St Barnabas Church of England Primary Academy

A member of CDARI

'That they shall have life, life in all its fullness!' John 10:10

'Achieving great things through learning and growing together in a love-filled Christian family'

Year 4 Autumn 2 2026 Curriculum Overview

Reminders and Homework

Homework in Year 4 will consist of reading at least three times per week at home, learning spellings and revising times tables. Please can all parents/carers ensure that the school reading records are signed, dated and page numbers added, so that when following up in class, we know where the children are up to. (Children can sign their own reading records but parents/carers MUST also do so at least once per week (Thursday - Thursday).

Reading books can be changed when the children have completed their books and they will be reminded in class to complete the book change sheet on a daily basis.

Spellings will be given out on a Friday. These can be revised by completing the spelling log at home, alongside the input in class that we do every day to ensure understanding of spelling patterns etc. If you misplace spellings, please see our class dojo page as these will be posted at the end of each new week.

Please also ensure your child practises their times tables three or more times per week on Times Tables Rockstars . This will also be checked Thursday - Thursday. Some children will be asked to complete a Times Table Intervention in school if this cannot be completed at home. The official government multiplication check will take place in June 2027, which is the first week back after the May/June half term.

Our PE days for this half term will be on a Monday and a Thursday. All children should come to school in full PE kit on these days. Hair which is past shoulder length must always be tied up and jewellery must not be worn in school either.

English

Key Vocabulary

Character & Emotion: isolated, excluded, unfamiliar, peer, newcomer, outsider, belonging, perspective, empathy, vulnerable, distinct, detached, invisible Structure & Organization: introduction, subheading, section, subheading, paragraph, concluding statement, fact, summary Word & Possession: inflection, tense, singular, plural, possessive apostrophe, ownership, suffix Sentence & Adverbials: fronted adverbial, comma, preposition (time and place: *before, after, during, in, beneath, across*), noun phrase, modifying adjective, noun modifier .Cohesion & Organization: cohesion, pronoun, noun, repetition, reference, theme, transition

Key Learning

Vehicle Text:

Leaf

Writing Outcomes & Writing Purposes Narrative Outcome: Outsider Narrative Purpose: To narrate Non-fiction Outcome: Information Report Purpose: To inform Grammar: Word Build on previous units & focus on: Verb inflections ('we were' instead of 'we was') Develop understanding of grammatical difference between plural and possessive –s. Indicating possession by using the possessive apostrophe with plural nouns. Grammar: Sentence Build on previous units & focus on: Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions Fronted adverbials Develop understanding by expressing time and place using prepositions e.g. before, after, during, in etc. (Y3 consolidation) Grammar: Text Nouns or pronouns to aid cohesion and avoid repetition Paragraphs to organise ideas around a theme Grammar: Punctuation Build on previous units & focus on: Using commas after fronted adverbials

Maths

Key Vocabulary

- Measurement - area;measure; calculate; perimeter; millimetres; centimetres; metres; kilometres; diameter; rectilinear; surface
- Multiplication and Division - multiply; divide; measure; calculate; solve; factor pairs; decimals; partitioning; formal

methods; check; accuracy; problem; remainders; integers.

Key Learning

- **Measurement - area -**Measure and calculate the perimeter of a rectilinear figure(including squares) in centimetres and metres; Know area is a measure of surface within a given boundary; Find the area of rectilinear shapes by counting squares
- **Multiplication and Division -** Choose an appropriate strategy to solve a calculation based upon the numbers involved (recall a known fact, calculate mentally, use a jotting, written method); Recognise and use factor pairs and commutativity in mental calculations; Recall multiplication and division facts for multiplication tables up to 12 × 12; Use partitioning to double or halve any number, including decimals to one decimal place; Use place value, known and derived facts to multiply and divide mentally, including:- multiplying by 0 and 1- dividing by 1- multiplying together three numbers; Multiply two-digit and three-digit numbers by a one-digit number using formal written layout; Divide numbers up to 3 digits by a one-digit number using the formal written method of short division and interpret remainders appropriately for the context; Use estimation and inverse to check answers to calculations and determine, in the context of a problem, an appropriate degree of accuracy; Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, division (including interpreting remainders), integer scaling problems and harder correspondence problems such as n objects are connected to m objects.

Religious Education (RE)

Key Vocabulary

- Jesus, light, candles, Christingle, Light of the World, Saviour and incarnation, Dreidel, Hanukkah, Hanukiah, Jerusalem, Temple.

Key Learning

- **Christmas - Light** - Pupils will understand and explore the Christian belief that Jesus is the 'Light of the World'. They will explore the multi-faceted metaphor of bringing light into people's lives.

Science

Key Vocabulary

- Small intestine, digestive system, oesophagus, large intestine, stomach, liver, peristalsis, saliva,absorb, gall bladder, jaw, gum, incisors, canines, molars, plaque, tooth decay, enamel, cavity, fluoride, producer, consumer, predator, prey, ecosystem, food web, tundra, hide, interdependence, threatened.

Key Learning

- **Animals including humans -** Children will learn how to: 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; and finally, construct and interpret a variety of food chains, identifying producers, predators and prey.

History

Key Vocabulary

- Apprentice, childhood, class, continuity, deduction, law, master, modern, poorer, poverty, servant, significance, wealthier, working conditions.

Key Learning -

- **How have children's lives changed? -** Make inferences and deductions from primary and secondary sources. Explain why children needed to work. Identify the jobs Tudor and Victorian children had. Describe the working conditions of Tudor and Victorian children. Identify how Lord Shaftesbury changed the lives of children and evaluate the impact of his work. Use sources to identify leisure activities and compare them over time. Identify diseases past children suffered from and discuss how effective the treatments were.

