

Year 4 Long Term Curriculum Map 2025-26

Year 4	Advent 1	Advent 2	Lent 1	Lent 2	Pentecost 1	Pentecost 2
English:	<p>Text: The Selfish Giant Letters, first person recounts, diaries, posters, own version narrative</p> <p>Text: The Iron Man Character descriptions, short news bulletins, letters of advice, diary entries, menus, logbook entries, mystery narrative</p>	<p>Beowulf - Rob Lloyd Jones: Setting and character descriptions, poetry, Myths.</p> <p>Winter's Child - Angela McAllister: Descriptive poems, postcards, dialogue, setting descriptions as letters, retellings.</p>	<p>The Baker by the Sea - Paula White: Job applications, advertisements, setting descriptions, letters in role.</p> <p>Shackleton's Journey - William Grill: Packing lists (justifications), letters (formal and informal), interviews, diaries.</p>	<p>Weslandia - Paul Fleischman: Retellings, character descriptions, book reviews.</p> <p>The Matchbox Diary - Paul Fleischman: Dialogue, diary entry, re-telling, mini autobiography, fact file.</p>	<p>Varmints - Helen Ward: Diary entries, instructions, letters, descriptions, speeches.</p>	<p>Jabberwocky - Lewis Carroll: Performance poetry, explanatory descriptions.</p> <p>Journey - Aaron Becker: Predictions, retellings in role, maps, posters, a travel diary, instructions and a story sequel.</p>
Maths:	<ul style="list-style-type: none"> Place Value Addition and Subtraction 	<ul style="list-style-type: none"> Area Multiplication and division Length and perimeter 	<ul style="list-style-type: none"> Multiplication and division Fractions 	<ul style="list-style-type: none"> Fractions Decimals 	<ul style="list-style-type: none"> Decimals Money Time 	<ul style="list-style-type: none"> Time Shape Statistics Position and direction
Science:	<p>Biology-Living Things and their Habitats</p> <ul style="list-style-type: none"> Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their 	<p>Biology-Animals including Humans Construct and interpret a variety of food chains, identifying producers, predators and prey</p> <p>Chemistry-States of Matter</p>	<p>Physics-Sound</p> <ul style="list-style-type: none"> Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound 	<p>Physics-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. 		<p>Biology-Animals including Humans</p> <ul style="list-style-type: none"> Describe the functions of the digestive system in humans. Identify the different types of teeth and their functions.

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	<p>local and wider environment.</p> <ul style="list-style-type: none"> Recognise that environments can change and that this can sometimes pose dangers to living things. 	<ul style="list-style-type: none"> Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. 	<p>and features of the object that produced it.</p> <ul style="list-style-type: none"> Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. 	<ul style="list-style-type: none"> 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. 		
Computing:	<p>Online Safety:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly; know a range of ways to report concerns and inappropriate behaviour. Use search technologies effectively, Appreciate how results are selected and ranked and be discerning in evaluating digital content. Understand computer networks. 	<p>Programming - Turtle Logo:</p> <ul style="list-style-type: none"> Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; 	<p>Scratch - Questions & Quizzes:</p> <ul style="list-style-type: none"> Use sequence, selection, and repetition in programs Work with variables and various forms of input and output. Design, write and debug programs that accomplish specific goals. 	<p>Animation:</p> <p>Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals.</p>	<p>Word processing:</p> <ul style="list-style-type: none"> Select, use and combine a variety of software on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals. 	<p>Communication & Collaboration:</p> <ul style="list-style-type: none"> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact. Understand computer networks including the internet.

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		<ul style="list-style-type: none"> Solve problems by decomposing them into smaller parts. Use sequence, selection & repetition, use variables and different forms of input/output. 				
History:	The Anglo-Saxons and Scots: <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots Roman withdrawal from Britain Scots invasions from Ireland to North Britain (now Scotland) Anglo-Saxon invasions, settlements and kingdoms: place names and village life Anglo-Saxon art and culture Christian conversion - Canterbury, Iona and Lindisfarne 	The Vikings: <ul style="list-style-type: none"> Viking raids and invasion Resistance by Alfred the Great and Athelstan, first king of England Further Viking invasions and Danegeld Anglo-Saxon laws and justice (as taken from National Curriculum) Edward the Confessor and his death in 1066 				A local history study: <p>Battle of Bosworth</p> <ul style="list-style-type: none"> King Richard III Battle of Bosworth

