 100 and 100 Make a whole Write decimals Compare decimals Order decimals Round decimals Halves and quarters **Measurement: Money** Pounds and pence Ordering money Estimating money Convert pounds and pence Add money Subtract money Find change Four operations **Measurement: Time** Telling time to 5 minutes Telling time to minute Using am and pm 24 hour clock Hours minutes and seconds Years months weeks and days Analogue to digital 12hr/24 hour	**Statistics** Interpret charts Comparison sum and difference Introducing line graphs Line graphs **Geometry: Properties of shape** Turns and angles Right angles Compare angles Identify angles Compare and order angles Recognise and describe 2D Triangles Quadrilaterals Horizontal and vertical Lines of symmetry Complete symmetric figure **Geometry: Position and direction** Describe position Draw on a grid Move on a grid Describe movement on a grid

	exchange/more than one) Subtract 3 and 4 digit from 3 and 4 digit - inc exchange					
Extended Maths Opportunities and investigations	Ordering negative numbers in terms of temperature of different locations (extreme weather) The thousands game. Fifteen cards.	Twice as big. Zios and zepts.	Use Venn diagrams for states of matter. Multiples grid. Fractional wall.	Measure Viking Long Boats Bryony's triangle. Andy's marbles.	Repeating patterns for art Round the dice. 5 on the clock.	Comparing how loud something is in DB. Let us reflect. Four triangles puzzle. Coordinate challenge.
Science	**Living Things and Their Habitats** Use classification keys to identify and group living things. Recognise that environment changes can pose dangers to living things.	**Animals including Humans** Describe functions of parts of the human digestive system. Identify types of teeth and their different functions. Construct and interpret food chains (producers, predators, prey).	**States of Matter** Compare and group materials by state of matter. Observe that changes of state occur through heating or cooling (measure temperatures). Identify the roles of evaporation (linked to temp) and condensation in the water cycle.		**Electricity** Construct a simple series circuit identifying its basic parts. Identify whether or not a lamp will light in a simple circuit. Recognise how a switch works. Recognise common conductors and insulators.	**Sound** Recognise that sound comes from something vibrating – vibrations travel through medium to the ear. Find patterns around pitch and volume and how these can be changed.
R.E.	**Living by rules** Understand that all rules do not always apply to everyone **Creating Inclusion Identity and Belonging** Understand that the 'External' signs of group identity often signify a deeper sense of belonging	**Being Reflective and Self Critical** Understand that in some traditions the journey to perfection is an entirely inward, reflective experience. **Experiential RE – Buddhism (Meditation)** **Being Curious and Valuing Knowledge** Understand that	**Being Modest and Listening to Others** Understand that we have two ears and one mouth indicating that listening is more important than expressing our own opinions **Expressing Joy** Expressions of joy are often in response to (or anticipation of) blessings. Joy can be expressed by individuals and by whole communities. **Experiential RE- Hinduism- (Diwali)**	**Being Merciful and Forgiving** Forgiveness is the restoration of relationship despite hurt caused. **Responding to suffering** An exploration of the strong motivations within traditions for the relief of prima facie suffering e.g. poverty	**Being Temperate, Self-Disciplined and Seeking Contentment** Understand the impact of any and every 'audience' upon behaviour **Being Thankful** Religious Traditions teach that God is the ultimate supplier of all our needs, and as such deserves thanks.	**Being Imaginative and Exploratory/Appreciating Beauty** The scientific world view of a god-less universe that came into existence by chance is explored along with creation stories from several religious traditions.

		most religious traditions base their understanding of God upon the writings in their own Scriptures. This unit helps to raise pupils' awareness of the range of religious writing and viewpoints.	Diwali –story and celebration			
History		**Chronological Understanding** Use names, places & dates of significant events on a timeline. Divide recent history into present e.g. 21st Century and past 17th Century. **Range & Depth of Knowledge** Record features of past periods, beliefs, buildings, experiences of men, women & children. How these have impacted life today. **Historical Enquiry** Suggest sources of evidence from a selection provided to help answer Q's about the past.		**Chronological Understanding** Use names, places & dates of significant events on a timeline. **Range & Depth of Knowledge** Record features of past societies, beliefs, experiences of men, women & children. How these have impacted life today. **Historical Enquiry** Understand the difference between primary and secondary sources of evidence. Use these to collect information about the past. Ask & answer Q's based on these sources. **Historical Interpretation** Be able to give reasons why there are different accounts of history.		

