



Curriculum Planner

Term: Summer 2 2026

Year: 4

'We create a nurturing environment which both inspires and challenges our whole school family, equipping our children to have high aspirations to: 'Dream big, love God and live well.'

Church school value of the term:	British value of the term:
Thankfulness	All the British Values

Dream big High academic ambition High expectations Career aspirations The world is your oyster!	Love God Church School Values Christian Distinctiveness Social, Moral, Spiritual, Cultural Caring for our environment	Live well Healthy lifestyles Emotional wellbeing Staying safe Healthy Relationships
<ul style="list-style-type: none"> • Vocabulary focus linked to: • Science: States of Matter • RWV: Commitment, promises and meaning • Geography: Rivers, Mountains and the Water Cycle • Exploration of subject based career opportunities through discussion • Global learning: Weekly 'Newsround' and 'Picture News' discussions 	<ul style="list-style-type: none"> • Thankfulness Peace: Collective worship focus. • Class collective worship book. • Class reflection area. • Visits to the Peace Garden • Cultural capital: Growing vegetables in the outdoor area • Science: Importance of protecting and caring for our local and global water systems • Young Leaders' Award: Fundraising Project with a focus on the local environment 	<ul style="list-style-type: none"> • PSHE: Recognising and managing emotions, exploring different responsibilities • RSE: Identifying how and why our bodies change during puberty • Understanding the benefits of mental health • Using the Calm Corner and other mindful strategies to develop our emotional regulation <ul style="list-style-type: none"> • Using the thoughts and feelings box in the classroom as reflection

English

English

Anchor Text: A Drop In the Ocean: The Story of Water by Jacqui Bailey

Reading

Vocabulary:

Root words, prefixes and suffixes to help understand the meaning of new vocabulary
Use a dictionary to check the meaning of new vocabulary

Discuss why certain words and phrases capture the readers' imagination

Inference:

Make inferences based on evidence from different points in the text, linked to characters' actions and behaviour

Explain:

Identify basic features of organisation at sentence/text level
Identify themes and conventions in a wide range of books

Writing to Inform: Explanation Text

- Identify purpose, audience and genre of explanation texts
- Find features of explanation texts from a success criteria
- Evaluate effectiveness of explanations
- Create a flow chart to explain how something works
- Use notes to write an explanation using an impersonal style

Mathematics

Time

- Years, months, weeks and days
- Hours, minutes and seconds
- Convert between analogue and digital times
- Convert to the 24-hour clock
- Convert from the 24-hour clock

Statistics

- Interpret charts
- Comparison, sum and difference problem solving
- Line graphs

Geometry: Properties of Shape

- Turns and angles
- Identify angles
- Compare and order angles
- Triangles and Quadrilaterals
- Polygons
- Lines of symmetry
- Complete a symmetric figure

Geometry: Position and Direction

- Describe position
- Plot coordinates
- Draw 2-D shapes on a grid
- Translate on a grid
- Describe movement on a grid

Consolidation of all Year 4 knowledge and skills

Science

- Recognise that materials are able to change state.
- Explain how water changes state.
- Understand how water evaporates and the factors which affect evaporation.
- Identify and describe the different stages of the water cycle.
- Recognise that not all materials are easy to categorise

Working Scientifically

- Grouping and classifying a variety of different materials
- Exploring the effect of temperature on substances such as chocolate, butter, cream (for example, to make food such as chocolate crispy cakes and ice-cream for a party).
- Research the temperature at which materials change state, for example, when iron melts or when oxygen condenses into a liquid.
- Observe and record evaporation over a period of time, for example, a puddle in the playground or washing on a line

<p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Present tense and third person • Conjunctions e.g. therefore, however • Fronted adverbials and commas • Technical vocabulary • Use a or an correctly • Contractions spelt correctly with an apostrophe • Punctuation – full stops, capital letters, question marks, exclamation marks 		
<p><u>Religious and world views</u> <u>Commitment, promises and meaning.</u></p> <p>Key Question: What do people believe about the afterlife?</p> <p>How is this expressed in funeral practices?</p> <ul style="list-style-type: none"> • Know and understand how ritual plays a part in Buddhist funeral ceremonies and how they bring people together. • Know and understand how ritual plays a part in Hindu funeral ceremonies and how they bring people together. • Know and understand how ritual plays a part in Sikhi funeral ceremonies and how they bring people together. • Know and understand how people from Dharmic traditions interpret the meaning of life and death and how this is different to Abrahamic traditions. • Know and understand what people outside of Abrahamic and Dharmic religions believe about death and the afterlife. • Know and understand how to explore the meaning within a text, about immortality. <p>Reflection and Summary.</p>	<p><u>Geography</u> Rivers, Mountains and the Water Cycle</p> <p>Geography Knowledge:</p> <ul style="list-style-type: none"> • Understand how rivers erode, transport and deposit materials • Identify why rivers are important to us • Recall the causes of river pollution and the effect on the environment • Identify and locate mountain ranges across the globe • Understand how mountains are formed • Identify the climates of different mountain ranges <p>Geographical skills and fieldwork: Use fieldwork to observe, record, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</p>	<p><u>Physical Education</u></p> <p><u>4SC – Swimming</u> <u>4KC – Football</u></p> <ul style="list-style-type: none"> • Move towards the ball • Attempt front marking and goal side marking • Begin to tackle • Use dribbling to progress forward • Send the ball over longer distances

