



Y4 2025-2026

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	Creativity	Peace	Trust	Forgiveness	Justice	Thankfulness
English – Writing (Literacy Tree)	Farther Odd and the Frost Giants	The Lion and the Unicorn The Lion the Witch and the Wardrobe	The Lion the Witch and the Wardrobe (cont..) Granny came here	Jabberwocky The ever changing earth	Varmints Riddle of the Runes	Pride: The story of Harvey Milk and the Rainbow flag Matchbox Diary
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 (ELS)	Introduction: sent, heal scribe act note favour exper	know cent centre cid nat lieve	gram letter c and letter string sc as /s/ ch letter string gue and que letter strings The extra u Double consonants	Prefix: pro- Prefixes: ad-, ap-, ar- Prefixes: con-, com- min breath	reg ord spec image pare popul	pose cas pecu Suffixes: -ar, -er Additional morphemes: libr, land, oft, mater, fruit
	<ul style="list-style-type: none"> Can I use further prefixes and suffixes and understand how to add them? Can I spell further homophones? (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) 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? 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. 					
Punctuation and Grammar	<u>Vocabulary, Grammar and Punctuation</u> <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? 					



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	<ul style="list-style-type: none"> 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? 					
Maths (White Rose)	Number: Place Value Number: Addition and Subtraction Measurement: Area Number: Multiplication and Division A Consolidation		Number: Multiplication and Division B Measurement: Length and Perimeter Number: Fractions Number: Decimals A		Number: Decimals B Measurement: Money Measurement: Time Consolidation Geometry: Shape <i>Statistics</i> Geometry: Position and Direction	
Geography		Autumn term continuing into spring if needed– My Region and the South Aegean (Gr)	Marvellous Manchester (Gr)			Coastal Erosion (Gr)
History	Ancient Greece – a study of Greek Life and achievements and their influence on the western world.			The Roman Empire and its impact on Britain		
Science (Kapow)	States of matter (6 lessons)	Electricity and circuits (6 lessons)	Digestion and Food (6 lessons)	Sound and vibrations (6 lessons)	Classification and changing habitats (6 lessons)	Making connections: How does the flow of liquids compare? (6 lessons)
Art & Design (Kapow)	Drawing – <i>Power prints</i> (5 lessons)		Painting and mixed media - <i>Light and Dark</i> (5 lessons)	Sculpture and 3D – <i>Mega Materials</i> (5 lessons)		Craft and design – Fabric of Nature (5 lessons)



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D&T (Kapow)	Cooking – <i>Adapting a recipe</i> (6 lessons)	Electrical systems – <i>Torches</i> (4 lessons)	Textiles – <i>Fastenings</i> (4 lessons)		Structures – <i>Pavilions</i> (4 lessons)				
Music (Charanga)	Mamma Mia!	Glockenspiel Stage 2	Stop!	Lean on me	Blackbird	Reflect, Rewind and Replay			
Music (SMS)	Rhythm and composition 2 Ternary ABA cat / monkey / rest / cow / armadillo / elephant	Ensemble singing and performance	Playing and Performing instruments 2	Ensemble singing and performance with instruments	Inter-related dimensions of music 2 Programme Music	Musical appreciation and singing (ensemble, solo, duet and small group performance)			
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, Hindus, 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)		
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