2026-2027 - Year 4

Curriculum Content on a Page

Autumn 2026	Spring 2027	Summer 2027
Autumn 1 – 8 weeks **Autumn 2 -7 weeks**	**Spring 1 – 6 weeks** **Spring 2 – 5 weeks**	**Summer 1 – 7 weeks** **Summer 2 – 6.5 weeks**
Who invaded and settled in the UK? 	**Rushing Rivers** 	**Why is Stratford Upon Avon famous?** 
Key vocabulary: Anglo Saxon Roman Viking invaded chariot emperor temple mosaic settlement paganism mediaeval Danelaw conquered rune Valhalla gladiator amphitheatre	**Key vocabulary:** erosion flood stream floodplain estuary waterfall source mouth sediment tributaries oxbow lake pollution transport capital trade sewerage meander	**Key vocabulary:** Catholic Protestant divorce reformation annul heir execution circumnavigate armada heresy galleon monarch monasteries reign queen monarchy Territories William Shakespeare Ann Hathaway Mary Arden
Love in Action- Diversity & inclusion	**Love in Action – Water equality**	**Love in Action – Power and governance**
Wow Day- Roman Workshop	Wow Day – Coombe Abbey River Study Wow afternoon – Severn Trent Water	Wow Day – Trip to Mary Arden's Farm, Stratford Upon Avon
Reading- Core texts	**Reading- Core texts**	**Reading- Core texts**
• Leon and the Place Between by Angela McAllister • Arthur and the Golden Rope by Joe todd-Stanton	• Flotsam by David Wiesner • The Journey by Francesca Sanna • Manfish by Jennifer Berne	• A Stage Full of Shakespeare Stories by Angela McAllistar • The Lost Happy Endings by Carol Ann Duffy • Leaf by Sandra Dieckmann
Reading – Complementary texts	**Reading – Complementary texts**	**Reading – Complementary texts**
• Beowulf – Michael Morpurgo • The Goose Guards – Terry Deary • The Lost Happy Endings – Carol Ann Duffy and Jane Ray • The Land of Roar – Jenny McLachlan	• The Wind in the Willows – Kenneth Grahame • The Rhythm of the Rain - Grahame Baker-Smith • I Talk Like a River – Jordan Scott	• Violet's Tempest – Clare Anganuzzi • A Stage Full of Shakespeare Stories – Angela McAllister & Alice Lindstrom • A Midsummer Night's Dream - Georghia Ellinas & Jane Ray

Writing

Autumn 1 – Leon and the Place Between by Angela McAllister

- We are writing a portal narrative to narrate.
- We are writing a persuasive magic show report to persuade.

Autumn 2 – Arthur and the Golden Rope by Joe todd-Stanton

- We are writing a myth narrative to narrate
- We are writing an information guide to inform

Spring 1 – Flotsam by David Wiesner and The Journey by Francesca Sanna

- We are writing a secret sea creature guide to explain
- We are writing a diary entry to recount

Spring 2 – Manfish by Jennifer Berne

- We are writing an invention narrative to narrate
- We are writing a biography to inform

Summer 1 – A Stage Full of Shakespeare Stories by Angela McAllistar and The Lost Happy Endings by Carol Ann Duffy

- We are writing an invention narrative to narrate
- We are writing a biography to inform

Summer 2 – Leaf by Sandra Dieckmann

- We are writing an outsider narrative to narrate
- We are writing a diary to inform

Maths - White Rose

Science

Working scientifically.
During the year pupils are taught to use practical scientific methods, processes and skills.

Autumn 1

Animals Including Humans

- Identify the different types of teeth in humans and their simple functions
- Describe the simple functions of the basic parts of the digestive system in humans
- Construct and interpret a variety of food chains, identifying producers, predators and prey.

Autumn 2

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 of the vibrations that produced it
- Recognise that sounds get fainter as the distance from the sound source increases

Spring 1

States of Matter

- 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.

Spring 2

Electricity

- 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
- 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

Summer 1

Living things and their 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
- Construct and interpret a variety of food chains, identifying producers, predators and prey

Summer 2

Living things and their 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
- Recognise that environments can change and that this can sometimes pose dangers to living things.

Art

Anglo-Saxon Banner/Bayeux tapestry

Textiles:

Apply one material to the surface of another a material (appliqué).

Create a simple design and transfer the main shapes to a paper pattern.

Use running stitch.

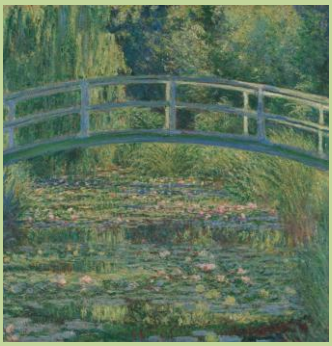
Talk about the work of important crafts and design people

Make a simple loom and use different materials to produce a range of weft threads.

Watercolour paintings

Painting

Mix paint and other materials to create detailed patterns and textures.
Use a wide range of painting techniques to create different effects.
Use knowledge of colour families to create contrast.
Create light and dark tones.



Artists: Monet, Impressionist painters

Tudor paintings

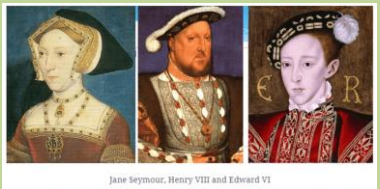
Drawing

Talk about the visual and tactile qualities of drawing and painting media.
Begin to explore perspective by overlapping lines and shapes, and by blurring the edges of distant shapes.
Use line drawings to show the size and relationship of shapes.
Use a viewfinder to isolate and record parts of an image.
Draw the outline of a simple figure.

