



Y4 2024-2025

Below is the range of experiences and activities that the children will do throughout the year. This is how we will bring our curriculum to life and provide learners with as many cross-curricular, meaningful and memorable experiences as possible.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Greece is the word!		European Explorers	The road to Rome		Coastal Erosion
	European Explorers (15 weeks)		(6 weeks)	(11 weeks)		(7 weeks)
Enrichment Experiences						
British Values and SMSC	Service	Trust/Trustfulness				
English – Writing (Literacy Tree)	The Baker by the Sea (3 Weeks) Odd and the Frost Giants (3 Weeks)	The Lion and the Unicorn (3 + Weeks) The Lion the Witch and the Wardrobe (4 Weeks)	The Lion the Witch and the Wardrobe (cont..) Until I met Dudley (2 Weeks)	Jabberwocky (2 Weeks) Farther (3 Weeks)	Varmints (3 + Weeks) Westlandia (3 Weeks)	Pride: The story of Harvey Milk and the Rainbow flag (2 Weeks) The Matchbox Diary (3 Weeks)
English – Reading (Pathways)	Rise up: Ordinary kids with extraordinary stories	Greek Myths	DKfind out! Volcanoes	Ariki and the Island of Wonders	Fantastically Great Women who saved the Planet/Plastic Pollution	A Myth-Hunter's Travel Guide
Spelling	Words with aw spelt with augh and au e.g. caught Adding the prefix in (meaning not or into) e.g. inactive Adding the prefix im (before a root word starting with m or p) e.g. immature Adding the prefix il (meaning not) e.g. illegal Homophones and near homophones e.g. medal, meddle Words with shun endings spelt with sion (if root word ends in se, de, or d) e.g. division, invasion	Words with a shuhn sound spelt with sion (if root word ends in se, de or d) e.g. expansion, conclusion Words with a shuhn sound spelt with ssion (if root word ends in ss or mit) e.g. expression, permission Words with a shuhn sound spelt with tion (if root word ends in te ot t or has no definite root) e.g. invention, question Words with a shuhn sound spelt with cian (if root word ends in c or cs) e.g. musician, mathematician Words with an ough to make a long o, oo, or sound e.g. though Statutory spelling words e.g. interest	Homophones and near homophones e.g. accept, except Homophones and near homophones e.g. cereal, serial Nouns ending in suffix ation e.g. information Nouns ending in suffix ation e.g. creation Adding prefixes sub and super e.g. submerge, supervise	S sound spelt sc e.g. science Soft c spelt ce e.g. centre Soft c spelt ci e.g. circle Word families e.g. phone, microphone Word families e.g. solve, solution Statutory spelling words e.g. length	Adding the prefix inter (meaning between or among) e.g. international Adding the prefix anti (meaning against) e.g. anticlockwise Adding the prefix auto (meaning self or own) e.g. autograph Adding the prefix ex (meaning out) e.g. exit Adding the prefix non (meaning not) e.g. non-stick Words ending in ar and er e.g. calendar, consider	Adding the suffix ous (no change to root word) e.g. dangerous Adding the suffix ous (no definite root word) e.g. tremendous Adding the suffix ous (words ending in y become i and words ending in our become or) e.g. various, humorous Adding the suffix ous (words ending in e, drop the e, but not the ge) e.g. famous, courageous Adverbials of frequency and possibility e.g. regularly Adverbials of manner e.g. awkwardly
	<ul style="list-style-type: none"> • Can I use further prefixes and suffixes and understand how to add them? • Can I spell further homophones? (<i>accept/except, affect/effect, ball/bawl, berry/bury, brake/break, fair/fare, grate/great, groan/grown, here/hear, heel/heal/he'll, knot/not, mail/male, main/mane, meat/meet, medal/meddle, missed/mist, peace/piece, plain/plane, rain/rein/reign, scene/seen, weather/whether, whose/who's</i>) • Can I spell words that are often misspelt? • Can I place the possessive apostrophe accurately in words with regular singular plurals and in words with irregular plurals? 					