Geography	**Human and physical Geography** Describe and understand physical geography- including climate zones, biomes, vegetation belts, rivers, mountains, earthquakes, volcanoes and the water cycle.					
Art and Design	**ART FOCUS DAY PRINTING** Use acetate monoprinting Use polystyrene relief printing. Suggested artists: Clare Maria Wood, Elizabeth Peyton	**ART FOCUS DAY SCULPTURE** Use papier mache to make a 3D form. Link to Vikings (history topic). Artists: Anthony Gormley, Salvador Dali			**ART TOPIC PAINTING** Show understanding of complimentary colours. Recap mixing secondary colours. Change the colours by adding a little paint at a time. Create skin tones. Paint a self-portrait using skin tones. Experiment with creating mood with colour (use colour theory). Explore colour matching. Begin to learn acrylic paint techniques. Apply acrylic paint techniques in a painting. Use light and dark within painting. Start to develop a painting from a drawing. Start to look at working in the style of a selected artist (not copying).	**ART FOCUS DAY DRAWING** **Line and Tone** RECAP - Make different types of line in pencil. Cross hatching. Make different lines in charcoal. RECAP and EXTEND – Make different tones with charcoal. Make different marks with charcoal. Draw with chalk and charcoal. **Texture and Pattern** Draw different textures. Make patterns with line and shape. Use line patterns in a doodle. **Looking** Focused looking through talking. Talk about the subject before drawing. Draw using three-dimensional and two-dimensional shapes. Recognise and draw right angles and parallel lines (draw geometrical shapes).

					Suggested artists: Paul Cezanne, Paul Klee, Pablo Picasso, Edward Hopper, Frida Kahlo	Use a pencil to check angles (sighting). See relationships between line and shape when drawing. Look and draw from different viewpoints. Suggested artists: Shania Mcdonagh, Paul Cezanne
Design Technology					**Architects – structures** (buildings and building projects linked to our locality) **Design:** Use research and develop design criteria to inform their designs of innovative, functional and appealing products that are fit for purpose, aimed at a particular individual/group. Generate, develop, model and communicate ideas through discussion, annotated sketches, prototypes and computer-aided design. **Make:** Select and use wide range of materials including construction materials. NOT JUNK MODELLING –focus on computer-aided element.	

					Evaluate: Understand how key events and individuals in D&T have helped shape the world. **Technical Knowledge:** Apply knowledge of how to strengthen, stiffen and reinforce complex structures.	
Music	**Mamma Mia - Timeless pop Music from the 70s** Explore and create rhythmic patterns that begin after a rest. Experiment with starting on different beats. Create rhythm grids which include silent beats. Learn how to perform rhythms as rounds, experimenting with start points.	**Glockenspiel Stage 2** Play and read 5 notes on the glockenspiel. Explore pitch, rhythm and pulse. Read notated music and learn note names. Folow notation to play a simple tune. Begin to improvise using these notes. Perform and evaluate.	**Stop! - a Song/Rap on the theme of Bullying** Identify the structure in raps and the use of digital/electronic sounds. Learn how to perform the song as a rap with a sung chorus in unison and in parts. Write own rapped lyrics and compose. Perform and evaluate.	**Lean On Me! - Soul/Gospel Music** Learn about this style of music. Identify changes in tempo, dynamics and texture. Explore pulse, rhythm and pitch through games and activities. Play instrumental parts within the song. Improvise using voices and instruments. Write and compose own song and music. Perform and evaluate.	**Blackbird – Pop Music by the Beatles** Identify common themes in songs. Learn about The Beatles and The Civil Rights Movement. Explore and invent rhythmic and melodic patterns. Play instruments with the song. Improvise parts of the song using voices and instruments. Compose own music. Perform and evaluate.	**Reflect, Rewind and Replay** Listen and appraise a variety of western Classical music, revisiting different music types from the year. Participate in various musical activities which embed the interrelated dimensions of music using voices and instruments. Play instruments within the song. Improvise using voices and instruments. Compose own songs. Share and perform compositions.
Computing	**4.2 Online Safety** To recognise acceptable and unacceptable behaviour (identity theft, risk and benefits of software & apps, plagiarism & screen time)	**4.1 Coding** Use sketch or storyboard to represent a program design. Set/change the variable using 'If/else' statements. Use Repeat/Until command, timers and counting machines and know what	**4.11 Microbits** Learn now to program a microbit device. (Useful for children to have some experience of programming using 2Code).	**4.4 Writing for Different Audiences** Formatting text font size and style to create news reports and letters. Using 'Desktop Publishing' Module **from Teach Computing**	**4.5 Logo** Use Logo to input instructions to create letters and shapes of increasing complexity. **4.6 Animation** Use 2Animate to create stop motion animations	**4.7 Effective Search** To locate and analyse information from the web for clues about credibility and reliability of the content. **4.8 Hardware Investigators** Understand and recall the different parts that make up a computer.

