



Curriculum Overview 2025-26

Year Group: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Gorilla by Anthony Browne Narrative Focus	Leon and the place between by Grahame Baker-Smith Recount	Escape from Pompeii by Christina Balit Historical narrative	Wisp – A story of hope By Zana Fraillon and Grahame Baker-Smith First person account	Where the forest meets the sea by Jeannie Baker	Blue John by Berlie Doherty
Maths	See White Rose scheme overview: https://whiteroseeducation.com/resources?year=year-4-new&subject=maths					
History	Why were the Ancient Egyptians significant? Know where and when the first civilisations appeared (Ancient Sumer, Indus Valley, Ancient Egypt, Shang China). Know the key significant features of Ancient Egypt and compare these to other ancient civilisations (features of ancient Egypt include the River Nile, the pyramids, religion, pharaohs).		What was the effect of Anglo-Saxon and Scot settlement in Britain? Know where, when and the impact of Anglo-Saxon and Scot settlement in Britain. Identify historically significant people (such as Hadrian the African) and events (such as the arrival of Christianity).	Why was there a struggle between the Anglo-Saxons and the Vikings? Know who the Vikings were, where they came from and why there was a struggle between them and the Anglo-Saxons. Identify historically significant people (such as King Alfred, Aethelflaed, and King Cnut) and events		

	<p>Identify historically significant people (such as Khufu/ Akhenaten) and events (such as the building of the pyramid at Giza/the opening of Tutankhamun's tomb).</p> <p>Continue to develop a chronologically secure knowledge of history.</p> <p>Begin to establish clear narratives within and across time periods studied.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p>Have some understanding of relevant key vocabulary.</p> <p>Have some understanding of how knowledge of the past is constructed from a range of sources.</p>		<p>Continue to develop a chronologically secure knowledge of history.</p> <p>Begin to establish clear narratives within and across time periods studied.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p>Have some understanding of relevant key vocabulary.</p> <p>Have some understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Begin to select and organise relevant historical information.</p> <p>Answer (and sometimes ask)</p>	<p>Continue to develop a chronologically secure knowledge of history.</p> <p>Begin to establish clear narratives within and across time periods studied.</p> <p>Begin to note connections, contrasts and trends over time.</p> <p>Have some understanding of relevant key vocabulary.</p> <p>Have some understanding of how knowledge of the past is constructed from a range of sources.</p> <p>Begin to select and organise relevant historical information.</p> <p>Answer (and sometimes ask)</p>		
--	--	--	--	--	--	--

	<p>Begin to select and organise relevant historical information.</p> <p>Answer (and sometimes ask) historically valid questions.</p> <p>Begin to understand that different versions of the past exist, giving reasons for this.</p>		<p>historically valid questions.</p> <p>Begin to understand that different versions of the past exist, giving reasons for this.</p>	historically valid questions.		
Geography		<p><u>How has the geography of Manchester changed over time?</u></p> <p>Know how types of settlement, land use, topographical features, economic activity, the distribution of natural resources and the population of Manchester changed over time.</p> <p>Use maps, atlases, aerial photographs and fieldwork to support them with the above.</p>			<p><u>What are mountain environments?</u></p> <p>Be able to locate mountain ranges</p> <p>Be able to describe how mountains are formed</p> <p>Have an understanding of the vocabulary used to describe mountains</p> <p>Understand the human geography of mountains</p>	<p><u>How has geography made North America?</u></p> <p>Know the environmental regions, key physical and human characteristics, countries, and major cities in North America.</p> <p>Be able to locate key cities and populations.</p> <p>To be able to explain why key</p>

		<p>Know how/why the physical features of Manchester (rivers, distribution of natural resources, canals, ports) led to Manchester becoming the centre of the Industrial Revolution during Victorian times.</p>				<p>cities are located in specific places.</p> <p>To identify where key industries are located and why (e.g. mining).</p> <p>To identify where key tourist attractions are located (e.g. national parks, mountains).</p> <p>Be able to use geographical and map language to explain the links between location and industry/trade (e.g. in the north-west, mid-west, east coast, southern climates, Gulf region).</p> <p>Children may look at a specific area in detail using 4 figure grid references.</p>
Science	Sound	Electricity	Living things and their habitats	States of matter	Animals including humans	Scientific investigations