Design and Technology

Key Vocabulary

- Analyse; explore; fabric, sewing; skills; stockings; design; research; develop; criteria; innovative; functional; appeal; product; annotate; sketch; prototype; pattern; diagram; cutting; shaping; construct; materials; product.

Key Learning

Textiles - Christmas Stockings - To explore and analyse existing products; To explore different ways to join fabric using

sewing skills; To begin to add decoration to fronts of stockings e.g. bells/ribbon/felt; use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups; generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces and computer-aided design; select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately; select from and use a wider range of materials and components, including construction materials, textiles and ingredients, according to their functional properties and aesthetic qualities; investigate and analyse a range of existing products; evaluate their ideas and products against their own design criteria and consider the views of others to improve their work

Physical Education (PE)

Key Vocabulary

Dodgeball - Dodge: Moving the body quickly out of the way of an incoming ball using agility and fast footwork.Duck: Bending the knees and lowering the body quickly to let a high throw pass overhead. Block: Using a ball held in your hands to deflect or shield yourself from an opponent's throw. Catch: Securing a thrown ball firmly in your hands or chest before it hits the ground, eliminating the thrower and bringing a teammate back into the game. Throw: Launching the ball toward an opponent with speed, power, and accuracy using an overarm or underarm motion. Deflect: Changing the direction of an incoming ball by blocking it with a held ball.

Dance - travelling; character; varied; pathways; planned pathway; create; sequence; link; performance; character skills; explore; qualities

Key Learning -

- **Dodgeball -**.Pupils will be able to apply a secure understanding of dodging, throwing, jumping, ducking and catching skills to outwit their opponents and win the game. Pupils will demonstrate an understanding of the importance of apply skills at the right time (where, when and why) in order to win a game. Pupils will develop life skills such as encouragement and cooperation as they collaborate with others and apply the rules of the game. Pupils will continue to develop and apply life skills such as integrity and self motivation as they strive to improve their own performance and understanding.

- **Dance -Dance Around the World.** Select travelling actions to convey different characters, along varied pathways; To use a range of travelling steps following a planned pathway; To create a sequence with a partner; To link sequences together; To create a mirrored sequence with a partner that tells a story; To explore the qualities of different characters; To create a full performance from both of the sequences made and demonstrate strong character skills throughout.

Personal, Social and Health Education (PSHE)

Key Vocabulary

- challenge; labelled; confidence; stereotype; negotiate; unique; positive; compromise; label; prejudice; differences; invade; similarities; respect
- **Valuing Difference** -Recognising and Celebrating Difference (Incl Religions and Cultural Difference)
  How are people different, besides how they look? Does being different cause problems? Why?
  Can people being different be positive? Why? Understanding and Challenging Stereotypes How do we label people?
  Why do we label people? What is a stereotype? How does someone feel if they have been labelled?
  Does labelling someone change them or affect them? Why is it important to challenge stereotyping?

Computing

Key Vocabulary

- Programming; Swift; Blockly; Algorithm; Function; Variable; Random; Repeat; Computational Thinking; Decompose, Pattern; Abstraction; Conditional

Key Learning

- **iProgram - iFunction** - Pupils will learn how to understand each function and if they combine many of the functions, they can create a bigger, more powerful algorithm for many uses. They will learn about different types of functions and their role in an algorithm.

Music

Key Vocabulary

- Instrument & Origins: Steel pan, percussion, instrument, origin, genre
  Performance & Technique: Hit, playing technique, ensemble, performance, rhythm
  Musical Characteristics & Aural Skills: Aural, characteristic, recognise, rhythmically, musically

Key Learning

- **Steel Pans - L1**

  Children will explore the steel pan and its origins. The pupils will learn a number of different hits to perform on the steel pan and accompanying percussion instruments. Each week they will look into a different genre that uses the instrument and explore the different musical characteristics with a view to being able to recognise some of them by ear at the end of the course. As well as developing their aural skills, participants will be introduced to more advanced playing techniques and work as a class ensemble to perform pieces that gradually get more complex rhythmically and musically.

French

Key Vocabulary

- le visage, les oreilles, les yeux, le nez, la bouche, les dents, les cheveux, la tête, le bras, la jambe, la main, le pied, l'estomac/le ventre, la tête, le genou, les épaules, 'Où as-tu mal?', 'J'ai mal', 'Comment ça va?', ça va bien/ mal, j'ai la varicelle, j'ai mal partout, je suis malade, j'ai de la fièvre, je suis enrhumé, je suis fatigué(e), j'ai chaud, j'ai froid, j'ai envie de vomir, je tousse, allez à la pharmacie, allez chez le dentiste, prenez de sirop, sucez des pastilles pour la gorge, restez au chaud, prenez de l'aspirine, mettez un pull, restez au lit

Key Learning

- **Body parts and feeling unwell** - Pupils will learn the vocabulary for different parts of the body through games and songs. Pupils will practise the conjugations of the verb 'to have' in the context of talking about having body parts. Pupils will learn how to say what specific body parts hurt. Pupils will also revise and use previously learnt vocabulary such as numbers, colours, and the alphabet.

Enrichment

- "Elf and Safety" performance at Darwen Library Theatre.
- Y3/4 Sportshall Athletics Club
- Y3/4 Gifted & Talented Gymnastics Club
- Enrichment Thursday Craft with Miss Carol
- Design and Technology Stocking Making Crafty Club
- Wellbeing Warrior and WOW Ambassador Initiatives
- Local visit to India Mill linked to History - Victorian Children
- Church visits