Year 4 Autumn Term 2026 – Curriculum Overview

SUBJECT	1st Half Term	2nd Half Term
English	**<u>Narrative</u>** **'Arthur and the Golden Rope'** by Joe Todd Stanton Children will write to entertain; writing an additional scene in the style of a graphic novel linked to the main character Arthur **Compositional choices:** Dialogue can show how a person speaks and tell the reader more about the character. Use a new paragraph to show when a new character is speaking. **Sentence level:** The use of prepositions, conjunctions and adverbs to tell the reader when, where and how things happened. **Word level & punctuation:** Accurate punctuation of dialogue, inverted commas, a comma to separate the dialogue and speech tag. **<u>Poetry</u>** **'A Small Dragon'** by Brian Patten Children will write to entertain, a poem written in free verse meaning they will lines of any length and do not have to have a rhyme or specific rhythm. **Compositional choices:** Use of sound and other senses to develop a clear picture for the reader to develop (show not tell) **Sentence level:** Sentences will include adjectives to describe a noun to help build a picture in the reader's mind. Use of prepositional phrases before or after a noun to help visualise greater detail**.** **Word level & punctuation:** Apostrophes are used to show the reader where letters are missing when two words join (apostrophes for contractions) **<u>Persuasive</u>** **'The King Who Banned the Dark'** by Emily Haworth-Booth Children will write to persuade; over the course of the unit the children will learn to write a persuasive speech for their chosen audience. **Compositional choices:** Use of facts to support their opinions, rhetorical questions to make the reader think more deeply. Also alliteration and the power of three to make their writing more memorable.	**Word level & punctuation:** Using precise noun choices to replace any non-specific or vague nouns and use pronouns to avoid repetition and boring the reader. **<u>Explanation</u>** **'Until I Met Dudley'** by Roger McGough Children will write to inform; explaining how a crazy invention works. **Compositional choices:** Paragraphs to organise their ideas around a theme, headings and sub-headings to break their ideas down into manageable chunks and diagrams to show the reader more details. **Sentence level:** We will build on our use of prepositions, conjunctions andverbs and also include fronted adverbials to provide more information and detail. Also extending the range of sentences with more than one clause. **Word level & punctuation:** Commas can be used to separate items in a list and the use of a comma after a fronted adverbial to allow the reader to take a short pause. **<u>Narrative</u>** **'Starbird'** by Sharon King-Chai Children will write to entertain, to write an adventure story about the journey of an animal. **Compositional choices:** Use of sound and senses to develop a clear picture for the reader. Dialogue can show how a person speaks and tells the reader more about the character. The use of paragraphs to show when a new character is speaking. **Sentence level:** Continue to develop the use of conjunctions, prepositions and adverbs. Add detail using expanded noun phrases and prepositional phrases. Fronted adverbials to provide more information and detail. **Word level & punctuation:** Accurate punctuation of dialogue and the use of pronouns in place of a noun to avoid repetition.