	<p>identify how sounds are made, associating some of them with something vibrating</p> <p>recognise that vibrations from sounds travel through a medium to the ear</p> <p>find patterns between the pitch of a sound and features of the object that produced it</p> <p>find patterns between the volume of a sound and the strength of the vibrations that produced it</p> <p>recognise that sounds get fainter as the distance from the sound source increases</p>	<p>identify common appliances that run on electricity</p> <p>construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</p> <p>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</p> <p>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</p> <p>recognise some common conductors and insulators, and associate metals with being good conductors</p>	<p>recognise that living things can be grouped in a variety of ways</p> <p>explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</p> <p>recognise that environments can change and that this can sometimes pose dangers to living things</p>	<p>compare and group materials together, according to whether they are solids, liquids or gases</p> <p>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)</p> <p>identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>describe the simple functions of the basic parts of the digestive system in humans</p> <p>identify the different types of teeth in humans and their simple functions</p> <p>construct and interpret a variety of food chains, identifying producers, predators and prey</p>	
--	--	--	---	---	--	--

Computing (see progression document for further details).	Digital Literacy – Managing Online Information. Online Reputation.	Digital Literacy – Online Bullying. Information Technology project - Presentation (digital poster)	Digital Literacy – Copyright and Ownership. Privacy and Security.	Digital Literacy – Health, Wellbeing and Lifestyle. Coding – Scratch platform game.	Digital Literacy – Online Relationships.	Digital Literacy – Self image and Identity.
Art	<p>Key concept: Drawing / Sculpture / Painting</p> <p>History link: ‘Why were the ancient Egyptians significant?’</p> <p>The children will look at the art made during the period. They will practise drawing Queen Nefertari and produce a paper batik piece of Queen Nefertari decorating the background with an arrangement of hieroglyphics.</p> <p>They will then focus on amulets - particularly of scarab beetles and learn about their significance. They will practise drawing Scarab beetles and focus on shading using different HB pencils. The children will then design, make, paint and decorate their</p>	<p>Key concept: Drawing / Sculpture</p> <p>History link: Why did the Anglo Saxons settle in England?</p> <p>The children will look at a range of artefacts and discuss the skills of Saxon crafts people. They will practise drawing their own Saxon designs and then they will design a Saxon brooch and create it by drawing on stamping foil.</p>	<p>Key concept: Drawing / collage</p> <p>History link: Why was there a struggle between the Anglo-Saxons and the Vikings?</p> <p>The children will look at medieval illuminated manuscripts and letters. They will then create their own illuminated initial using pencils and try replicating it as a collage.</p> <p>The children will learn about the significance of dragon heads on longship boats and sketch their own designs using charcoal</p>	<p>Key concept: Collage/Painting</p> <p>Key Artist: Nicholas Roerich</p> <p>Geography link: What are mountain environments?</p> <p>The children will look at the landscapes and mountain pictures of Nicholas Roerich. They will focus on shading and then colour producing their own collage pieces of a mountain image using torn/cut coloured card/paper/tissue paper choosing their colours carefully. The children will also produce mountain scenes using</p>	<p>Key concept: Painting</p> <p>Key Artist: Hokusai, Maggi Hambling</p> <p>Geography link: What are volcanoes and earthquakes?</p> <p>The children will look at Hokusai’s The Great Wave of Kanagawa and Maggi Hambling’s wave paintings. They will create their own gestural painting of a wave using acrylic paints.</p>	<p>Key concept: Drawing / Sculpture / Painting</p> <p>History link: ‘Why were the ancient Egyptians significant?’</p> <p>The children will look at the art made during the period. They will practise drawing Queen Nefertari and produce a paper batik piece of Queen Nefertari decorating the background with an arrangement of hieroglyphics.</p> <p>They will then focus on amulets - particularly of scarab beetles and learn about their significance. They will practise drawing Scarab beetles and</p>

	own clay Scarab beetles.		and chalk.	watercolours.		focus on shading using different HB pencils. The children will then design, make, paint and decorate their own clay Scarab beetles.
--	--------------------------	--	------------	---------------	--	---

Design & Technology		<p>TEXTILES</p> <p>Book sleeve: Fastening</p> <p>Identify the features, benefits and disadvantages of a range of fastening types. Write design criteria and design a sleeve that satisfies the criteria. Make a template for their book sleeve. Assemble their case using any stitch they are comfortable with.</p>		<p>COOKING + NUTRITION</p> <p>Biscuits: Adapting a recipe</p> <p>Describe features of biscuits using taste, texture and appearance. Follow a recipe with support. Use a budget to plan a recipe. Adapt a recipe using additional ingredients.</p>		<p>ELECTRICAL SYSTEMS</p> <p>Torches</p> <p>Identify electrical products and explain why they are useful. Help to make a working switch. Identify the features of a torch and how it works. Describe what makes a torch successful. Create suitable designs that fit the success criteria and their own design criteria. Create a functioning torch with a switch according to their design criteria.</p>
--------------------------------	--	--	--	--	--	--