<p style="text-align: center;"><u>Art</u></p> <p>Mixed Media Painting</p> <ul style="list-style-type: none"> • Know about photography composition, cropping and printing • Match colours with increasing accuracy • Plan and create different effects and textures • Combine two media for effect • Work collaboratively • Compare ideas and methods with others <p>Focus Artist: Aliza Razell</p>	<p style="text-align: center;"><u>Music</u> <u>Exploring Music</u></p> <p>Know that forte means loud, piano means quiet, staccato means short, and legato means smooth. Play instruments confidently, using tuned and untuned parts.</p> <p>Identify and perform musical contrasts in pitch, dynamics, and articulation.</p> <p>Sing the main and second vocal parts accurately and with expression.</p> <p>Keep my own line whilst others play different parts.</p> <p>Play or sing a whole song with my group, making sure we all start and stop together, listen so no one is too loud, and play the loud (forte) and quiet (piano) parts at the right time.</p>	<p style="text-align: center;"><u>PSHE/RSE</u> Health and Wellbeing : Recognising and Managing Emotions Living in the Wider World: Different Responsibilities</p> <ul style="list-style-type: none"> • Understand and revisit all the British Values covered across the year • Recognise opportunities to make our own choices about food and what might influence our choices • RSE: Understand how babies develop and how to keep them healthy • Understand what bullying is and why we should not judge people by their appearance or lifestyle • Explain how people should believe in themselves and create a list of personal coping strategies <p>Reflect on our own personal aspirations and goals</p>
<p style="text-align: center;"><u>Computing – Purple Mash</u> <u>Coding</u></p> <ul style="list-style-type: none"> • Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decompressing them into smaller parts. • Use sequence, selection and repetition in programs; work with variables and various forms of input and output. • Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, 	<p style="text-align: center;"><u>SMSC</u></p> <p>Spiritual development – Developing coping strategies for when we have worries and anxieties. Reflecting on the beliefs of others Exploring the value of the term during worship and visits to the peace garden</p> <p>Moral development – Understanding that we have a moral responsibility to our local/national/global community and ourselves (YLA). Science: Importance of protecting and caring for our local and global water systems</p> <p>Social development – Developing knowledge to broaden our social outlook through the Religion and World Views curriculum</p>	<p style="text-align: center;"><u>Language of the Moment / French</u> French: Chez Moi (My Home)</p> <ul style="list-style-type: none"> • Say whether we live in a house or an apartment and where it is • Repeat, recognise and attempt to spell up to ten nouns for the rooms of the house • Tell somebody what rooms we have or do not have in our homes • Ask somebody else what rooms they have in their home

<p>systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.</p>	<p>Understanding personal changes as we grow to assist our social development Cultural development – Reflecting on the beliefs of others PSHE: Understand what bullying is and why we should not judge people by their appearance or lifestyle Reflecting on how we can show thankfulness to our community and how this compares to other societies within our world</p>	
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<p><u>Parental engagement:</u> Encourage children and parents to send books in home languages into school to share with the rest of the class – this links to our focus on reading.</p>	<p><u>Visits and visitors:</u> Online Safety Workshop Litter picking visit to the south common – date TBC</p>
<p><u>Cultural Capital:</u> Daily Class reader to develop global knowledge Healthy school meals. Peace Garden available for reflection time at playtimes. Participating in Young Leaders’ Fundraising Project. Valuing the diverse culture and languages that the children bring to Year 4, including language of the month. Litter picking visit to the south common – date TBC</p>	<p><u>Global Learning:</u> First News comprehension activities and reading the articles/newspapers. Weekly ‘Newsround’ and ‘Picture News’ discussions Language of the Moment during registration. Reading a range of books linked to different global themes Geography: Rivers and Mountains across the globe</p>
<p><u>Caring for the environment and each other:</u> Young Leaders’ Award Fundraising Understanding the importance of protecting and caring for our local and global water systems Growing vegetables in our outdoor area Litter picking visit to the south common – date TBC</p>	<p><u>Artificial Intelligence</u> Religion and World views – virtual tour of Mosque/Masjid Use of AI in computing</p> <hr/> <p><u>Outdoor Learning</u> Geography – Label the world map with different mountain ranges Science – Label the diagram of the water cycle. Maths – Create tally chart of the flowers you can see – Use this information to create a bar chart.</p>