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<table>
<tr><td></td><td colspan="2">Sentence level: Conjunctions and adverbs to tell the reader when, where and how things happened.</td></tr>
<tr><td></td><td colspan="2"><u>Reading</u>
The children will be encouraged to read as widely as possible at home and at school with an emphasis on reading for pleasure. During Guided Reading lessons, using fiction and non-fiction texts, the children will practise to read a text with fluency, expression and comprehension. They will learn new vocabulary and discuss questions about the text.
<u>Spelling</u>
Using Essential Spellings, pupils develop accurate and fluent spelling, building on prior knowledge. Teaching is systematic and cumulative, focusing on more complex patterns, morphology and etymology, alongside common exception words. Pupils practise regularly through structured activities and retrieval, developing automaticity. Spelling is applied in independent writing to support accuracy, fluency and control.
<u>Handwriting</u>
Handwriting is taught explicitly and regularly, with a focus on letter formation, size, orientation, spacing and consistency to develop legibility and fluency.</td></tr>
<tr><td>Maths</td><td><u>Number: Place Value</u>
Represent numbers to 1000
Partition numbers to 1000
Number line to 1000
Thousands
Partition numbers to 10,000
Flexible partitioning of numbers to 10,000
Find 1, 10, 100, 1000, more or less
Number line to 10,000
Estimate on a number line to 10,000
Compare numbers to 10,000
Roman Numerals
Round to the nearest 10
Round to the nearest 100
Round to the nearest 1000
Round to the nearest 10, 100, 1000
<u>Number: Addition and Subtraction</u>
Add and subtract 1s, 10s, 100s, and 1000s
Add up to two 4-digit numbers – no exchange
Add two 4-digit numbers – one exchange
Add two 4-digit numbers – more than one exchange
Subtract two 4-digit numbers – no exchange
Subtract two 4-digit numbers – one exchange</td><td><u>Measurement: Area</u>
What is area?
Count Squares
Make Shapes
Compare areas
<u>Number: Multiplication and division ‘A’</u>
Multiples of 3
Multiply and divide by 6
6 times table and division facts
Multiply and divide by 9
9 times table and division facts
The 3, 6 and 9 times tables
Multiply and divide by 7
7 times table and division facts
11 times table and division facts
12 times table and division facts
Multiply by 1 and 0
Divide a number by 1 and itself
Multiply three numbers</td></tr>
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- Subtract two 4-digit numbers – more than one exchange
- Efficient subtraction
- Estimate answers

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<tr><td></td><td colspan="2">The children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in solving problems. They will also apply their mathematical knowledge to science and other subjects.</td></tr>
<tr><td>Science</td><td><u>Biology Strand – Animals, including humans.</u>
We will be learning about and describing the simple functions of the basic parts of the digestive system in humans. The children will learn about how the human digestive system works, the parts of the body that make up our digestive system and what they are responsible for. We will look at teeth, the different types of teeth we have and how they are used and should be looked after. We will cover the diet and digestive system of different animals.</td><td><u>Chemistry Strand – Changing State: Solids and Liquids</u>
This unit begins by identifying the three states of matter, solids, liquids and gases and then moves onto identifying the properties of solids and liquids. The children will learn that some materials change state when heated or cooled and the temperature that this happens. We will also identify the part played by evaporation and condensation in the water cycle.</td></tr>
<tr><td></td><td colspan="2">When working scientifically, the children will be setting up simple practical enquiries, comparative and fair tests, making systematic and careful observations and, where appropriate, taking accurate measurements using standard units. They will record findings using scientific language, drawings, labelled diagrams, keys and tables, and identify differences, similarities or changes related to simple scientific ideas. They will be using a range of equipment, including thermometers and data loggers, gathering, recording, classifying and presenting data in a variety of ways to help in answering question.</td></tr>
<tr><td>Art & Design