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Geography			Study of a region: Nottingham <ul style="list-style-type: none"> Physical features of Nottingham now and in the past Human features of Nottingham now and in the past Compare human and physical features of Nottingham now and in the past 	United Kingdom: <ul style="list-style-type: none"> Counties and major cities in the UK. Key physical features in the UK Urban and rural area land use Position and significance of the Prime Meridian 	Geographical skills and fieldwork: <ul style="list-style-type: none"> Identify and use the 8 points on a compass Use grid references Use symbols and keys in maps Use sketch maps Identify the human and physical features of the local area 	
RE:	Creation and Covenant Judaism	Prophecy and Promise	Galilee to Jerusalem	Desert to Garden	To the ends of the Earth	Dialogue and Encounter Islam
PSHE:	Being Safe Exploring Emotions	Bullying	Difference and Diversity Being Me	Being Responsible Drug Education	Being Healthy Relationships	Changes Money Matters RSE - A Journey in Love
PE:	Fundamentals <ul style="list-style-type: none"> Physical: balance, run, dodge, hop, jump, skip Social: respect, collaboration, support and encourage others Emotional: determination, perseverance, honesty 	Dance <ul style="list-style-type: none"> Physical: Actions, dynamics, space, relationships Social: co-operation, communication, inclusion, collaboration Emotional: confidence, empathy, determination 	Yoga <ul style="list-style-type: none"> Physical: balance, flexibility, strength, co-ordination Social: working safely, supporting others, sharing ideas, collaboration, respect Emotional: confidence, determination, integrity, focus 	Gym <ul style="list-style-type: none"> Physical: individual and partner balances, rotation jumps, straight rolls, barrel roll, forward roll, straddle roll, bridge, shoulder stand Social: work safely, determination, integrity, focus 	Rounders <ul style="list-style-type: none"> Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat Social: collaboration, communication, co-operate, support and encourage others 	Athletics <ul style="list-style-type: none"> Physical: pace, sprint, jump for distance, throw for distance Social: collaboration, leadership Emotional: perseverance, determination, honesty Thinking: reflection, observing and providing

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	<ul style="list-style-type: none"> Thinking: select and apply, observation, provide feedback, comprehension 	<ul style="list-style-type: none"> Thinking: observe and provide feedback, select and apply skills, creativity, comprehension 	<ul style="list-style-type: none"> Thinking: recall, creativity, selecting actions, providing feedback, reflection 	collaboration, communication, respect <ul style="list-style-type: none"> Emotional: confidence, perseverance Thinking: observe and provide feedback, select and apply actions, creativity, evaluate and improve 	<ul style="list-style-type: none"> Emotional: honesty, fair play, confidence, determination Thinking: comprehension, select and apply skills, tactics, make decisions 	feedback, exploring ideas, comprehension
	Fitness <ul style="list-style-type: none"> Physical: agility, balance, co-ordination, speed, stamina, strength Social: support others, work safely, communication Emotional: perseverance, determination, honesty Thinking: identify areas of strength and areas for development 	Netball <ul style="list-style-type: none"> Physical: throw, catch, change direction, change speed, shoot Social: communication, collaboration, support others Emotional: Honesty and fair play, persevere, confidence Thinking: comprehension, decision making, recognition, identify, observe and provide feedback, select and apply 	Ball Skills <ul style="list-style-type: none"> Physical: track, throw, catch, dribble, kick Social: communication, work safely, collaboration Emotional: perseverance, personal challenge, calmness, fairness Thinking: provide feedback, tactics, comprehension, reflection, make decisions 	Hockey <ul style="list-style-type: none"> Physical: dribble, pass, receive, intercept, run, shoot Social: communication, collaboration, work safely, respect Emotional: honesty, perseverance, determination Thinking: decision making, select and apply, comprehension, identifying strengths and areas for development 	Cricket <ul style="list-style-type: none"> Physical: underarm and overarm throwing, overarm bowling, batting, two handed pick up, short barrier Social: collaboration and communication, respect Emotional: perseverance, honesty, Determination Thinking: observing and providing feedback, applying strategies 	Tennis <ul style="list-style-type: none"> Physical: throwing, catching, forehand, backhand, rallying Social: co-operation, support and encourage others, collaboration, respect Emotional: perseverance, honesty, determination Thinking: identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics
Design & Technology:		Structures - Shell structures using computer-aided design (CAD) <ul style="list-style-type: none"> Develop and use knowledge of nets of cubes and cuboids and, where appropriate, 		Textiles - 2D Shape to 3D Shape <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. 		Electrical Systems - Simple programming and control <ul style="list-style-type: none"> Understand and use computing to program and control products containing electrical systems, such as series circuits incorporating switches, bulbs and buzzers.