Music and Drama	The Pink Panther <ul style="list-style-type: none"> • Improvise and compose, creating atmospheric music for a scene with a given set of instruments . • Listen and appraise, recognising elements of the music that establishes the mood and character e.g. the rhythm. • Talk about the effect of particular instrument sounds (timbre). 	Composing with colour <ul style="list-style-type: none"> • Create short sounds inspired by colours and shapes. • Understand timbre and texture. • Structure their musical ideas into a composition. • Create and read graphic scores. 	Fanfare for the common man <ul style="list-style-type: none"> • Improvise and compose, exploring how timbre, dynamics and texture can be used for impact in a fanfare. • Compose a fanfare using a small set of notes, and short, repeated rhythms . • Listen and appraise , recognising and talking about the 	Spain <ul style="list-style-type: none"> • Play repeating rhythmic patterns. • Count musically. • Invent a melody. • Fit two patterns together. Structure musical ideas into their own compositions.	Global Pentatonics <ul style="list-style-type: none"> • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures. • Create accompaniment patterns to a pentatonic song. • Use notation to represent musical ideas. • Compose a pentatonic melody. 	The horse in motion <ul style="list-style-type: none"> • Watch a film and analyse it in a musical context. • Create ostinatos. • Layer up different rhythms . • Create and follow a score.
------------------------	--	--	---	--	---	---

			musical characte ristics of a fanfare using music vocabul ary.			
--	--	--	---	--	--	--

RE	What does it mean to be a Hindu in Britain today?	Why are festivals important to religious communities? (Diwali focus).	What can we learn from religions about deciding what is right and wrong?	Why is Jesus inspiring to some people?	Why are festivals important to religious communities? (Eid focus)	Why do some people think that life is like a journey and what significant experiences mark this?
	See progression document for further detail					

Swimming	Swimming all year – no Dance or Gym.					
Outdoor Games	Tag Rugby	Basketball	Football	Hockey	Athletics	Cricket
	See progression document for further detail on outdoor games					
PSHE	Being me in my world I know my attitudes and actions make a difference to the class team I know how to use my Jigsaw Journal I understand who is in my school community, the roles they play and how I fit I understand how democracy works through the school council I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them I understand how groups come	Celebrating difference I understand that, sometimes, we make assumptions based on what people look like I understand what influences me to make assumptions based on how people look I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure I can tell you why witnesses sometimes join in with bullying and sometimes don't tell I can identify what is special about me and value the ways in which I am unique I can tell you a time when my first	Dreams and goals I can tell you about some of my hopes and dreams I understand that sometimes hopes and dreams do not come true and that this can hurt I know that reflecting on positive and happy experiences can help me to counteract disappointment I know how to make a new plan and set new goals even if I have been disappointed I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group	Healthy me I can recognise how different friendship groups are formed, how I fit into them and the friends I value the most I can recognise the changing dynamics between people in different groups, see who takes on which role, e.g. leader, follower, and understand the roles I take on in different situations I understand the facts about smoking and its effects on health, and also some of the reasons some people start to smoke I understand the facts about alcohol and its effects on health, particularly	Relationships I can identify the web of relationships that I am part of, starting from those closest to me and including those more distant I can identify someone I love and can express why they are special to me I can tell you about someone I know that I no longer see I can explain different points of view on an animal rights issue I understand how people feel when they love a special pet know how to show love and	Changing me I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I know how the circle of change works and

	<p>together to make decisions</p> <p>I understand how democracy and having a voice benefits the school community</p>	<p>impression of someone changed when I got to know them</p>	<p>I can identify the contributions made by myself and others to the group's achievement</p>	<p>the liver, and also some of the reasons some people drink alcohol</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want</p> <p>I know myself well enough to have a clear picture of what I believe is right and wrong</p>	<p>appreciation to the people and animals who are special to me</p>	<p>can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p> <p>I can identify what I am looking forward to when I am in Year 5</p>
Spanish	<p>Section 4: Pets and celebrations</p> <p>Topic 1: Animals</p> <p>Topic 2: Numbers to 40</p>	<p>Section 4: Pets and celebrations</p> <p>Topic 3: Fiestas</p> <p>Topic 4: More sounds and spellings</p>	<p>Section 5: Times and dates</p> <p>Topic 1: Telling the time</p> <p>Topic 2: Times of day</p>	<p>Section 5: Times and dates</p> <p>Topic 3: Numbers 41-100</p> <p>Topic 4: My birthday</p>	<p>Section 6: Towns and countries</p> <p>Topic 1: European countries</p> <p>Topic 2: Towns around the world</p>	<p>Section 6: Towns and countries</p> <p>Topic 3: Where are you going?</p> <p>Topic 4: North, south, east, west</p> <p>Topic 5: Locations of Spanish towns</p>