



Curriculum Planner

Term: Spring 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: |
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| Hope | The Rule of Law |

| 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 |
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| <ul style="list-style-type: none">Vocabulary focus linked to: Science: Electricity Religion and World Views: Pilgrimage History: Roman BritainClass reader.Exploration of subject based career opportunities through discussionGlobal learning.Weekly 'Newsround' and 'Picture News' discussions. | <ul style="list-style-type: none">Exploring the different ways in which we persevere in our everyday life.Class reflection area and Worship book demonstrate a focus on hope.Visits to the Peace Garden.Completing a litter pick within the school grounds | <ul style="list-style-type: none">Religion and World Views: appreciating how pilgrimages can bring us closer to God and bring spiritual well-being.PSHE: Understanding risk and resisting pressureUnderstanding the benefits of daily exercise through the Golden Mile.Using the Calm Corner, Just a Minute and other mindful strategies to develop our emotional regulation.Using the thoughts and feelings box in the classroom as a reflection tool.Science: Understanding the dangers of electricity and how to be safe around electrical appliances. |

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| <p style="text-align: center;"><u>English</u></p> <p><u>Anchor Text:</u> How to Train Your Dragon by Cressida Cowell. <u>Anchor Clip:</u> Dragon Slayer (Literacy Shed).</p> <p style="text-align: center;">Reading</p> <p><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.</p> <p><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.</p> <p><u>Prediction:</u> Predict what might happen in a story, finding stated and clearly implied evidence to justify the prediction.</p> <p><u>Summarise:</u> Identify the main ideas and key events from across a range of paragraphs.</p> <p style="text-align: center;">Writing: Narrative in an Imaginary Setting</p> <ul style="list-style-type: none"> • Identify purpose, audience and genre of narrative • Identify features of narratives | <p style="text-align: center;"><u>Mathematics</u></p> <p style="text-align: center;">Multiplication and Division</p> <ul style="list-style-type: none"> • Factor pairs • Multiply and divide by 10 and 100 • Related Facts • Multiply and divide 3-digits by 1-digit • Correspondence problems • Efficient Multiplication <p style="text-align: center;">Length and Perimeter</p> <ul style="list-style-type: none"> • Metres and kilometres • Perimeter on a grid • Perimeter of rectangles and rectilinear shapes • Perimeter of regular and irregular polygons <p style="text-align: center;">Fractions</p> <ul style="list-style-type: none"> • Understand the whole • Count beyond 1 • Partition a mixed number • Number lines with mixed numbers • Compare and order mixed numbers | <p style="text-align: center;"><u>Science</u></p> <p style="text-align: center;">Electricity</p> <ul style="list-style-type: none"> • Identify common appliances that run on electricity • Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors <p style="text-align: center;">Working Scientifically</p> <ul style="list-style-type: none"> • Observe patterns; for example, that bulbs get brighter if more cells are added, that metals tend to be conductors of electricity, and that some materials cannot be used to connect across a gap in a circuit |
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| <ul style="list-style-type: none"> Find features of narratives from a success criteria of a narrative text Evaluate effectiveness of narratives Understand and consistently use appropriate tense (past tense) Plan stories by identifying stages in the telling: introduction – build-up – climax or conflict - resolution; use paragraphs to organise and sequence the narrative <p>Spelling, Punctuation and Grammar</p> <ul style="list-style-type: none"> Spell homophones and near homophones Inverted commas for direct speech Fronted adverbials and commas Appropriate choice of pronoun to aid cohesion Possessive apostrophes Time conjunctions | | |
| <p><u>Religious and world views</u></p> <p>Commitment, Promises and Meaning</p> <p>Key Question: How do people celebrate marriage?</p> <ul style="list-style-type: none"> Know and understand how marriage is linked to belonging and commitment Know and understand how Christian wedding ceremonies reflect belief and are strengthened by the presence of the community. Know and understand the symbolism in a Christian Wedding ceremony. Know and understand how Jewish wedding ceremonies reflect belief and are strengthened by the presence of the community. Know and understand the symbolism in a Jewish Wedding ceremony. Know and understand how Hindu wedding ceremonies reflect belief and are | <p><u>History</u></p> <p>Mayan Civilisation</p> <p><i>300-900 AD</i></p> <p><i>A non-European society that provides contrast with British History</i></p> <p><u>History Knowledge:</u></p> <ul style="list-style-type: none"> Identify key features of the Mayan organisation including writing, time, number systems and sport Understand how we have been able to learn about Mayan organisation <p>Compare aspects of Maya organisation to current day.</p> | <p><u>Physical Education</u></p> <p>4KC – Swimming</p> <p>4 SC – Football</p> <ul style="list-style-type: none"> To run onto the ball to receive it To explore front and goal side marking techniques To perform a standing tackle To dribble To pass over longer distances <p>To perform passing and moving with a teammate</p> |

