Year 4 Spring Term 2026 - Curriculum Overview

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<tr><th>SUBJECT</th><th>1st Half Term</th><th>2nd Half Term</th></tr>
<tr><td rowspan="2">English

(To be completed: The Explanation and Narrative units from Autumn Term 2)</td><td><u>Report</u>
‘Real Life Mysteries’ by Susan Martineau and Vicky Barker
The children will write a newspaper article to inform. The children will write an article about an event they experience that is set up in the classroom or alternatively a mystery they have read about in the text provided.
Compositional choices:
The use of diagrams, writing information in chronological order and time, writing in paragraphs and the use of headings and subheadings. Quotes could also be included.
Sentence level:
Sentences will be written in the present perfect with the use of fronted adverbials to provide more information. Also, sentences will include conjunctions, prepositions and adverbs
Word level & punctuation:
Use of a comma after the fronted adverbial, allowing the reader to take a short pause and the use of pronouns in place of a noun.

<u>Persuade</u>
‘Africa, Amazing Africa’ by Atinuke
The children will write a travel leaflet to persuade. They will include sub-topics specific to the place as well as places of interest, weather and landmarks.
Compositional choices:
The use of second person narrative to make the reader think and the use of facts to support opinions. Also rhetorical questions and power of three will be used.
Sentence level:
Detail will be added using expanded noun phrases and prepositional phrases to allow the reader to visualise with greater detail.
Word level & punctuation:
Precise noun choices will be made to replace any non-specific or vague nouns.</td><td><u>Narrative</u>
‘Leon and the Place Between’ by Grahame Baker-Smith
The children will write a story to entertain, there will be a strong focus on plot structure, working on story shape and a good opening and ending.
Compositional choices:
Use of sound and other senses to develop a clear picture for the reader, writing in paragraphs and including dialogue.
Sentence level:
Adding detail using expanded noun and prepositional phrases allowing the reader greater visualisation.
Word level & punctuation:
The accurate punctuation of dialogue, using a comma to separate the speaker from the speech and the use of pronouns.