Design and Technology</td><td><u>Art - Viewpoints</u>
The children will explore how to convey the atmosphere and story of a dream. They will explore the work of surrealist artists such as Salvador Dali, Marc Chagall and Rene Magritte. We will also explore different viewpoints in the school environment as a setting for their dream. The children will produce their own sketches and paintings based on the theme of dreams and viewpoints.</td><td><u>Design and Technology – Christmas tea light holders</u>
During the second half of the term, the children will make a tea light holder using clay. They will research different products and explore a range of ideas. They will choose and produce a final design and also evaluate their final product.</td></tr>
<tr><td>Computing</td><td><u>Animation</u>
This unit will introduce the children to animation and the common techniques used by animators. The children will use common animation methods and compare these methods using the animation software 2 Animate. During this unit the children will learn techniques such as onion skinning ending with the production of their own 2D animation.</td><td><u>Logo</u>
This unit will introduce the children to logo programming, focusing on developing their understanding of basic commands and programming concepts. During this unit the children will learn to create shapes and letters using instructions that contain advanced features such as procedures. Thet will also learn to use the repeat command as well as changing line colour and thickness.</td></tr>
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	Online safety Online safety is taught throughout the year and reinforced across the curriculum. During this term, children will learn that online identities may not always reflect real life and explore how this can affect self-image and identity. They will consider the importance of managing screen time and avoiding distractions to support their health and wellbeing. Children will also learn about copyright and ownership, understanding why they should seek permission before using or sharing content created by others.	
History **Geography**	**History: How have children's lives changed?** The children will make inferences and deductions from primary and secondary sources about how children's lives have changed through history. We will explain why children needed to work and identify the jobs Tudor and Victorian children had, we will also describe the working conditions of Tudor and Victorian children. After that, the class will identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. The children will also use sources to identify leisure activities and compare them over time. Finally, we will identify diseases past children suffered from and discuss how effective the treatments were.	**Geography – Rainforests** The children will recognise what a rainforest is and locate it on a world map. We will then move onto looking at the different layers of life in a rainforest and the features that make up a rainforest with a focus on describing the key characteristics of Congo. The children will then describe and explain the impact of deforestation and explain the importance of the Amazon rainforest.
Music	**Environment (Composition)** Seasons and the environment provide the stimuli for compositions. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history.	**Sounds (Exploring Sounds)** This unit looks at the ways sounds are produced and classified. Children use their voices to create beatbox sounds, learn to sing 4-part songs and perform a jazzy round. **School Play (Performance)** During the second half of the term, Year 5 pupils will develop their singing and performance skills through rehearsing and performing in the school play. They will learn to sing with increasing accuracy, expression and control, work collaboratively as part of an ensemble, and perform confidently to an audience.
Modern Foreign Language - French	**Portraits** The children will learn adjectives to describe people's physical appearance and their personality. They will create simple sentences, ensuring that the adjectives agree with the gender of the noun.	**Clothes – Getting Dressed** The children will learn vocabulary related to clothing and practise using it in sentences. They will apply their understanding of noun and adjective agreement in French, ensuring that adjectives agree with both gender and number. The children will also explore adjectival position and understand how it affects sentence structure. They will express opinions about clothing, using "like" or "dislike," and describe outfits using adjectives accurately.

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PE	**Tag - Rugby** The children will begin with is an invasion sport through Tag-Rugby. The children will develop passing, moving and creating space, apply learning to 3v3 mini games, develop defending in game situations and combine passing and moving to create an attack and score. **Dance – Space** Within dance the children will have a theme of space and will be focusing on extending sequences with a partner in character, developing sequences with a partner in character that show relationships and interlinking dance moves and sequences, relationships, choreography and performance	**Handball** After half term, the children will start with an invasion sport through handball. The children will focus their learning on passing and moving and how effectively they can keep possession, this will then develop into mini game situations. They will also refine their shooting skills which will be combined with their passing and moving in the mini games. **Football** The children will refine their dribbling, turning, passing, receiving and shooting skills. Develop passing and dribbling creating space and putting all their skills together in mini games and matches.
PSHE	**My Healthy Self: How can I make healthy choices?** In this unit, the children will learn how to make healthy choices by exploring the importance of a balanced diet, hydration and regular physical activity. They will develop an understanding of how to maintain both physical and emotional wellbeing, recognise when to seek support, and learn about the difference between a fixed and growth mindset.	**Connecting with others: How can we respect each other?** In this unit, the children will learn how to show respect through their words, tone and behaviour in different situations. They will explore positive self-talk, trust and friendship, and develop strategies for resolving disagreements fairly. Children will also learn how to respond safely to bullying, understand the role of a bystander, and explore how stereotypes can be unfair.
RE	**Hindu Worship and the Symbolism of Light (Diwali and Christmas)** The children will continue to explore Christianity, as well as being introduced to Hinduism and Sikhism as additional principal religions. We will begin through exploring key symbols and artefacts and considering how these express meaning to followers. We will then learn about the way Hindus name and describe the attributes of God in the Trimurti, and explore deities, shrines, symbols and actions associated with Hindu worship. In the second half term, we will explore how the Diwali festival brings the community together and expresses commitment and compare how Sikh and Hindu communities celebrate the same festival. We will then consider the symbolism of 'light' within the Christmas story, exploring in depth the powerful language used in the Gospel of John to describe the birth of Christ and creating our own artwork and verses to express our individual understandings of this.	