Painting

Mix paint and other materials to create detailed patterns and textures.
Use a wide range of painting techniques to create different effects.
Use knowledge of colour families to create contrast.
Create light and dark tones.
Identify complementary colours

Artists:
Hans Holbein



Jane Seymour, Henry VIII and Edward VI





Values

Autumn 1 – Thankfulness and Rosponsibility **Autumn 2 – Love and Preparation**	**Spring 1 – Perseverance and Loyalty** **Spring 2 – Trust and Courage**	**Summer 1 – Collaboration and Diversity** **Summer 2 – Inclusion and Justine**

Computing – Project Evolve Online Safety- Bespoke

Self-Image and Identity /Copyright and Ownership Google Docs – Word Processing **Online Relationships** Coding (4.1)	**Online Reputation** Hour of Code **Online Bullying** Spreadsheets (4.3)	**Managing Online Information** MOVIE TRAILERS iPads – iMovie Effective Search (4.7) **Health, Well-being and Lifestyle/Privacy and Security** SCRATCH Hardware Investigators (4.8)

Design and Technology

Roman horse drawn chariot (Autumn 1)

Axels

- Construct cuboids of different sizes from a net.
- Attach a fixed axle to a chassis and add wheels ensuring that they can move freely.
- Construct a pulley that allows a load to travel horizontally along a rope.



Bridges (Spring 2)

Structures

- Deconstruct and assemble the net of a range of basic 3D shapes.
- Join 2D frames to create 3D structures.
- Make rectangular frames of different sizes using strip wood, reinforcing with cross braces.
- Use a range of materials to make joints.

Tudor food (Summer 2)

Food technology

- Gain an understanding of the ways in which specific food groups apply to the principles of a health and varied diet.
- Identify what needs to be done in order to work safely and hygienically when working on a range of tasks.
- Convert measure and weigh using standard and imperial units.
- Give reasons for the way in which food processing can affect the taste, appearance, texture and colour of food.



History

Romans, Anglo-Saxons and Vikings

This could include:

- the Roman Empire and its impact on Britain
- Britain's settlement by Anglo-Saxons
- the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor

- Use interpretations, pictures and written sources to build a picture about the past.
- Give reasons why peoples account of the same event may be different.
- Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666.
- Describe how the past has been divided into different periods of time.
- Use the terms BC and AD to locate dates of invasion and occupation.
- Explain reasons for placing objects, people and events in a particular order.
- Identify common themes and features.
- Compare and contrast the ways of life of people from different historical periods.
- Compare and describe features of life now and in the past beyond living memory.
- Describe and give reasons for the changes and differences in lifestyle in the past and present.
- Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale.
- Identify and describe key events in their life from a range of sources of information.

The Tudors

- A local history study – the Tudors
- Use a range of information to ask and answer questions about the past
- Give reasons why peoples account of the same event may be different.
- Talk about sources of information that contain negative views and accounts.
- Use dates and historical terms to describe historical periods, e.g. The Victorians, the Great Fire of London 1666.
- Describe features of historical events beyond living memory.
- Explain and give reasons for events in the present and past.
- Use a range of sources of information to find out about a significant historical person from a historical period, e.g. Queen Elizabeth I, Florence Nightingale.
- Identify and describe key events in their life from a range of sources of information.
- Talk about and give reasons for the actions of, and events in the life of a well-known historical person.

Geography		
• Name and locate counties and cities of the United Kingdom	• Name and locate counties and cities of the United Kingdom • Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities • geographical regions (continents) and identifying human and physical characteristics, key topographical features (including rivers); and understand how some of these aspects have changed over time • describe and understand key aspects of: physical geography, including: rivers and the water cycle • Talk about and describe features of localities beyond the local area, including a region within the United Kingdom. • Identify a range of simple physical processes, e.g. rivers.	• Use world maps, atlases and globes to identify world countries, continents, oceans and capital cities • Follow a route on a map from a familiar location within the local environment to another location, using four-figure grid referencing, and/or 8 points of a compass. • Identify a range of simple human processes, e.g. types of settlement and land use.
Music – Charanga		
• Momma Mia • Glockenspiel Stage 2	• Stop • Lean on me	• Blackbird • Reflect, Rewind, Replay
PE		
Autumn 1 • Indoor - Dance • Outdoor – OOA **Autumn 2** • Indoor – Yoga • Indoor – Fitness	**Spring 1** • Indoor - Gymnastics • Outdoor – Swimming **Spring 2** • Outdoor - Hockey • Outdoor - Athletics	**Summer 1** • Outdoor - Netball • Outdoor – Tennis **Summer 2** • Outdoor - Cricket • Outdoor - Football
German		
• Welcome to school • My local area	• Family tree • Carnival and body	• Feeling unwell Jungle • Summertime
PSHE - Jigsaw		
• Being Me In My World • Celebrating Difference	• Dreams and Goals • Healthy Me	• Relationships • Changing Me
RE – Understanding Christianity and Diocese of Coventry agreed syllabus		
• How might your worldview lead you to do hard things for good reasons? • Christian Worldviews	• What is the Trinity? (Incarnation) • What or who is 'God' and how is the divine understood in theistic worldviews?	• Do you have to be part of a faith community to hold an organised worldview? • How have religion and history entwined in this area?