<u>Poetry (Haiku)</u>
‘The Works’ (a collection of Haikus) – edited by Paul Cookson
The children will write Haikus to entertain, following the clear structure of the poetic form and the number of syllables in each line.
Compositional choices:
Use of onomatopoeia to bring to life the sounds, settings and action of the poem or how a character is feeling.
Sentence level:
Expanded noun phrases to help build a picture for the reader and the use of specific adjectives to describe a noun.
Word level & punctuation:
The use of apostrophes for contraction to show where a letter is missing and for the use of possession.</td></tr>
<tr><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. They will be encouraged to widen their experience of different genres and complexity of texts, whilst increasing their reading stamina. They are expected to complete a minimum of two reading comments each week from a wide range of tasks at home and school. During guided reading lessons, the children will read and discuss a variety of texts and genres in a small group lead by a teacher, developing their comprehension skills. Books will be selected dependent on their ability.
<u>Spelling/Phonics</u>
Using Essential Spellings, the teaching of spelling will build on the phonics taught in Key Stage 1. Activities will include routine spelling tasks, games, homework and dictations using spelling rules.
<u>Handwriting</u>
Handwriting will continue to be taught, with the aim of increasing the fluency with which pupils are able to write down what they want to say.</td></tr>
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<tr><td rowspan="2">Maths</td><td><u>Number: Multiplication and Division B</u>
Factor Pairs
Use Factor Pairs
Multiply by 10
Multiply by 100
Divide by 10
Divide by 100
Related facts – multiplication and division
Informal written methods for multiplication
Multiply a 2-digit number by a 1-digit number
Multiply a 3-digit number by a 1-digit number
Divide a 2-digit number by a 1-digit number (1)
Divide a 2-digit number by a 1-digit number (2)
Divide a 3-digit number by a 1-digit number
Correspondence problems
Efficient multiplication
<u>Length and Perimeter</u>
Measure in kilometres and metres
Equivalent lengths (kilometres and meters)
Perimeter on a grid
Perimeter of a rectangle
Perimeter of rectilinear shapes
Find missing lengths in rectilinear shapes
Calculate perimeter of rectilinear shapes
Perimeter of regular polygons and polygons</td><td><u>Fractions</u>
Understand the whole
Count beyond 1
Partition a mixed number
Number lines with mixed numbers
Compare and order mixed numbers
Understand improper fractions
Convert mixed numbers to improper fractions
Convert improper fractions to mixed numbers
Equivalent numbers on a number lines
Equivalent fraction families
Add two or more fractions
Add fractions and mixed numbers
Subtract two fractions
Subtract from whole numbers
Subtract from mixed numbers
<u>Decimals - A</u>
Tenths as fractions
Tenths as decimals
Tenths on a place value chart
Tenths on a number line
Divide a 1-digit number by 10
Divide a 2-digit number by 10
Hundredths as fractions
Hundredths as decimals
Hundredths on a place value chart
Divide a 1 or 2 digit number by 100</td></tr>
<tr><td colspan="2">These skills will be taught separately. However, the children will be given opportunities to make rich connections across mathematical ideas to develop fluency, mathematical reasoning and competence in problem solving. They will also apply their mathematical knowledge to science and other subjects.</td></tr>
<tr><td rowspan="2">Science</td><td><u>Chemistry Strand – Changing State: Solids and Liquids</u>
<u>(cont’d from the Autumn Term)</u>
At the beginning of this term, we will continue our work on 'Changing States'. Children will learn that some materials change state and shape when heated or cooled, and that the temperature at which this happens is called the melting point. We will also identify the role of evaporation and condensation in the water cycle and recognise that the rate at which these processes occur depends on the temperature.</td><td><u>Physics: Sound</u>
Through this unit, children will learn that sounds are produced by vibrations, which travel from the source through a variety of materials. They will discover that sound becomes fainter the further you move from the source. Musical instruments will be used to demonstrate the various ways sounds are produced and how pitch and loudness can be altered.</td></tr>
<tr><td colspan="2">When working scientifically, children will set 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,</td></tr>
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	keys, and tables, and identify differences, similarities, or changes related to simple scientific ideas. Children will use a range of equipment, including thermometers and data loggers, to gather, record, classify and present data in various ways to help answer questions.	
Art	**Art & Design: Journeys** This term, the children will have the opportunity to produce an Aboriginal dot painting based on the exploration work we will do. They will look at a range of stories from Aboriginal culture, as well as a collection of Indigenous Australian paintings. The children will learn how signs and symbols can be used to communicate ideas and meanings, and how artists incorporate these into their work.	
Computing	**Making Music** During this unit, the children will use the 2Sequence and Busy Beats software found within Purple Mash. To begin, they will identify and discuss the main elements of music: pulse, rhythm, tempo, pitch, and texture. They will then move on to understanding and experimenting with rhythm and tempo, exploring how changing the tempo can affect the mood of a piece. The children will create their own simple rhythm using Busy Beats. Following this, they will use 2Sequence to create a simple melodic pattern using a variety of notes and experimenting with pitch. Finally, the children will have the opportunity to compose a piece of electronic music.	
	Online Safety Throughout computing lessons, the children will discuss essential online safety rules and learn to use technology safely, respectfully and responsibly, recognising acceptable/unacceptable behaviour and identifying a range of ways to report concerns about content and contact.	
History/ Geography	**British History: How hard was it to invade and settle in Britain?** In this unit, the children will learn why the Anglo-Saxons invaded Britain and identify the features of Anglo-Saxon settlements, examining how they changed from prehistoric times. They will make inferences about who was buried at Sutton Hoo, explore Anglo-Saxon life, and understand how the Anglo-Saxons converted to Christianity. Finally, the children will create an interpretation of Alfred the Great and learn about the end of Anglo-Saxon rule.	**Geography - Rivers** This unit focuses on rivers and introduces the water cycle, with the key concept that water flows downhill, often starting from mountains, the source of many rivers. The children will explore how people interact with rivers, as well as their geographical features. A case study will focus on one of the UK's major rivers, the River Thames. Cameos of some of the world's great rivers and mountain environments will be included to extend the children's geographical and locational knowledge. There will also be opportunities to consider a local river or stream, with ideas for using local fieldwork to observe the processes introduced in school in action.
Music Taught by Mrs Livingstone and Mrs Downie	**Recycling (Structure)** Children are creative and create their instruments from junk. They use these instruments to improvise, compose and play junk jazz music in a variety of musical structures. **Building (Beat)** Building-themed songs allow children to explore different music textures. Children use layers and rondo structure to combine ostinati using body percussion and tuned instruments	**Around the World (Pitch)** Children will explore pentatonic melodies and syncopated rhythms, learning that the fundamental dimensions of music are the same all over the world. **Ancient Worlds (Structure)** Children will celebrate the achievements of 'The Amazing Egyptians'. They will explore 20th-century minimalist music using a layered pyramid structure.

