



St Barnabas

Church of England Primary Academy

A member of **CTDARI**

**'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 Summer 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 continue to 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 during the week commencing 8th June, which is the first week back after the May/June half term.

Our PE days for this half term will be on a Tuesday 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

- Invention Stories (Manfish)- allowance, villainous, manfish, dove, camouflaged, glided, blueprints, unpredictable, anticipation, mysterious, reassured, vision, miraculously, persevered, determined, abyss, scoffed, sneered, determiner, pronoun, possessive pronoun, adverbial.
- Biography (Jacques Cousteau) - contributions, decades, legacy, unparalleled, intrigued, transmitted, pioneering, prestigious, acclaimed, recognition, broadcasts, scholarship, knighthood, determiner, pronoun, possessive pronoun, adverbial.

Key Learning

- **Invention Stories (Manfish) - To narrate**
- **Biography (Jacques Cousteau) - To recount**

Pupils will: Develop understanding of standard English forms for verb inflections instead of local spoken forms; expand noun phrases by the addition of modifying adjectives, nouns and prepositions; use fronted adverbials followed by a comma, use nouns and pronouns to aid cohesion and avoid repetition; use paragraphs to organise ideas around a theme; use of a comma after the reporting clause and use of end punctuation within inverted commas (for invention stories only).

Maths

Key Vocabulary

- Time - years, months, weeks, days, hours, minutes, seconds, convert, analogue, digital, 24 hour clock.
- Shape - regular, irregular, polygons, equilateral, triangle, squares, lengths, equal, angles, perimeter, line of symmetry, 2D, 3D, orientation, reflect, symmetric, figure, pattern.
- Position and Direction - quadrant, coordinates, polygons, translate

Key Learning

Time - To understand: Years, months, weeks and day Hours, minutes and seconds, Convert between analogue and digital times, Convert to the 24 hour clock, Convert from the 24 hour clock

Shape - Identify regular polygons, including equilateral triangles and squares, as those in which the side-lengths are equal, and the angles are equal. Find the perimeter of regular and irregular polygons, Identify line symmetry in 2D shapes presented in different orientations. Reflect shapes in a line of symmetry and complete a symmetric figure or pattern with respect to a specified line of symmetry.

Position and Direction - Draw polygons, specified by coordinates in the first quadrant, and translate within the first quadrant.

Religious Education (RE)

Key Vocabulary

- church, chapel, cathedral, sacrament, vicar, curate, priest, minister, worship, holy, sacred, Mosque, Minaret tower, Temple, Synagogue, Ark, Gurdwara, and Langar.

Key Learning

- In this unit pupils will deepen their understanding of how the church lives out the GOSPEL and contributes to the building of the KINGDOM OF GOD. They will learn that: not all church buildings are the same but have similar features according to denomination; Peter and the disciples 'built' the church after the events of Pentecost; Christianity is a world-wide

multi-cultural faith; the Bible gives guidance to the church about behaviour and attitudes; world faiths have different places of worship and the names of those buildings, key features and the worship that takes place there.

- Pupils will be taught to: use religious vocabulary to name features of the church building; talk about their significance and link to the Bible. identify similarities and differences between churches and denominations worldwide; ask good questions about the similarities and differences between different denominational practices; make links between values and beliefs and behaviour; talk knowledgeably about places of worship, the features of the building and the worship that takes place there.

Science

Key Vocabulary

- States of Matter - thermometer, melting point, boiling point, freezing point, solid, liquid, gas, condensation, evaporation, particles, water vapour, substance

Key Learning

- **States of Matter** - Compare and group the three states of matter, explore how particles behave, investigate melting points, explore freezing and boiling points, explore evaporation and condensation, understand the water cycle.
- Children will work scientifically by - comparing, grouping, observing, measuring and researching.

Geography

Key Vocabulary

- Rivers - water cycle, river, stages, features, land use, changes, source, mouth, recognise, explain, human activity, affect, flooding, communities, characteristics.

Key Learning -

- **Rivers** -Describe the water cycle, explain what a river is and locate the world's longest rivers on a map, Describe how rivers are used around the world, Identify the stages and features of a river, and the way that land use changes from the

source to the mouth, Recognise and explain how human activity affects rivers, Recognise and explain how flooding affects communities, Identify the key characteristics of one of the world's longest rivers.

Art

Key Vocabulary

- Formal Elements of Art - Mark making, charcoal, abstract, create, patterns, techniques, print, block, texture, coating, geometric, mathematical, colour, repeating, symmetrical, figure, reflection, compass, arcs, recreate
- **Formal Elements of Art** - To develop a range of mark-making techniques, I can experiment with charcoal to create different textures and effects, I can express the meaning of words and phrases in an abstract way using an appropriate charcoal technique, To create patterns using printing techniques, I can make a printing block using playdough, I can press an object into the block to create texture and pattern, I can print using my playdough block by: coating the surface in ink and placing paper over the block and pressing with my hand, To create patterns using a stamp: I can make my own stamp using geometric and mathematical shapes, I can use my stamp to create prints, I can make my prints unique through my use of colour and pattern, When printing I have tried to use: Repeating patterns, Symmetrical patterns, A simple symmetrical figure, To create patterns using reflection and symmetry: I can apply mathematical techniques of reflection and symmetry to my artwork to create a flip pattern, To create a geometric pattern, I know that a compass is used to make circles, I can use a compass safely and accurately to divide a circle into arcs to recreate the flower of life pattern, I know that people have used the flower of life pattern for thousands of years.