		decomposition and abstraction.				
MFL – French	**What is the weather?** Repeat and recognise weather vocabulary. Ask and explain what the weather is like today. Describe the weather in different regions of France using a weather map with symbols.	**Presenting myself** Understand and speak basic statements about myself (e.g. age, where I live). Ask and answer basic questions e.g. how they are feeling. Understand the concept of gender agreement.	**My family** Tell somebody the members, names and various ages of either their own or a fictional family in French. Understand the concept of mon, ma and mes (my). Use 1st person singular and 3rd person singular for the two verbs: s'appeler (to be called) and avoir (to have).	**Core Vocabulary** Phonetics lesson 2: I, IN, IQUE, ILLE Read, understand and say numbers 1-20, days of the week and months. Revise and consolidate colours and salutations. **Cultural lesson:** Learn about and build a model of The Eiffel Tower.	**Do you have a pet?** Repeat, recognise and attempt to spell the eight nouns (including the correct article for each) for pets in French. Ask and say in French if they have a pet. Tell somebody in French the name of their pet. Attempt to create a longer phrase using the conjunctions et (and) or mais (but).	**In the classroom** Recognise and repeat from memory simple classroom objects and use the correct gender. Speak simple sentences for I have/I do not have. Recognise and respond to simple classroom commands and praise. Learn how to replace an indefinite article with a possessive adjective e.g. 'a' to 'my'.
PSHE	**Being Me in My World** Talk about being part of a team. Talk about attitudes and actions and their effects on the whole class. Learn about their school and its community, who all the different people are and what their roles are. Discuss democracy and link this to their own School Council, what its purpose is and how it works. Talk about group work, the different	**Relationships** Focus on the emotional aspects of relationships and friendships. Explore jealousy and loss/ bereavement. Identify the emotions associated with these relationship changes, the possible reasons for the change and strategies for coping with the change. Learn that change is natural in relationships and they will experience some of these changes. Revisit skills of negotiation	**Celebrating Difference** Talk about judging people by their appearance, first impressions and what influences their thinking on what is normal. Talk about bullying, including online bullying and what to do if they suspect or know that it is taking place. Discuss the pressures of being a witness and why some people choose to join in or choose to not tell anyone about what they have seen. Talk about their own uniqueness and what is special about themselves. Talk about first impressions and when	**Dreams and Goals** Talk about their hopes and dreams. Discuss how it feels when dreams don't come true and how to cope with / overcome feelings of disappointment. Talk about making new plans and setting new goals even if they have been disappointed. Talk about group work and overcoming challenges together. Reflect on their successes and the feelings associated with	**Healthy** Look at the friendship groups that they are part of, how they are formed, how they have leaders and followers and how they fit into them. Reflect on their friendships, how different people make them feel and which friends they value the most. Look at smoking and alcohol and its effects on health. Look at the reasons why people might drink or smoke. Finally, they talk about peer pressure and how to deal with it.	**Changing Me** Revisit bodily changes at puberty with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Look at the feelings associated with change and how to manage these. Introduce the 'circle of change' model as a strategy for managing future changes.