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Modern Foreign Language: French Taught by Mrs Livingstone and Mrs Downie	**Portraits – Describing in French** 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 in French** 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.
PE	**Gymnastics** The focus in gymnastics this term is bridges. The children will create individual and paired bridges, demonstrating control and balance. They will then have the opportunity to move onto the apparatus, focusing on how to move over and under it. As they progress, they will begin to develop a sequence of movements. Eventually, the children will apply what they have learned to create and perform their own sequence. **Mindfulness** The focus of the learning will be to interpret music to create movements to express ourselves and our emotions. The children will respond to the emotion behind a piece of music and try and represent that through their movements. This will then extend to working in pairs to produce more expressive and dynamic movements. They will explore both positive and negative emotions through movement as well as exploring mindfulness techniques to help manage negative emotions through deep breathing and visualisation.	**Basketball** The children will learn to dribble the ball to maintain possession or beat an opponent. We will then move onto improving their passing and moving skills to create scoring opportunities and how to create simple tactics to move up the court. They will also work on shooting, understanding not just how to shoot but also where to shoot from and why. Finally, we will work on the concept of defending to prevent an attacking opportunity and then apply all these skills into game situations. **Rounders** The children will develop and practise their batting and fielding skills to ensure they have a clear understanding of each role. This will then combine with learning the role of the bowler and back stop and their purpose within the game. We will then work batting, not only how to hit the ball but where and why. Finally, we will work on developing fielding tactics, where fielders should stand and why and then all these skills will used in a sequence of small sided games.
Personal, Social, Health and Economic Education (PSHE)	**Health and Wellbeing** Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene. **Citizenship** The children will begin to understand the Human Rights convention and then move onto looking at the role of groups in the wider community. Finally, we will finish by recognising the value and importance of diversity in a community.	
Religious Education (RE) Taught by Mrs Livingstone and Mrs Downie	**Sikhism: Festivals** This term, the children will continue to build on their understanding of Christianity and Hinduism, while also being introduced to Sikhism. They will explore what it means to belong to different communities, looking at their own community, family, and friendships, and reflecting on the ways they feel a sense of belonging. The children will learn about the Sikh 'Vaisakhi' festival and the '5 Ks' of Sikhism, exploring how individuals express their commitment to their faith communities. Additionally, they will consider how actions, such as sharing food, symbolise a believer's humility, with a focus	**Christianity: Easter** During the second half of the term, the children will explore actions that symbolise a believer's humility, with a focus on how sharing food plays a significant role in both Christian and Sikh worship. They will then move on to studying the events of Easter, delving deeper into the meaning and significance of the Eucharist. Finally, the children will learn about the concept of the Trinity and its importance to Christians, exploring how this central belief shapes Christian faith and practice.

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	on Sikh ‘Langar’ and its importance in Sikh life. The children will also explore the central role of service in Sikhism, reflecting on the values of equality and fairness.	