



Curriculum Overview 2026-27

Year Group: Year 4

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
English	Gorilla by Anthony Browne Outcome Fiction: write a fantasy	Leon and the Place Between by Graham BakerSmith, Oz the Great and Powerful (2013 film) Outcome Recount: write a diary from Leon's point of view	Escape from Pompeii by Christina Balit Outcome Fiction: write a historical narrative from character's point of view	Wisp A Story of Hope by Zana Fraillon, Home by Carson Ellis, Dreams of Freedom by Amnesty International Outcome Fiction: write an adventure story from point of view of the boy	Where the Forest Meets the Sea by Jeannie Baker, Jungle Explorer by The Literacy Company Outcome Non-chronological report: write an information board for a rainforest exhibit	Blue John by Berlie Doherty Outcome Explanation: write a letter in role as a caving expert, including an explanation
Maths	See White Rose scheme overview: https://whiteroseeducation.com/resources?year=year-4-new&subject=maths Financial Literacy: This is a fun, engaging topic covered within the maths curriculum designed to get children thinking about money from a young age with the aim to encourage positive habits such as saving, develop life skills and improve confidence to support effective decision making around money. It develops what is already taught on money through maths and PSHE and gives children the opportunity to develop a broader, deeper understanding of money. In Year Four, Financial Literacy is taught across a day and the focus is around 5 big questions: - Where does our money come from? - How does money make us feel? - What can we use our money for? - How does our money help other people? - How can we look after our money?					

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). 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). Continue to develop a chronologically secure knowledge of history.		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 and events (such as the arrival of Christianity). Continue to develop a chronologically secure knowledge of history. Begin to establish clear narratives within and across time periods studied. Begin to note connections, contrasts and trends over time. Have some understanding of	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 Continue to develop a chronologically secure knowledge of history. Begin to establish clear narratives within and across time periods studied.		
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	Begin to establish clear narratives within and across time periods studied. Begin to note connections, contrasts and trends over time. Have some understanding of relevant key vocabulary. Have some understanding of how knowledge of the past is constructed from a range of sources. Begin to select and organise relevant historical information. Answer (and sometimes ask) historically valid questions. Begin to understand that different versions of the past exist, giving reasons for this.		relevant key vocabulary. Have some understanding of how knowledge of the past is constructed from a range of sources. Begin to select and organise relevant historical information. Answer (and sometimes ask) historically valid questions. Begin to understand that different versions of the past exist, giving reasons for this.	Begin to note connections, contrasts and trends over time. Have some understanding of relevant key vocabulary. Have some understanding of how knowledge of the past is constructed from a range of sources. Begin to select and organise relevant historical information. Answer (and sometimes ask) historically valid questions.		
Geography		How has the geography of			What are mountain environments?	What are volcanoes and earthquakes?

		Manchester changed over time? Know how types of settlement, land use, topographical features, economic activity, the distribution of natural resources and the population of Manchester changed over time. Use maps, atlases, aerial photographs and fieldwork to support them with the above. 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.			To be able to identify key features of mountains? Know the names and locations of the key mountain ranges of the world and some of the highest mountains. Use maps, atlases and globes, along with computer mapping to assist them in their work. To know how mountains are formed. To understand features of the human geography of mountains.	Be able to define earthquakes and volcanoes. Know the difference between a mountain and a volcano. Know how volcanoes and mountains are different. Know the key physical features of volcanoes and earthquakes, including their formation and effects. Be able to identify these key physical features using maps, atlases, globes and digital/computer mapping. Know how a physical feature leads to a phenomenon (e.g.
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						earthquake causing a tsunami).
Science	ANIMALS INC HUMANS - describe the simple functions of the basic parts of the digestive system in humans - identify the different types of teeth in humans and their simple functions	SOUND - 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 and features of the object that produced it - find patterns between the volume of a sound and the strength the vibrations that produced it - know that sounds get fainter as the distance from the sound source increases - Understand how sound can be insulated	LIVING THINGS & HABITATS - 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 local and wider environment ANIMALS INC HUMANS - construct and interpret a variety of food chains, identifying producers, predators and prey <i>Interpret a food web</i> <i>understand the predator prey relationship</i> <i>know that some animals are herbivores, carnivores or omnivores</i>	MATERIALS & THEIR PROPERTIES - 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) <i>know what a solid is and some types of solid.</i> <i>know what a liquid is and some different types of liquid</i> <i>know what a gas is and different types of gas</i>	ELECTRICITY - identify appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - know if 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.	MATERIALS & THEIR PROPERTIES - identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. <i>Linking the water cycle and climate change</i> LIVING THINGS & HABITATS - recognise that environments can change and that this can sometimes pose dangers to living things <i>Natural and human changes to the environment</i> <i>How changes can be beneficial and harmful</i>

