



Curriculum Planner

Term: Summer 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.'

Church school value of the term:	British value of the term:
Respect	Mutual Respect

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 RE: Commitment, promises and meaning History: Anglo-Saxons and Vikings Class reads: My Brother is a Superhero by David Solomons Max and the millions by Ross Montgomery Young Leaders' Award: Community Project Exploration of subject based career opportunities through discussion Global learning: Weekly 'Newsround' and 'Picture News' discussions 	<ul style="list-style-type: none"> Respect: Collective worship focus Class collective worship book. Class reflection area. Visits to the Peace Garden. Young Leaders' Award: Community Project 	<ul style="list-style-type: none"> PSHE: Leadership, Teamwork and Community Understanding the benefits of daily exercise through the Golden Mile. Using the Calm Corner and other mindful strategies to develop our emotional regulation Using the thoughts and feelings box in the classroom as reflection

English

Anchor: Dangle by Literacy Shed (Video)

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

Retrieval:

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

Prediction:

Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction

Writing:

- Identify purpose, audience and genre of narrative texts
- Identify features of narrative texts
- Find features of narrative texts from a success criteria
- Evaluate effectiveness of narratives
- Understand and consistently use appropriate tense (past progressive tense)

Mathematics

Number: Decimals

- Make a whole with tenths and hundredths
- Partition decimals
- Compare and order decimals
- Round to the nearest whole number
- Halves and quarters as decimals

Measurement: Money

- Pounds and pence
- Ordering and estimating money
- Adding and subtracting money
- Using the four operations with money

Measurement: Time

- Time to 5 minutes
- Time to the minute
- 24 hour clock
- Hours, minutes and seconds
- Years, months and days
- Analogue to digital – 12 and 24 hour

Statistics

- Interpret charts
- Comparison, sum and difference problems
- Line graphs

Spaced Learning: Consolidation of previously taught Y4 skills.

Science

- Sort and describe materials.
- Understand what a gas is and explain the properties of a gas.
- 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 style="text-align: center;">Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> • Past progressive tense and third person • Conjunctions e.g. therefore, however • Appropriate choice of pronoun to aid cohesion • Fronted adverbials and commas • Determiners • Possessive apostrophes • Powerful verbs • Punctuation – full stops, capital letters, question marks, exclamation marks 		
<p style="text-align: center;"><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 what people mean when they talk about death and the afterlife. • Know and understand how ritual plays a part in funeral ceremonies and how they bring people together within Christianity. • Know and understand how ritual plays a part in funeral ceremonies and how they bring people together within Islam. 	<p style="text-align: center;"><u>History</u> <u>History</u> Anglo-Saxons and Vikings</p> <ul style="list-style-type: none"> • Understand and describe when and why the Anglo-Saxons invaded Britain • Understand what life was like in a typical Anglo-Saxon Village • Investigate the Sutton Hoo Mystery • Explain when the Vikings invaded and describe their key beliefs. • Discuss the Role of King Alfred and King Athelstan during the Viking period • Describe Edward the Confessors reign in England. 	<p style="text-align: center;"><u>Physical Education</u></p> <p style="text-align: center;">4SC: Athletics</p> <ul style="list-style-type: none"> • Investigate ways of performing running, jumping and throwing activities. • Use a variety of equipment to measure, time and compare different styles of runs, jumps and throws. • Compete against self and others developing simple technique • Work collaboratively and individually to help improve self and others. <p style="text-align: center;">4KC: Swimming</p>

<ul style="list-style-type: none"> • Know and understand how ritual plays a part in funeral ceremonies and how they bring people together within Judaism. • Know and understand how to compare funeral practices within Abrahamic religions. 		
<p><u>D and T</u></p> <p style="text-align: center;">Nutrition</p> <ul style="list-style-type: none"> • Understand where a variety of food comes from • Use appropriate equipment to weight and measure ingredients • Prepare a simple dish safely and hygienically • Use a range of simple food preparation techniques • Know that a healthy diet is made up from a variety of food groups • Know that to be healthy, food is needed to provide energy for the body 	<p style="text-align: center;"><u>Music</u></p> <p style="text-align: center;">The Beatles (Blackbird)</p> <ul style="list-style-type: none"> • Pop • To talk about style indicators of a song, musical dimensions and instruments heard. • Confidently identify and move to the pulse • To talk about the music and how it makes them feel • Listen carefully and respectfully to other people’s thoughts about the music. • To use musical words in discussions. 	<p style="text-align: center;"><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Explore leaders who have had a positive impact on the world through their faith and leadership. • To apply leadership skills to our own lives and to make changes in our world. • Identify needs in our local community. • Research and explore charities that are leading change nationally. • Explore issues of justice across the world. • Design and run a class community project.
<p style="text-align: center;"><u>Computing – Purple Mash</u></p> <p style="text-align: center;">Artificial Intelligence (Unit 4.10)</p> <ul style="list-style-type: none"> • Understand what Artificial Intelligence is. • Learn how Artificial Intelligence can help us. • Understand the future of Artificial Intelligence. See Artificial Intelligence in action. 	<p style="text-align: center;"><u>SMSC</u></p> <p>Spiritual development: Developing coping strategies for when we have worries and anxieties. Exploring emotions through performance poetry.</p> <p>Moral development: Exploring narratives with a consequence – understanding that all our actions have consequences. Young Leaders’ Award: Understanding that we have a moral responsibility to our local/national/global community and ourselves.</p> <p>Social development: Establish rules for creating a positive learning environment. PSHE Circle Time: recognising support structures and who to talk to if we have a worry.</p>	<p style="text-align: center;"><u>Language of the Moment</u></p> <p style="text-align: center;">French: En Classe (In the Classroom)</p> <ul style="list-style-type: none"> • Recognise and repeat from memory simple classroom objects and use the correct gender • Say what they have and do not have in their pencil case • Recognise and respond to simple classroom commands and praise • Understand how to use the negative in French

	<p>Young Leaders' Award: Working with peers to make a positive change.</p> <p>Cultural development: PSHE: Understand that civil partnerships and marriage are examples of stable, loving relationships</p> <p>Young Leaders' Award: Working within the local community to create positive change.</p>	
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<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>Young Leaders' Award community projects – Dates TBC</p> <p>Local Landscapes hidden histories – Dates TBC</p>
<p><u>Cultural Capital:</u></p> <p>Daily Class reader to develop global knowledge</p> <p>Peace Garden available for reflection time at playtimes.</p> <p>Participating in Young Leaders' Community Project</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> <p>Class reader book linked to global knowledge: Changes as we grow older</p>
<p><u>Caring for the environment and each other:</u></p> <p>Litter Pick both inside of school</p> <p>Young Leaders' Award Community Project</p>	<p><u>Artificial Intelligence</u></p> <p>WAGOLLS for English</p> <p>Religion and World Views – virtual tour of Mandir</p> <p>History – Google Earth to look at Holy Island and other Anglo Saxon remains</p> <p>Computing unit on Artificial Intelligence</p> <hr/> <p><u>Outdoor Learning</u></p> <p>Maths - Part whole models laminated – WAGOLL partition decimal</p> <p>History - Order the timeline of Anglo Saxon Life</p> <p>Science - Sort and describe the materials in the tuff spot</p>