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		<p>more complex 3D shapes.</p> <ul style="list-style-type: none"> • Develop and use knowledge of how to construct strong, stiff shell structures. • Know and use technical vocabulary relevant to the project 		<ul style="list-style-type: none"> • Understand the need for patterns and seam allowances. • Know and use technical vocabulary relevant to the project. 		<ul style="list-style-type: none"> • Know and use technical vocabulary relevant to the project.
Art:	<p>Drawing – Paul Cezanne</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To develop a wide range of art and design techniques in using line, shape, form and space • To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal] 		<p>Painting and collage – Robert Rauschenberg</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use painting to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using colour, pattern, texture • To learn about the work of a range of artists • To create sketch books to record their observations and use them to review and revisit ideas • To improve their mastery of art and design techniques, including painting with a range of materials • Learn about great artists in history 		<p>Sculpture – Michael Bolus</p> <ul style="list-style-type: none"> • To use a range of materials creatively to design and make products • To use sculpture to develop and share their ideas, experiences and imagination • To develop a wide range of art and design techniques in using line, shape, form and space • To learn about the work of a range of artists describing the differences and similarities between different practices and disciplines, and making links to their own work. • to create sketch books to record their observations and use them to review and revisit ideas • to improve their mastery of art and design techniques, 	

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	<ul style="list-style-type: none"> Learn about great artists in history 				including sculpture with a range of materials <ul style="list-style-type: none"> Learn about great artists in history 	
Music: Ukulele - taught by a Peripatetic Music Teacher	Ukulele - Unit: My New Instrument <ul style="list-style-type: none"> Correct posture while holding the instrument Correct positioning of hands Correct action for strumming with freedom Safe storage of the instrument in class Introduction to solfege hand signs Understand pulse and pitch and the related vocabulary through playing and singing Strum open strings using chords <i>C/F/G7/C7</i> 	Ukulele - Unit: Sounds Good <ul style="list-style-type: none"> Smooth chord changes and playing 2/3 chords in a sequence Understand the concept of fast and slow strumming Understand loud and quiet strumming - dynamics Importance of finger position and movement to create correct pitch Play a rhythm on one chord Play in unison with the class 	Ukulele - Unit: I Can Read Music <ul style="list-style-type: none"> Play 2/3 chords in a sequence Play open strings from TAB notation Play a melody on 1 string from TAB notation Play a melody on more than one string from TAB notation Compose own melody using open strings and TAB notation Demonstrate correct positioning of the left and right hands and fingers Clap a rhythm from graphic notation Recognise a semibreve, minim, crotchet, quaver and rests Have knowledge of appropriate chord patterns <i>C, F, G7, Dm</i> 	Ukulele - Unit: I can read music and improve performance <ul style="list-style-type: none"> Continue to read open strings from TAB notation Play a melody on 1 string from TAB notation Play a melody on more than one string from TAB notation. Basic understanding of Pentatonic Scale Compose own melody using correct rhythms such as; crotchets, minims, quavers Understand how to use dynamics Maintain a part in a two part piece 	Ukulele - Unit: Improve and Compose <ul style="list-style-type: none"> Basic understanding of Pentatonic Scale Compose own melody using correct rhythms such as crotchets, minims, quavers Understand how to produce dynamics Maintain a part in a two parts piece Clap an improvised rhythm Play an improvised rhythm on 1 chord Improvise using different chord patterns on a given rhythm Explore sounds on the instrument, e.g. a pitch bend 	Ukulele - Unit: The Big Jamboree: <ul style="list-style-type: none"> Play at least 3 chords in sequence Read and play music notation Maintain a part in a group piece
French	Je Me Presente (Presenting Myself) <ul style="list-style-type: none"> To know how to ask how someone is feeling and how to reply in French. 	Les Animaux (Animals) <ul style="list-style-type: none"> To know how to say and spell animal names in French To know that there are more determiners/ 	Au salon de thé (At the Tea Room) <ul style="list-style-type: none"> To know how to recall a wide variety of foods, snacks, and drinks (with their indefinite 	Ma Famille (My Family) <ul style="list-style-type: none"> To know the nouns for family members and how they are related to us. 	En Classe (In the Classroom) <ul style="list-style-type: none"> To know the French noun for some classroom objects including determiners. 	Chez Moi (My Home) <ul style="list-style-type: none"> To know how to talk about the type of house that I

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	<ul style="list-style-type: none"> To know how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French. To know numbers 1-20. To know how to ask and answer the question 'Quel âge as-tu ?' (How old are you?). To know how to answer the question 'Où habites-tu ?' (Where do you live?). To know the basics of adjectival agreement in French. 	<p>articles in French than in English.</p> <ul style="list-style-type: none"> To know the verb 'je suis' (I am), from the infinitive verb 'être' (to be). 	<p>article/determiner) typically served in a salon de thé.</p> <ul style="list-style-type: none"> To know how to change a singular noun to plural form. To know how to role-play ordering what they would like to eat and drink. 	<ul style="list-style-type: none"> To know how to say how many brothers and sisters you have, or if you are an only child. To know how to give the name of family members. To know how to ask how old family members are and how to answer using the correct masculine/feminine/plural form. 	<ul style="list-style-type: none"> To know how to ask and answer "What do you have in your pencil case / rucksack?" To know and apply the 3 possessive adjectives in French 'mon', 'ma', 'mes'. To know how to say what is NOT in my pencil case. 	<p>live in and where it is located.</p> <ul style="list-style-type: none"> To know the names of the rooms in a house.
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