



Curriculum Planner

Term: Autumn 1 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.'

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
- Vocabulary focus linked to: Science: Animals Including Humans RWV: Commitment, Promises and Meaning History: The Roman Empire and its Impact on Britain - Class reader: Boy at the Back of the Class - 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	?????: 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	- PSHE/RSE – PenguinPig - Online Safety - Class Charter: Reflecting on creating a positive learning environment - Cultural capital - Calm Corner and activities in the classroom - Thoughts and feelings box in the classroom

<u>English</u> Writing to Entertain: Stories with a Historical Setting • Anchor Text – Escape from Pompeii Reading <u>Vocabulary:</u> 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 <u>Retrieval:</u> 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 <u>Prediction:</u> Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction Writing: • Identify the purpose, audience and genre of narrative texts • Understand the structure and stages of a narrative; introduction, build-up, conflict, resolution	<u>Mathematics</u> Place Value • 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 Addition and Subtraction • 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 <i>Consolidation of previously taught Year 3 strategies.</i>	<u>Science</u> Animals including Humans • 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. Working Scientifically • 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
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Spelling, Punctuation and Grammar • 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 Narrative Poetry • <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		
<u>Religion and World Views</u> Commitment, Promises and Meaning • Know and understand how people show they belong. • Know and understand about Christian infant baptism • Know and understand about Christian commitment ceremonies.	<u>History</u> The Roman Empire and its impact on Britain <i>55BC – 476 AD</i> History Knowledge: • Identify key features of the Roman Empire and daily life in Ancient Rome • Understand the features and significance of the Roman army	<u>Physical Education</u> 4F: Swimming • Dribble the ball with control using both feet. • Pass and receive the ball accurately over short distances. • Shoot with increasing accuracy and control. • Apply simple attacking and defending principles in small-sided games.

• Know and understand about Jewish commitment ceremonies. • Know and understand about a Dharmic religions birth ceremony – Sikhi • Know and understand about Sikhi commitment ceremonies • Know and understand about a Humanist naming ceremony.	• Identify the romans’ different attempts to invade Britain • Understand how and why Boudicca rebelled against the Romans • Understand how the Romans impacted on the culture of Britain and our local area History Skills: • 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	• Work cooperatively as part of a team. • Evaluate and improve their own and others' performances 4T: Football • Swim confidently using a range of strokes. • Develop front crawl, backstroke and breaststroke technique. • Swim increasing distances with good technique and stamina. • Demonstrate safe entry, exit and water confidence. • Understand and perform basic water safety and self-rescue skills. • Work towards swimming 25 metres competently, confidently and proficiently
<u>Design Technology</u> Cooking and nutrition: adapting a recipe • Describe features of biscuits using taste, texture and appearance. • Explain why some biscuits might be made for children, adults or special occasions. • Remember and follow simple rules for working in a safe and clean way. • Follow a recipe with support. • Use a budget to plan a recipe. • Adapt a recipe using additional ingredients to fit a design or budget. • Measure and mix ingredients properly. • Contribute to a discussion about criteria for evaluation.	<u>Music</u> Charanga: Mamma Mia • 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	<u>PSHE/RSE</u> Penguin Pig • I can tell you the risks of making friends online including the risks of talking to people I have never met and how people sometimes pretend to be someone they are not. • I can tell you why it is important to treat people online the same as you treat people in person. • I can tell you some strategies for managing online bullying. • I can tell you how to critically consider sources of information. • I can tell you how information and data is shared and used online.

<u>Computing – Purple Mash</u>	<u>SMSC</u>	Language of the Moment / French
. Unpacking Hardware and Software To understand what technology is, where we see it in everyday life, and how it helps us at school, home and beyond. To identify and describe different pieces of computer hardware and understand their functions. To understand what software is and how we use it to complete tasks. To explore how hardware and software interact to complete everyday tasks. Logo To know key commands and input simple instructions. To create multi line code To use repeat commands.	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	Les Fruits (The fruits) • 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.
	Moral: Exploring what being a person of God means belonging as part of a community. 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	

<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. Photographs will be put on the school website and Facebook to keep parents informed about their children’s learning.	<u>Visits and visitors:</u> Roman workshop – Lincoln Castle – 21st October 2026
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Year Ahead meeting – Thursday 10th September 2026	
<u>Cultural Capital:</u> Daily Class reader and books linked to diversity. Cool down station/reflection area within the classroom. Golden mile and healthy school meals. Peace Garden available for reflection time at playtimes. Valuing the diverse culture and languages that the children bring to Year 4, including language of the month.	<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
<u>Caring for the environment and each other:</u> Understanding the importance of protecting and caring for our local and global water systems Growing vegetables in our outdoor area	<u>Artificial Intelligence</u> WAGOLLS for English Religion and World Views – Virtual tour of church History – Google Earth to look at Roman remains <u>Outdoor Learning</u> 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