

## Year 4 Long Term Curriculum Map 2026-27

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

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|                   | <p>local and wider environment.</p> <ul style="list-style-type: none"> <li>Recognise that environments can change and that this can sometimes pose dangers to living things.</li> </ul>                                                                                                                                                                                                              | <p>or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <ul style="list-style-type: none"> <li>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</li> </ul>                                                                                                                                                                                  | <p>and features of the object that produced it.</p> <ul style="list-style-type: none"> <li>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</li> <li>Recognise that sounds get fainter as the distance from the sound source increases.</li> </ul>   | <ul style="list-style-type: none"> <li>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.</li> <li>Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul> |                                                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                             |
| <b>Computing:</b> | <p><b>Online Safety:</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly;</li> <li>know a range of ways to report concerns and inappropriate behaviour.</li> <li>Use search technologies effectively,</li> <li>Appreciate how results are selected and be discerning in evaluating digital content.</li> <li>Understand computer networks.</li> </ul> | <p><b>Programming - Turtle Logo:</b></p> <ul style="list-style-type: none"> <li>Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs.</li> <li>Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems;</li> <li>Solve problems by decomposing them into smaller parts.</li> <li>Use sequence, selection &amp; repetition, use</li> </ul> | <p><b>Scratch - Questions &amp; Quizzes:</b></p> <ul style="list-style-type: none"> <li>Use sequence, selection, and repetition in programs</li> <li>Work with variables and various forms of input and output.</li> <li>Design, write and debug programs that accomplish specific goals.</li> </ul> | <p><b>Animation:</b></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><b>Word processing:</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> | <p><b>Communication &amp; Collaboration:</b></p> <ul style="list-style-type: none"> <li>Use technology safely, respectfully and responsibly.</li> <li>Recognise acceptable/unacceptable behaviour.</li> <li>Identify a range of ways to report concerns about content and contact.</li> <li>Understand computer networks including the internet.</li> </ul> |

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|                  |                                                                                                                                                                                                                                                                                                                                                                                                                                               | variables and different forms of input/output.                                                                                                                                                                                                                                                                                                            |                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                                           |                                                                                                                                                    |
| <b>History:</b>  | <b>The Anglo-Saxons and Scots:</b> <ul style="list-style-type: none"> <li>Britain's settlement by Anglo-Saxons and Scots</li> <li>Roman withdrawal from Britain</li> <li>Scots invasions from Ireland to North Britain (now Scotland)</li> <li>Anglo-Saxon invasions, settlements and kingdoms: place names and village life</li> <li>Anglo-Saxon art and culture</li> <li>Christian conversion - Canterbury, Iona and Lindisfarne</li> </ul> | <b>The Vikings:</b> <ul style="list-style-type: none"> <li>Viking raids and invasion</li> <li>Resistance by Alfred the Great and Athelstan, first king of England</li> <li>Further Viking invasions and Danegeld</li> <li>Anglo-Saxon laws and justice (as taken from National Curriculum)</li> <li>Edward the Confessor and his death in 1066</li> </ul> |                                                                                                                                            |                                                                                                                                                                                               |                                                                                                                                                                                                           | <b>A local history study:</b><br>Battle of Bosworth <ul style="list-style-type: none"> <li>King Richard III</li> <li>Battle of Bosworth</li> </ul> |
| <b>Geography</b> |                                                                                                                                                                                                                                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                           | <b>Study of a region: Nottingham</b> <ul style="list-style-type: none"> <li>Physical features of Nottingham now and in the past</li> </ul> | <b>United Kingdom:</b> <ul style="list-style-type: none"> <li>Counties and major cities in the UK.</li> <li>Key physical features in the UK</li> <li>Urban and rural area land use</li> </ul> | <b>Geographical skills and fieldwork:</b> <ul style="list-style-type: none"> <li>Identify and use the 8 points on a compass</li> <li>Use grid references</li> <li>Use symbols and keys in maps</li> </ul> |                                                                                                                                                    |

