	Year 4 Curriculum Overview 2026-2027					
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Maths	Topics: **Place value, addition/subtraction**	**Area, multiplication and division A**	**Multiplication/division B, Length and Perimeter**	**Fractions and Decimals A**	**Decimals B, Money and Time**	**Shape, Statistics, Position and direction**
English	Writing stimulus: **Leon and The Place Between** Narrative	Writing stimulus: **Horrible Histories Cruel Crime and Painful Punishment** Newspaper reports	Writing stimulus: **Mouse, Bird, Snake, Wolf** Narrative	Writing stimulus: **Hot Like Fire** Poetry	Writing stimulus: **Oliver and the Seawigs** Narrative/ Diary writing	Writing stimulus: **The Wild Robot** Narrative
	Wolves/wider non-core curriculum Non- chronological reports	**Dick Turpin** Narrative writing	Persuasive letter writing	**Varjak Paw** Narrative writing	Creative writing unit	Non-fiction linked to non-core curriculum
Reading	Texts: **The Iron Man**	**Tom's Sausage Lion and**	**Fortunately, the Milk and**	**George's Marvellous Medicine**	**George's Marvellous Medicine**	**The Boy at the Back of the Class**
	George's Marvellous Medicine	**You're a Bad Man, Mr Gum!**	**The Boy at the Back of the Class.**	**The Boy at the Back of the Class.**	**I Know What You Did Last Wednesday.**	**Rainforest Warrior.**
	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing	Skills: predicting, retrieval, inference, summarising, authorial word choice, explaining, comparing
Science	**Digestion and Food**	**Electricity and Circuits**	**States of Matter**	**Sound and Vibrations**	**Classification and changing habitats**	**Sustainability Project: Investigating and Designing**
	Label key organs found in the digestive system and describe each of their functions. Describe the functions of the four different types of adult human teeth using key vocabulary. Know that good dental care involves brushing their teeth twice a day with toothpaste and a soft toothbrush. Produce a food chain that begins with a plant and has arrows that move up the food chain.	Recall a range of electrical appliances, classify them as mains or battery-powered and explain why. Explain how to test if a circuit works and identify when simple electric circuits will work. Identify symbols for open and closed switches and give examples of how switches are useful. Predict whether a circuit will work.	Identify solids, liquids and gases using their properties. Describe melting, freezing, condensing and evaporating. Describe the different stages of the water cycle. Describe how temperature affects the rate of evaporation and, therefore, the water cycle.	Describe how sounds are made. Describe how sounds are heard through different mediums. Explain the relationship between vibration strength and volume. Describe the relationship between volume and distance. Describe pitch and how to change it. Explain how insulating works	Group animals in various ways, including vertebrates (mammals, birds, reptiles, amphibians, fish) and invertebrates. Group plants in various ways, including flowering and non-flowering plants. Recognise and describe different habitats and their inhabitants.	Pupils who are **secure** will be able to: Recall key knowledge from previous units. Apply knowledge in new contexts. When working scientifically, pupils who are **secure** will be able to: Carry out a full scientific enquiry.
History /	**Geography Americas**	**History Crime and**	**Geogrpahy Rivers and**	**History Roman Britain**	**Geography**	**History Ancient**

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Geography		**Punishment**	**Water cycle**		**Earthquakes and volcanoes**	**Egyptians**
	Can locate some countries in Europe, North and South America on a map or atlas, and relate them to longitude, latitude and hemisphere (e.g. Italy, Ecuador). Can relate continent, country, state and city. Can identify states in North America using a map (e.g. using the words of the song 'Route 66', locate the places mentioned on a map of the USA to show a route across the USA and describe the route). Can use a map to locate some states of the USA (e.g. California).	Can independently and confidently comment on the importance of causes and effects for some of the key events and developments within the topics studied, e.g. the reasons for the changes in prison reform. Can understand that the same event can result in both positive and negative effects, e.g. the actions of the suffragettes.	Can locate and label the main British rivers on a map of the British Isles and add the names of settlements at the mouth of the rivers. Can describe a river and mountain environment in the UK, using appropriate geographical vocabulary. Can describe some advantages and disadvantages of living in hazard-prone areas (e.g. dangers of rivers and mountains).	Can confidently select what is most significant in a historical account, related to a person's life, a key event or a theme, e.g. a development made by the Romans. Can give a number of valid reasons why they have selected a particular aspect as being most significant in a historical account, related to a person's life, a key event or a theme and why others are less important.	Can use simple geographical vocabulary to describe significant physical features and talk about how they change. Can describe a volcano, volcanic eruption and an earthquake (e.g. make a working model of a volcano, label its features and explain what happens when it erupts). Can use the zoom function of a digital map to locate places (e.g. global rivers and mountain ranges, locations of earthquakes and volcanoes).	Can recognise possible uses of a range of sources for answering historical enquiries, e.g. the pupil can use a range of sources to compile a detailed description of what Dick Turpin was like. Can use the sources to compile a detailed description of what Dick Turpin was like. Demonstrate an understanding that some sources may be more useful than others by commenting on the importance of some of the sources.
Music	**Mamma Mia**	**Five Gold Rings**	**Glockenspiel Stage 3**	**Benjamin Britten Cuckool**	**Lean On me**	**Reflect, Rewind and Replay**
PSHE/RSHE	**Being In My Own World**	**Celebrating Differences**	**Dreams and Goals**	**Healthy Me**	**Relationships**	**Changing Me**
Computing	**Safe use of technologies We are software developers**	**We are makers**	**We are musicians**	**We are bloggers**	**Coding Project – Lego WeDo**	**We are meteorologists**
RE	**How and why do Hindus worship in the home and in the Mandir?**	**Why is the Bible special for Christians?**	**What beliefs are represented in our neighbourhood? OR What makes me the person I am?**	**Why is Easter important to Christians?**	**What is important to Humanists?**	**What happens when someone gets married?**
PE	**Hockey**	**Football**	**Dance**	**Handball**	**Athletics**	**Cricket**
DT / Art	**Drawing**	**Food**	**Electricity systems**	**Collage**	**Structures**	**Printmaking**