			• <i>know what vegan and vegetarian mean</i>	• <i>know the names of some liquids, gases and solids from the periodic table such as neon, hydrogen, nitrogen, methane</i> <i>know that some materials can be found in all three states such as water</i>	<i>Know what a cell is and its importance in a circuit</i>	
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	<u>Why were the Egyptians significant?</u> Look at a range of Egyptian art and artefacts. Discuss the themes and the skills of the Egyptian artists and craftspeople. Use knowledge of Egyptian art and hieroglyphics .	<u>How has the geography of Manchester changed over time?</u> Look at the work of a selection of British landscape artists, including Lowry. Compare to contemporary artist Jen Orpin.	<u>Why did the Anglo Saxons settle in England?</u> Look at a range of artefacts and discuss the skills of Saxon crafts people. Design a Saxon brooch to sculpt in clay and embellish with jewels.	<u>Why was there a struggle between Anglo Saxons and Vikings?</u> Look at the design and construction of Viking long ships. Discuss the range of different crafts and techniques that were used.		

	Learn how to make papyrus.	Create a watercolour painting of our local area.	Create a replica Anglo Saxon helmet using paper engineering techniques.	Survey a range of online construction kits for Viking boat models. Design and construct our own models from thin card. Imagine and design a new Viking god.		
Design and Technology		Textiles What kind of t-shirt should I make? Generate ideas, considering the purposes for which they are designing. Confidently make labelled drawings from different views, showing specific features. Develop a clear idea of what must be done, planning how to use materials,		Food Technology What kind of hummus should we have at our picnic? Children should know how to name and sort a wider range of foods into the 'eat well plate'. Know how to use a range of food preparation techniques (such as chopping,		Electrical Systems Designing a torch, giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas. Making a torch with a working electrical circuit and switch. Using appropriate equipment to cut and attach materials.

		equipment, and processes, and suggesting alternative methods of making, if the first attempts fail. Identify the strengths and areas for development in their ideas and products. When planning, consider the views of others, including intended users, to improve their work. Learn about designers who have developed ground - breaking products. Evaluate the key designs of individuals in design and technology. Sew using a range of different stitches.		measuring, blending, mixing). Know that a healthy diet is made up from a variety and balance of different food and drink from the 'eat well plate'. Know that to be active and healthy, food and drink are needed to provide energy for the body.		Assembling a torch according to the design and success criteria. Evaluating electrical products. Testing and evaluating the success of a final product.
Music	Pink Panther – accompanying films with music	Composing with colour	Fanfare for the common man	Spain	Pentatonic scales	The horse in motion

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

	together to make decisions I understand how democracy and having a voice benefits the school community	impression of someone changed when I got to know them	I can identify the contributions made by myself and others to the group's achievement	the liver, and also some of the reasons some people drink alcohol I can recognise when people are putting me under pressure and can explain ways to resist this when I want I know myself well enough to have a clear picture of what I believe is right and wrong	appreciation to the people and animals who are special to me	can apply it to changes I want to make in my life I can identify changes that have been and may continue to be outside of my control that I learnt to accept I can identify what I am looking forward to when I am in Year 5
MFL	Phonics 2 My Family	The Date	In the Classroom	At the Cafe	Do you have a Pet	Traditions and Celebrations