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|       |                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                    | <ul style="list-style-type: none"> <li>Human features of Nottingham now and in the past</li> <li>Compare human and physical features of Nottingham now and in the past</li> </ul>                                                                                                                                                                                        | <ul style="list-style-type: none"> <li>Position and significance of the Prime Meridian</li> </ul>                                                                                                                                                                                                                                                                                                          | <ul style="list-style-type: none"> <li>Use sketch maps</li> <li>Identify the human and physical features of the local area</li> </ul>                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                      |
| RE:   | <b>Creation and Covenant</b><br><br><b>Judaism</b>                                                                                                                                                                                                                                                                                    | <b>Prophecy and Promise</b>                                                                                                                                                                                                                                                                                                                        | <b>Galilee to Jerusalem</b><br><br><b>Islam</b>                                                                                                                                                                                                                                                                                                                          | <b>Desert to Garden</b>                                                                                                                                                                                                                                                                                                                                                                                    | <b>To the ends of the Earth</b><br><br><b>Sikhism</b>                                                                                                                                                                                                                                                                                                                                                          | <b>Dialogue and Encounter</b>                                                                                                                                                                                                                                                                                                        |
| PSHE: | <b>Being Safe</b><br><br><b>Exploring Emotions</b>                                                                                                                                                                                                                                                                                    | <b>Bullying Matters</b>                                                                                                                                                                                                                                                                                                                            | <b>Being Healthy</b><br><br><b>Being Me</b>                                                                                                                                                                                                                                                                                                                              | <b>Being Responsible</b><br><br><b>Drug Education</b>                                                                                                                                                                                                                                                                                                                                                      | <b>Difference and Diversity</b><br><br><b>Money</b><br><br><b>Relationships</b>                                                                                                                                                                                                                                                                                                                                | <b>Changes</b><br><br><b>RSE - A Journey in Love</b>                                                                                                                                                                                                                                                                                 |
| PE:   | <b>Fundamentals</b> <ul style="list-style-type: none"> <li>Physical: balance, run, dodge, hop, jump, skip</li> <li>Social: respect, collaboration, support and encourage others</li> <li>Emotional: determination, perseverance, honesty</li> <li>Thinking: select and apply, observation, provide feedback, comprehension</li> </ul> | <b>Dance</b> <ul style="list-style-type: none"> <li>Physical: Actions, dynamics, space, relationships</li> <li>Social: co-operation, communication, inclusion, collaboration</li> <li>Emotional: confidence, empathy, determination</li> <li>Thinking: observe and provide feedback, select and apply skills, creativity, comprehension</li> </ul> | <b>Yoga</b> <ul style="list-style-type: none"> <li>Physical: balance, flexibility, strength, co-ordination</li> <li>Social: working safely, supporting others, sharing ideas, collaboration, respect</li> <li>Emotional: confidence, determination, integrity, focus</li> <li>Thinking: recall, creativity, selecting actions, providing feedback, reflection</li> </ul> | <b>Gym</b> <ul style="list-style-type: none"> <li>Physical: individual and partner balances, rotation jumps, straight rolls, barrel roll, forward roll, straddle roll, bridge, shoulder stand</li> <li>Social: work safely, determination, collaboration, communication, respect</li> <li>Emotional: confidence, perseverance</li> <li>Thinking: observe and provide feedback, select and apply</li> </ul> | <b>Rounders</b> <ul style="list-style-type: none"> <li>Physical: underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat</li> <li>Social: collaboration, communication, co-operate, support and encourage others</li> <li>Emotional: honesty, fair play, confidence, determination</li> <li>Thinking: comprehension, select and apply skills, tactics, make decisions</li> </ul> | <b>Athletics</b> <ul style="list-style-type: none"> <li>Physical: pace, sprint, jump for distance, throw for distance</li> <li>Social: collaboration, leadership</li> <li>Emotional: perseverance, determination, honesty</li> <li>Thinking: reflection, observing and providing feedback, exploring ideas, comprehension</li> </ul> |

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

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| <b>Art:</b>   | <b>Drawing – Paul Cezanne</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To develop a wide range of art and design techniques in using line, shape, form and space</li> <li>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.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [pencil, charcoal]</li> <li>Learn about great artists in history</li> </ul> |                                    | <b>Painting and collage – Robert Rauschenberg</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use painting to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using colour, pattern, texture</li> <li>To learn about the work of a range of artists</li> <li>To create sketch books to record their observations and use them to review and revisit ideas</li> <li>To improve their mastery of art and design techniques, including painting with a range of materials</li> <li>Learn about great artists in history</li> </ul> |                                                                 | <b>Sculpture – Michael Bolus</b> <ul style="list-style-type: none"> <li>To use a range of materials creatively to design and make products</li> <li>To use sculpture to develop and share their ideas, experiences and imagination</li> <li>To develop a wide range of art and design techniques in using line, shape, form and space</li> <li>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.</li> <li>to create sketch books to record their observations and use them to review and revisit ideas</li> <li>to improve their mastery of art and design techniques, including sculpture with a range of materials</li> <li>Learn about great artists in history</li> </ul> |                                          |
| <b>Music:</b> | <b>Ukulele – Unit: My New Instrument</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Ukulele – Unit: Sounds Good</b> | <b>Ukulele – Unit: I Can Read Music</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>Ukulele – Unit: I can read music and improve performance</b> | <b>Ukulele – Unit: Improve and Compose</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Ukulele – Unit: The Big Jamboree:</b> |