Y4 2024-2025

	<ul style="list-style-type: none"> • Can I use the first two or three letters of a word to check its spelling in a dictionary? • Can I spell at least 45 words out of the 53 Year 4 statutory spelling list? • Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far. 					
<p>Punctuation and Grammar</p>	<p><u>Vocabulary, Grammar and Punctuation</u></p> <ul style="list-style-type: none"> • Can I extend the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although? • Can I use the present perfect form of verbs in contrast to the past tense? • Can I choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition? • Can I use conjunctions, adverbs and prepositions to express time and cause? • Can I use fronted adverbials? • Can I indicate possession by using the possessive apostrophe with plural nouns? • Can I use inverted commas to punctuate direct speech? <p>Learning the Grammar for Y4:</p> <p>(4) Can I understand the grammatical difference between plural and possessive –s?</p> <p>(4) Can I use the Standard English forms for verb inflections (we were instead of we was)?</p> <p>(4) Can I use noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases (e.g. the teacher expanded to: the strict maths teacher with curly hair)?</p> <p>(4) Can I use fronted adverbials ?(Later that day, I heard the bad news)</p> <p>(4) Can I use of inverted commas and other punctuation to indicate direct speech (i.e. a comma after the reporting clause; end punctuation with inverted commas. The conductor shouted, "Sit down!")</p> <p>(4) Can I use of commas after fronted adverbials?</p> <p><u>Handwriting</u></p> <ul style="list-style-type: none"> • Can I use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left un joined? • Can I increase the legibility, consistency and quality of their handwriting? 					
<p>Maths (White Rose)</p>	<p>Number: Place Value</p> <p>Number: Addition and Subtraction</p>	<p>Measurement: Length and Perimeter</p> <p>Number: Multiplication and Division</p>	<p>Number: Multiplication and Division</p> <p>Measurement: Area</p> <p>Number: Fractions</p>	<p>Number: Fractions</p> <p>Number: Decimals</p> <p>Consolidation</p>	<p>Number: Decimals</p> <p>Measurement: Money</p> <p>Measurement: Time</p> <p><i>Statistics</i></p>	<p>Geometry: Properties of Shape</p> <p>Geometry: Position and Direction</p> <p>Consolidation</p>
<p>Geography</p>		<p>Autumn term continuing into spring if needed– My Region and the South Aegean (Gr)</p>	<p>Marvellous Manchester (Gr)</p>			<p>Coastal Erosion (Gr)</p>
<p>History</p>	<p>Ancient Greece – a study of Greek Life and achievements and their influence on the western world.</p>			<p>The Roman Empire and its impact on Britain</p>		
<p>Science (Kapow)</p>	<p>States of matter (6 lessons)</p>	<p>Electricity and circuits (6 lessons)</p>	<p>Digestion and Food (6 lessons)</p>	<p>Sound and vibrations (6 lessons)</p>	<p>Classification and changing habitats (6 lessons)</p>	<p>Making connections: How does the flow of liquids compare? (6 lessons)</p>
<p>Art & Design (Kapow)</p>	<p>Drawing – Power prints (5 lessons)</p>		<p>Painting and mixed media - Light and Dark (5 lessons)</p>	<p>Sculpture and 3D – Mega Materials (5 lessons)</p>	<p>Craft and design – Fabric of Nature (5 lessons)</p>	



Y4 2024-2025

D&T (Kapow)	Food – <i>Adapting a recipe</i> (6 lessons)	Electrical systems – <i>Torches</i> (4 lessons)		Structures – <i>Pavilions</i> (4 lessons)		Textiles – <i>Fastenings</i> (4 lessons)			
Music (Charanga)	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay			
MFL (Language Angels)	Phonetics lesson 2 (C) The Classroom	At the Cafe (I)	My Home (I)	Goldilocks (I)	Clothes (I)	The Olympics (I)			
RE	BELIEVING Why is Jesus inspiring to some people? (Christians)	EXPRESSING Why do some people think life is a journey? (Christians, Hindu, Jewish, Non-religious)	LIVING What does it mean to be a Hindu in Britain today? (Hindu)	LIVING What can we learn from religions about what is right and wrong? (Christians, Hindus, Jewish, Non-religious)	LIVING How do family life and festivals show what matters to Jewish people? (Jewish)				
Computing	Computing systems and networks – The Internet	Creating media – Audio production	Programming A – Repetition in shapes	Data and information – Data logging	Creating media – Photo editing	Programming B – Repetition in games			
PE	Basketball Fitness	Football Dance	Hockey Gymnastics	Dance Tennis	Gymnastics Tennis	Athletics Rounders			
PSHE & RSE	Relationships		Living in the wider world			Health and Wellbeing			
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life