	roles people can have, how to make positive contributions, how to make collective decisions and how to deal with conflict. Talk about considering other people's feelings.	particularly to help manage a change in a relationship. Learn that sometimes it is better if relationships end, especially if they are causing negative feelings or they are unsafe and these relationship endings can be amicable	their own first impressions of someone have changed.	overcoming a challenge.		
P.E.	**Tag Rugby (3/4)** Handle a rugby ball with confidence. Evade attackers using footwork and body control. Link skills to perform as a team in attack. Use basic game principles of tag rugby and play within simpler rules. Consistently perform basic tag rugby skills. Implement rules and develop tactics in competitive situations. Increase speed and build endurance during gameplay. **Dance Unit 1** Work to include freeze frames in routines. Practise and perform a variety of different	**Gymnastics Unit 1** Become increasingly competent and confident to perform skills more consistently. Perform in time with a partner and group. Use compositional ideas in sequences. **Football (3/4)** Able to show basic control skills. Send the ball with some accuracy to maintain possession and build attacking play. Implement the basic rules of football. Introduce some defensive skills. Dribble in different directions using different parts of their feet. Passing for distance. Evaluating skills to aid improvement.	**Badminton (3/4)** Identify and describe some rules of badminton. Serve to begin a game. Explore forehand hitting. Explore and use different shots with both the forehand and backhand. Demonstrate different badminton skills. Practise some trick shots in isolation. **Netball (3/4)** Perform basic netball skills such as passing and catching using recognised throws. Implement the basic rules of netball. Introduce high-five netball positions. Acquire and apply basic shooting techniques. Demonstrate and implement some basic rules of high five. Develop netball skills such as marking and footwork. Introduce the concept of preliminary moves.	**Swimming** Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water, including submerging themselves fully. Enter and exit the water independently. **Dance Unit 2** Concentrating on one simple theme throughout and linking all activities to communicate this to an audience.	**Gymnastics Unit 2** Develop an increased range of body actions and shapes to include in a sequence. Define muscle groups needed to support the core of the body. Refine taking weight on small and large body parts. **Cricket (3/4)** Adhere to some of the basic rules of cricket. Develop a range of skills to use in isolation and a competitive context. Strike a bowled ball. Develop and apply a range of skills in a competitive context. Choose and use a range of simple tactics in isolation and game context. Consolidate existing skills and apply them with consistency.	**Athletics** Investigate ways of performing running, jumping and throwing activities. Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. **Hockey (3/4)** Play in a hockey-type invasion game. Improve game-based agility. Manipulate objects using a stick and ball with safety and control. Consistently perform basic hockey skills such as dribbling and push passes. Implement the basic rules of hockey. Develop tactics and apply them in competitive situations. Increase speed and endurance during gameplay.

	formations in dance.					
SMSC	Develop a fascination about weather around the world, focusing on the geographical reasoning behind extreme weather and the impact of such weather on the people who live in those places. They learn how this impacts people's lives around the world and how people have adapted to these extremes.	Learn about Anglo Saxons and Scots enabling children to understand and appreciate how the development of cultural influences have shaped their own heritage and that of others.	Learn about solids, liquids and gases, explore changes of states through heat and cooling, measure or research temperature in degree Celsius. Children will also learn about the water cycle to include evaporation, condensation in association with temperature.	Viking faith and beliefs, understand that ideas were cultural and that Gods were often similar, and important for the same reasons. Children are encouraged to think about why revenge may not be ethically acceptable in modern times, but also understand the viewpoint of the people of the time.	Study artwork from a range of different cultures. They produce artwork which is reflective of the beliefs of others and that inform their perspective on life, their interests in and respect for different people's feelings from those cultures.	Improve their understanding through identifying how sounds are made, associating some of them with something vibrating, recognising that vibrations from sound travel through a medium to the ear. Through their willingness to participate the children will need to recognise that sounds get fainter as the distance from the sound source increases.
British Values	**Rule of Law** Class charter **Democracy** Class election for school councillor & PSHE topic	**Mutual Respect & Individual Liberty** Anti-Bullying week	**Mutual Respect & Tolerance** PSHE – Explain why it is good to accept people for who they are.	**Rule of Law** Describe the impact of beliefs and practices on individuals	**Individual Liberty** Art Topic – how artists are free to express themselves	**Mutual Respect & Tolerance** RE – Understand different points of view and perspectives linked to different religious traditions, as well as scientific points of view.
Character Education	**Gorilla In The Mist- Passion, Empathy** I am curious and tackle different ways of tackling tasks. I stay motivated. I care about my team members and appreciate that I need to		**Walking the Amazon- Self-aware, teamwork** Remain controlled and focussed under pressure, I can take responsibility and lead others so others can do their best.			

	work with them to get things done.					
International Links opportunities		Christmas around the world			International Evening	
Enterprise Opportunities		**Social Enterprise.** To recognise the role of voluntary, community and pressure groups for Children in Need. This is through a bake sale. -about the range of jobs carried out by people they know, and to understand how they can develop skills to make their own contribution in the future; -to recognise the role of voluntary, community and pressure groups;			**Fundraising Enterprise** To recognise that differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious. To meet and talk with people. To develop relationships through work and play. Hold a pop-up museum to showcase the skills applied in art and invite parents/members of the local community.	
Visits & Visitors **(Circumstances dependent)**	Local visit to The Lapworth Museum			Professor McGinty	Barber Institute (TBC)	
Religious Festivals	Harvest Diwali	Christmas Hanukkah	Chinese New Year	Holi Easter Ramadan/Eid Vaisakhi		