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| <p>strengthened by the presence of the community.</p> <ul style="list-style-type: none"> • Know and understand the symbolism in a Hindu Wedding ceremony. • Know and understand how marriage is celebrated by Humanists • Know and understand what happens in a Civil ceremony • Know and understand what connects marriage ceremonies, promises and symbols | | |
| <p>Design and Technology Electrical Systems- Crumble Software</p> <ul style="list-style-type: none"> • Use research and develop design criteria to inform the design of an innovative, functional, appealing product • Technical knowledge: understand and use electrical systems in their products. Apply their understanding of computing to program, monitor and control their products. • Apply understanding of computing to program, monitor and control products. • Generate, develop, model and communicate their ideas through discussion, annotated sketches and computer-aided design • Evaluate against the design criteria | <p><u>Music</u></p> <p>Stop! A rap song about bullying (Charanga)</p> <ul style="list-style-type: none"> • Listen to and appraise a range of musical styles • Identify the structure of a range of pieces • Identify the instruments and voices used in a range of pieces • Know a range of musical year appropriate terms <p>Compose own lyrics to a rap song</p> | <p><u>PSHE/RSE</u></p> <ul style="list-style-type: none"> • Understand Tolerance of different faiths and beliefs • Understand the risks and factors of peer pressure • Understand the meaning of consent and how to keep our bodies safe • Understand what to do if we are feeling worried, along with recognising when something confidential may need to be shared • Understand the risks of being online, including age restrictions • Recognise how images in the media do not always reflect reality |
| <p><u>Computing – Purple Mash</u> <u>Sound Stories</u></p> <ul style="list-style-type: none"> • To identify key features of audio books that makes them engaging. • To plan and write a script for an audio book. • To record clear narration and sound effects. • To edit, improve and finalise an audio book. <p><u>Internet Safety</u></p> | <p><u>SMSC</u></p> <p>Spiritual development – Exploring the different ways in which we persevere Understanding the significance of pilgrimage across the major world religions</p> <p>Moral development – PSHE: Understanding risk and resisting pressure</p> | <p><u>Language of the Moment/ French</u></p> <ul style="list-style-type: none"> • Repeat weather vocabulary from memory with accurate pronunciation • Spell some of these phrases correctly • Ask what the weather is in French and reply to this question without hesitation • Read a simple French weather map |

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| <p><u>Self image and identity</u></p> <ul style="list-style-type: none"> • Explain how my online identity can be different to my offline identity • Describe positive ways for someone to interact with others online and understand how this will positively impact on how others perceive them | <p>Understand the risks of being online, including age restrictions</p> <p>Understand the Tolerance of different faiths and beliefs</p> <p>Science: Understanding the dangers of electricity and how to be safe around electrical appliances</p> <p>Social development – PSHE: Understanding risk and resisting pressure</p> <p>Cultural development – British Value discussion: understanding what this looks like in our school and local community, making links to the wider world.</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>Church visitor TBC</p> |
| <p><u>Cultural Capital:</u></p> <p>Through Tolerance discussions, understand this as part of British culture.</p> <p>Class reader to develop global knowledge.</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>Through Collective Worship discussions.</p> <p>Reading a range of books linked to different global themes.</p> |

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| <p><u>Caring for the environment and each other:</u></p> <p>Understanding the importance of protecting and caring for our local and global water systems</p> <p>Growing vegetables in our outdoor area</p> | <p><u>Artificial Intelligence</u></p> <p>Virtual tours of Places of Worship</p> <p>WAGOLLS for English and Reading</p> |
| | <p><u>Outdoor Learning</u></p> <p><u>Maths</u></p> <ul style="list-style-type: none"> • Counters/Place value grid – divide numbers by 10/100 • Tuff spot - Clip Boards – Multiply WAGOLL <p><u>History</u></p> <ul style="list-style-type: none"> • Order the timeline of Mayan Civilisation <p><u>Science</u></p> <p>Sort the objects into runs on electricity and does not run on electricity</p> |