Physical Education (PE)

Key Vocabulary

- Striking and Fielding -Rounders - Key Field Positions, Batter: The player standing in the batting square attempting to strike the ball.Bowler: The player in the bowling square who delivers the ball underarm between the batter's knee and shoulder height.Backstop: A fielder positioned behind the batter to catch any missed balls or backwards hits.Deep Fielder: A player positioned further out in the field to catch or retrieve long hits.
- Games - Net/wall -Core Task 2 - consolidate, throw, actions, practice, improve, strike, simple tactics, simple games, develop, range, skills.

Key Learning -

- **Striking and Fielding (Rounders)-** To know how to use : Striking: Hitting the ball with the bat using momentum from both the arms and legs.Bowling: A smooth underarm action used to deliver the ball accurately to the batter.Long Barrier: A defensive fielding technique where a player bends their knees and uses their body as a "barrier" to stop a rolling ball.Tracking: Moving the body to stay in line with the ball as it moves across the field.
- **Games - Net/Wall (Tennis)** -To know why warming up is important, To consolidate throwing actions, To suggest ideas and practices to improve their play, Strike the ball using their hand or small bat, Strike the ball using their hand or small bat, Choose a range of simple tactics to use in a simple game, To develop range of striking skills suitable for net/wall type activities.

Personal, Social and Health Education (PSHE)

Key Vocabulary

- Growing and Changing - breasts testicles womb choice civil partnership sperm enjoy penis hormones pubic hair; periods; marriage; love; puberty; live together; civil partnership; uncomfortable feelings; menstruation; vagina; vulva; compromise; share; ovaries; wet dreams

Key Learning

- Growing and Changing - Body Changes During Puberty ; What parts of the body are the same for girls and boys? What parts of the body are different for girls and boys? How do some parts of the body change during puberty? Managing Difficult Feelings: What feelings might someone have during puberty? Why might someone have difficult feelings during puberty? What are good ways to compromise? Relationships, Including Marriage ;Why do some people choose to get married? Who can get married and how old do they need to be? Why do some people choose to have a civil ceremony? Why do some people choose to live together?

Computing

Key Vocabulary

- Junior Jam - i-Tech - iCSI Evidence Trace - Crime Scene; CSI; Reconstruction; EvoFit; Eyewitness; Reliability; Case Summary; Witness Statement; Mind Maps; Evidence; GPS Tag; Motive; Floor Plan; Fingerprints (Whirl, Loop, Arch, Accidental, Composite, Tented Arch, Patent/ Latent).

Key Learning

- **Junior Jam - i-Tech - iCSI Evidence Trace** - Throughout iTech Level 2 iCSI pupils will learn how technology is used within police departments and links teams to help them solve crimes. Pupils will know how fingerprints are taken, and how they can be used. They will take samples of their own fingerprints and analyse a fingerprint database to see if they can match their prints. Pupils will learn about evidence logging databases, Photo Fit IDs, GPS tags and how to present information.

Music

Key Vocabulary

- Junior Jam - Electric Drums L1 - Percussion, Kick, Snare, Hi Hat, Crotchet, Quaver, Rest, Pedal, Standard Time, Half Time,

Genre, Off Beat.

Key Learning

- **Junior Jam - Electric Drums L1** - Over this course the pupils will be able to play steady drumbeats using three different sections of a drum kit, either as soloist, pairs or an ensemble. They will be able to compose their own musical parts by utilizing different drums and cymbals across their drum kit, as well as sight read rhythms composed by other groups.

French

Key Vocabulary

- Junior Jam - Holidays and Activities - Espagne, Angleterre, Pays de Galles, Écosse, Irlande, Italie, Portugal, Grèce, France, printemps, été, automne, hiver, aller, je vais, tu vas, il/elle va, nous allons, vous allez, ils/elles vont, 'Où vas-tu pendant les vacances?', 'Je vais (pays), avec mon (membre de la famille) et nous allons dans (transport)', ma famille, mes parents, ma mère, mon père, mes grands-parents, ma grand-mère, mon grand-père, mon frère, ma sœur, mon oncle, ma tante, mes cousins, en voiture, en avion, en van, en train, en bus, en bateau, j'adore, j'aime, je n'aime pas, je déteste, Qu'aimes-tu faire pendant les vacances?', écouter de la musique, visiter des musées, aller à la plage, nager dans la mer, aller au cinéma, aller se promener, faire du vélo, prendre des photos, Il fait beau, il fait froid, il fait chaud, il neige, il pleut, il y a du vent, dix, vingt, trente, quarante, cinquante, soixante, soixante-dix, quatre-vingts, quatre-vingt-dix, cent, noir, violet, blanc, marron, rose, bleu, vert, jaune, orange, rouge, gris, un manteau, une veste, une chemise, un t-shirt, un pantalon, un short, une robe, une jupe, un maillot de bain, un chapeau, des gants, un foulard, une casquette, des sandales, des chaussures, des bottes

Key Learning

- **Junior Jam - Holidays and Activities** - Pupils will be able to talk and write about where they go during the holidays, with who, and how they get there. Pupils will also practise the grammar rule of noun-adjective agreement when describing the colour of items of clothing.

Cultural Capital

- Experiences around our local area
- Geography fieldwork on rivers
- Y3/4 football festival
- Linking Schools - school visits
- Places of worship visits
- DPSSA Witton Athletics