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| Ukulele – taught by a Peripatetic Music Teacher | <ul style="list-style-type: none"> <li>Correct posture while holding the instrument</li> <li>Correct positioning of hands</li> <li>Correct action for strumming with freedom</li> <li>Safe storage of the instrument in class</li> <li>Introduction to solfege hand signs</li> <li>Understand pulse and pitch and the related vocabulary through playing and singing</li> <li>Strum open strings using chords<br/><i>C/F/G7/C7</i></li> </ul> | <ul style="list-style-type: none"> <li>Smooth chord changes and playing 2/3 chords in a sequence</li> <li>Understand the concept of fast and slow strumming</li> <li>Understand loud and quiet strumming – dynamics</li> <li>Importance of finger position and movement to create correct pitch</li> <li>Play a rhythm on one chord</li> <li>Play in unison with the class</li> </ul> | <ul style="list-style-type: none"> <li>Play 2/3 chords in a sequence</li> <li>Play open strings from TAB notation</li> <li>Play a melody on 1 string from TAB notation</li> <li>Play a melody on more than one string from TAB notation</li> <li>Compose own melody using open strings and TAB notation</li> <li>Demonstrate correct positioning of the left and right hands and fingers</li> <li>Clap a rhythm from graphic notation</li> <li>Recognise a semibreve, minim, crotchet, quaver and rests</li> <li>Have knowledge of appropriate chord patterns <i>C, F, G7, Dm</i></li> </ul> | <ul style="list-style-type: none"> <li>Continue to read open strings from TAB notation</li> <li>Play a melody on 1 string from TAB notation</li> <li>Play a melody on more than one string from TAB notation.</li> <li>Basic understanding of Pentatonic Scale</li> <li>Compose own melody using correct rhythms such as; crotchets, minims, quavers</li> <li>Understand how to use dynamics</li> <li>Maintain a part in a two part piece</li> </ul> | <ul style="list-style-type: none"> <li>Basic understanding of Pentatonic Scale</li> <li>Compose own melody using correct rhythms such as crotchets, minims, quavers</li> <li>Understand how to produce dynamics</li> <li>Maintain a part in a two parts piece</li> <li>Clap an improvised rhythm</li> <li>Play an improvised rhythm on 1 chord</li> <li>Improvise using different chord patterns on a given rhythm</li> <li>Explore sounds on the instrument, e.g. a pitch bend</li> </ul> | <ul style="list-style-type: none"> <li>Play at least 3 chords in sequence</li> <li>Read and play music notation</li> <li>Maintain a part in a group piece</li> </ul>                                                |
| <b>French</b>                                   | <b>Je Me Presente (Presenting Myself)</b> <ul style="list-style-type: none"> <li>To know how to ask how someone is feeling and how to reply in French.</li> <li>To know how to ask and answer the question 'Comment tu-t'appelles ?' (What is your name?) in French.</li> <li>To know numbers 1-20.</li> </ul>                                                                                                                                | <b>Les Animaux (Animals)</b> <ul style="list-style-type: none"> <li>To know how to say and spell animal names in French</li> <li>To know that there are more determiners/articles in French than in English.</li> <li>To know the verb 'je suis' (I am), from the infinitive verb 'être' (to be).</li> </ul>                                                                          | <b>Au salon de thé (At the Tea Room)</b> <ul style="list-style-type: none"> <li>To know how to recall a wide variety of foods, snacks, and drinks (with their indefinite article/determiner) typically served in a salon de thé.</li> <li>To know how to change a singular noun to plural form.</li> </ul>                                                                                                                                                                                                                                                                                   | <b>Ma Famille (My Family)</b> <ul style="list-style-type: none"> <li>To know the nouns for family members and how they are related to us.</li> <li>To know how to say how many brothers and sisters you have, or if you are an only child.</li> <li>To know how to give the name of family members.</li> </ul>                                                                                                                                       | <b>En Classe (In the Classroom)</b> <ul style="list-style-type: none"> <li>To know the French noun for some classroom objects including determiners.</li> <li>To know how to ask and answer "What do you have in your pencil case / rucksack?"</li> <li>To know and apply the 3 possessive adjectives in French</li> </ul>                                                                                                                                                                 | <b>Chez Moi (My Home)</b> <ul style="list-style-type: none"> <li>To know how to talk about the type of house that I live in and where it is located.</li> <li>To know the names of the rooms in a house.</li> </ul> |

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|  | <ul style="list-style-type: none"><li>• To know how to ask and answer the question 'Quel âge as-tu ?' (How old are you?).</li><li>• To know how to answer the question 'Où habites-tu ?' (Where do you live?).</li><li>• To know the basics of adjectival agreement in French.</li></ul> |  | <ul style="list-style-type: none"><li>• To know how to role-play ordering what they would like to eat and drink.</li></ul> | <ul style="list-style-type: none"><li>• To know how to ask how old family members are and how to answer using the correct masculine/feminine/plural form.</li></ul> | <ul style="list-style-type: none"><li>• 'mon', 'ma', 'mes'.<br/>To know how to say what is NOT in my pencil case.</li></ul> |  |
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