



Curriculum Planner

Term: Autumn 1 2025

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:
Koinonia	Democracy

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: Animals Including Humans RE: People of God History: The Roman Empire and its Impact on Britain Class read: Boy at the Back of the Class and Escape the Rooms Global learning: First News comprehension activities and reading the articles/newspapers Weekly 'Newsround' and 'Picture News' discussions Language of the moment Class reader book linked to diversity 	<ul style="list-style-type: none"> Koinonia: 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 	<ul style="list-style-type: none"> PSHE/RSE – Health and Wellbeing. Healthy Lifestyles. Class Charter: Reflecting on creating a positive learning environment Cultural capital Golden Mile Calm Corner and activities in the classroom Thoughts and feelings box in the classroom

<u>English</u>	<u>Mathematics</u>	<u>Science</u>
<p data-bbox="163 124 757 193">Writing to Entertain: Stories with a Historical Setting</p> <ul data-bbox="125 236 633 268" style="list-style-type: none"> • Anchor Text – Escape from Pompeii <p data-bbox="405 347 515 379">Reading</p> <p data-bbox="125 387 280 419"><u>Vocabulary:</u></p> <p data-bbox="125 427 719 576">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</p> <p data-bbox="125 699 250 730"><u>Retrieval:</u></p> <p data-bbox="125 738 792 887">Use a range of different non-fiction text features to help retrieve information from a text, and choose a simple way in which they could record the information they have discovered</p> <p data-bbox="125 938 266 970"><u>Prediction:</u></p> <p data-bbox="125 978 757 1086">Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction</p> <p data-bbox="405 1134 515 1166">Writing:</p> <ul data-bbox="125 1209 745 1401" style="list-style-type: none"> • Identify the purpose, audience and genre of narrative texts • Understand the structure and stages of a narrative; introduction, build-up, conflict, resolution 	<p data-bbox="1077 124 1234 156">Place Value</p> <ul data-bbox="824 204 1435 563" style="list-style-type: none"> • Represent and partition numbers to 1,000 • Number line to 1,000 • Represent and partition numbers to 10,000 • Flexible partitioning of numbers to 10,000 • Find 1, 10, 100, 1,000 more or less • Number lines to 10,000 • Compare and order numbers to 10,000 • Roman numerals • Round to the nearest 10, 100, 1,000 <p data-bbox="987 611 1323 643">Addition and Subtraction</p> <ul data-bbox="824 691 1305 930" style="list-style-type: none"> • Add and subtract 1s, 100s, 1,000s • Add up to 2 4-digit numbers • Subtract up to 2 4-digit numbers • Efficient Subtractions • Estimate answers • Checking strategies <p data-bbox="887 978 1435 1046"><i>Consolidation of previously taught Year 3 strategies.</i></p>	<p data-bbox="1675 124 2033 156">Animals including Humans</p> <ul data-bbox="1570 204 2190 555" style="list-style-type: none"> • Identify and explain the function of different parts of the digestive system • Describe the process of how food travels through the human digestive system • Describe the location and function of different types of teeth • Plan and carry out an investigation on how we can keep our teeth healthy • Order and interpret a variety of food chains. <p data-bbox="1704 603 1995 635">Working Scientifically</p> <ul data-bbox="1525 683 2179 954" style="list-style-type: none"> • Compare the teeth of carnivores and herbivores and suggest reasons for differences • Find out what damages teeth and how to look after them • Draw and discuss ideas about the digestive system and compare them with models and images

<p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Extend sentences with more than one clause by using a range of conjunctions (if, when, because, although) • Use a and an correctly • Use inverted commas for direct speech • Use fronted adverbials with commas • Expanded Noun Phrases • Past Tense • ‘-ly’ suffix and homophones <p>Narrative Poetry</p> <ul style="list-style-type: none"> • <u>Exploratory Texts</u> - The Owl and the Pussycat, The Jumblies, The Walrus and the Carpenter • Identify the purpose, audience and genre of narrative poetry • Understand the use of figurative, expressive and descriptive language to build a full picture 		
<p><u>Religion and World Views</u> People of God <i>Why do people follow God?</i></p> <ul style="list-style-type: none"> • Retell the story of Noah and make links to the idea of a covenant • Explore the relationship between Noah and God • Explore the relationship between Noah and God • Make links between the story of Noah and how we live in school • Understand the promises that Christians make at a wedding ceremony 	<p><u>History</u> The Roman Empire and its impact on Britain <i>55BC – 476 AD</i></p> <p>History Knowledge:</p> <ul style="list-style-type: none"> • Identify key features of the Roman Empire and daily life in Ancient Rome • Understand the features and significance of the Roman army • Identify the romans’ different attempts to invade Britain • Understand how and why Boudicca rebelled against the Romans 	<p><u>Physical Education</u> 4KC: Swimming</p> <p>4SC: Netball</p> <ul style="list-style-type: none"> • To protect the ball once we have caught it. • To use basic shooting techniques in a game. • To understand one-to-one marking. • To pivot once we have caught the ball. • To use quick feet. • To use preliminary moves during a match

	<ul style="list-style-type: none"> Understand how the Romans impacted on the culture of Britain and our local area <p>History Skills:</p> <ul style="list-style-type: none"> Place events from a period studied on a timeline Understand more complex terms (BC/AD), Use evidence to reconstruct life in time studied Look for effects in time studied, Use relevant material to present a picture of one aspect of life in the past 	
<p><u>Design and Technology</u></p> <p>2D Shape to 3D Product Sewing</p> <ul style="list-style-type: none"> Know how to strengthen, stiffen and reinforce existing fabrics Understand how to securely join two pieces of fabric together Understand the needs for patterns and seam allowances 	<p><u>Music</u></p> <p>Charanga: Mamma Mia</p> <ul style="list-style-type: none"> Listen to and appraise pop music Identify the structure of a range of pieces Identify the instruments and voices used in a range of pieces Know the difference between pulse and rhythm and be able to keep an internal pulse 	<p><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> Exploring the British Value of 'Democracy' Identify the routines, boundaries and expectations of our class family Recognise and name different feeling and explore personal coping strategies Identify how to keep both physically and mentally healthy including first aid Identify safe adults in our lives Understand our self-worth
<p><u>Computing – Purple Mash</u></p> <p>Online Safety</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly Recognise acceptable and unacceptable behavior online 	<p><u>SMSC</u></p> <p>Social: Using Collective Worship to explore truth Exploring God's covenant and understanding its importance. Developing coping strategies for when we are feeling worried or anxious. Personal reflection of how to be an active member of our class family.</p> <p>Moral: Exploring what being a person of God means belonging as part of a community.</p>	<p><u>Language of the Moment / French</u></p> <p>French Les Fruits (The fruits)</p> <ul style="list-style-type: none"> Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.

<ul style="list-style-type: none"> Identify a range of ways to report concerns about content and contact, including the discussion of radicalisation <p style="text-align: center;">Hardware Investigators</p> <ul style="list-style-type: none"> Understand computer networks, including the internet Understand how computer networks can provide multiple services, such as the world wide web, and the opportunities they offer for communication and collaboration 	Understanding our moral responsibilities to keep ourselves and others safe.	
	Spiritual: PSHE: Recognising the impact of images in the media and how these can affect our self-perceptions. Exploring how being a person of God means belonging as part of a community.	
	Cultural: Exploring how being a person of God means belonging as part of a community. Class reader book linked to diversity: Refugee children.	

<p><u>Parental engagement:</u></p> <p>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>Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning.</p>	<p><u>Visits and visitors:</u></p> <p>Roman Lincoln Walk – date TBC</p>
<p><u>Cultural Capital:</u></p> <p>Daily Class reader and books linked to diversity.</p> <p>Cool down station/reflection area within the classroom.</p> <p>Golden mile and healthy school meals.</p> <p>Peace Garden available for reflection time at playtimes.</p> <p>Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.</p>	<p><u>Global Learning:</u></p> <p>First News comprehension activities and reading the articles/newspapers.</p> <p>Weekly ‘Newsround’ and ‘Picture News’ discussions.</p> <p>Language of the Moment during registration.</p> <p>Reading a range of books linked to different global themes.</p>

Caring for the environment and each other:

Understanding the importance of protecting and caring for our local and global water systems.

Growing vegetables in our outdoor area.

Use of Artificial Intelligence

WAGOLLS for English

Religion and World Views – Virtual tour of church

History – Google Earth to look at Roman remains

Outdoor Learning

Maths –Represent numbers to 10,000, Compare numbers to 10,000

Science – Identify the names and location of different parts of the digestive system

History – Describe key uniform of the Roman Army