

Year 4 Curriculum Overview 2025-2026



| | Autumn - | Spring - | Summer - |
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| English Lancashire units | Autumn 1: <ul style="list-style-type: none"> Fairy Tales Classic Poetry Recount: Newspapers Autumn 2: <ul style="list-style-type: none"> Stories with Fantasy Settings Explanations Film and Playscripts | Spring 1: <ul style="list-style-type: none"> Stories with Issues and Dilemmas Persuasion Spring 2: <ul style="list-style-type: none"> Novel as a Theme Non-Chronological Reports | Summer 1: <ul style="list-style-type: none"> Stories with a Theme Information Booklets Poetry with a Structure Summer 2: <ul style="list-style-type: none"> Folk tales Debate |
| Maths (WRM) | <ul style="list-style-type: none"> Place Value Addition & Subtraction Area Multiplication & Division | <ul style="list-style-type: none"> Multiplication & Division Length & Perimeter Fractions Decimals | <ul style="list-style-type: none"> Decimals Money Time Shape Statistics Position & Directions |
| RE | <ul style="list-style-type: none"> 4.1 What values do you consider to be important? (6) 4.2 Why is Jesus described as the light of the world? (4 + 2) | <ul style="list-style-type: none"> 4.3 Why do Christians believe Jesus is the Son of God? (9) 4.4 Easter – A story of betrayal or trust? (5) | <ul style="list-style-type: none"> 4.5 Are all churches the same? (12hrs 6+6) (Non-Christian faith – Jewish synagogue) (6) 4.6 What is prayer? (5) |
| Geog | <u>What do we know about rivers?</u> <ul style="list-style-type: none"> Where are the world's rivers and the UK's major rivers? <ul style="list-style-type: none"> What are the main features of a river? How are rivers different from canals? How do rivers affect people's lives? How does human activity affect rivers? | | <u>How can we be environmentally friendly?</u> <p>Where does all the rubbish go? Why is it important to recycle? How do we energise ourselves in the UK? What is sustainable energy and why should we consider using it? How can we be more environmentally friendly?</p> |
| History | <u>What were some of the earliest achievements of earlier civilisations?</u> <ul style="list-style-type: none"> What were some of the earliest civilisations and what do they have in common? (Ancient Egypt, Ancient Sumer, | | <u>How has the power of monarchs changed over time?</u> <ul style="list-style-type: none"> What is a Monarch and who is in a Royal Family? How many British monarchs have there been and when did they reign? What power do monarchs have and how has the power of monarchs |

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| | <p>the Indus Valley and the Shang Dynasty)</p> <ul style="list-style-type: none">How do we know what happened in Ancient Egypt, Ancient Sumer, the Indus Valley and the Shang Dynasty many years ago?What was happening in Britain when the Ancient Egyptians were at their most powerful ?Who were the pharaohs and why were they significant?How and when did the ancient Egyptian Kingdom come to an end? | <p>changed over time?</p> <ul style="list-style-type: none">Who are some of the most significant British monarchs and what did they do and what was their legacy?Why is Guy Fawkes significant? | |
| Sci | <p>States of matter - <u>Why is it important to have different states of matter?</u></p> <ul style="list-style-type: none">How many states of matter are there?Can temperature change the state of an object?Can all liquids be frozen to become solids?What are the stages of the water cycle?Does temperature or location affect rates of evaporation? | <p>Sound - <u>How is sound created and how does it travel?</u></p> <ul style="list-style-type: none">How do we hear sounds?What patterns can you find between the strength of vibrations and volume of a sound?What happens to sound as the distance from the sound source increases?What material provides the best insulation against sound?How do the features of an object affect the pitch of the sound it makes? | <p>Living things and their habitat - <u>How can we protect our local habitats?</u></p> <ul style="list-style-type: none">Is it helpful to group living things?What types of animals live in the local area?What is special about our local environment?What dangers are posed to habitats and the environment?How can we develop the local area to protect living things? |
| | <p>Electricity - <u>What is electricity and why is it so important in our lives?</u></p> <ul style="list-style-type: none">Where does electricity come from and what is it used for?How can we light a bulb using a simple, series electrical circuit?How does a simple switch work?What material is the best conductor of electricity?What components are needed to make a working circuit? | <p>Animals including humans - <u>What happens to the food we eat?</u></p> <ul style="list-style-type: none">Why do we have different shaped teeth?What can we tell about an animal looking at its teeth?What happens to our food when we eat it?Can models help us understand human processes?Why are food chains important? | |
| Art | <p><u>Drawing: Storytelling through drawing</u></p> <ul style="list-style-type: none">How can we create visual | <p><u>Painting: Exploring still life</u></p> <ul style="list-style-type: none"> | <p><u>Working in three dimensions: Sculpture, structure, inventiveness and determination</u></p> |

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| | <p>narratives inspired by poetry or prose?</p> <ul style="list-style-type: none"> • How do artists use a sequence of imagery to tell a story? • How can I create an image that tells a story? • How can I make a sequence of images that describe a narrative? • How can I reflect on my work? | | <ul style="list-style-type: none"> • How can I learn more about myself through art? • How can I draw a nest? • How can I see my personality in the work I've made? • How can I make a nest? • How can I reflect on my work? |
| DT | <p>How can we create a bridge to go over a river (must be 1m long and can take 1kg of weight?)</p> <ul style="list-style-type: none"> -Give consideration to which materials would work best for the bridge -Ensure that the bridge will be at least one metre long and be capable of taking 1kg in weight at any point -Gather the materials needed for making the bridge -Make the bridge to the given specifications -Evaluate and test the final bridge and explain what would be done differently if starting again | <p>How can we make Easter biscuits to be sold at the Easter service?</p> <ul style="list-style-type: none"> -Find out about different biscuit recipes -Research and taste different produce -Design an initial idea, which focuses on selecting ingredients and aesthetics -Gather resources and make the product -Evaluate the final product against the original brief | <p>How can we make a working wind turbine that has gears and moves using wind power?</p> <ul style="list-style-type: none"> -Know what is meant by wind turbines and know how -create initial idea about how to design one, giving thought to height and working mechanism - Gather the materials needed for making the turbine -Make the turbine, using gears to make the blades move -Evaluate the final structure and explain what would be done differently if starting again |
| Music (Bolton music service) | The Big Recorder Project | The Big Recorder Project | The Big Recorder Project |
| Computing (Purple Mash) | <ul style="list-style-type: none"> • Online Bullying • Animation • Managing Online Information • Online Reputation | <ul style="list-style-type: none"> • Online Reputation • Introduction to AI • Effective Searching | <ul style="list-style-type: none"> • Self-Image and Identity • Logo • Coding |

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| French (Mrs Wardle) | <p><u>Unit 4 – Portraits</u> – Learn some parts of the body and sing a song from memory. Recognise and respond to instructions with parts of the body. Use adjectives with parts of the body to start to describe someone's face. To use the 3rd person pronouns to describe someone else and say what their name is</p> <p><u>Unit 5 – The Four Friends story</u> – Listen to, understand and act out a story. Begin to recognise, read and pronounce combinations of letters accurately. Learn some animal names, describe them with size and colour and say how they move using verbs in the 3rd person</p> | <p><u>Unit 3 – Celebrations</u> – Understand the cultural significance of Epiphanie, and other celebrations eg Easter, Mardi Gras, our birthdays. Learn the months in sequence and spell them from memory. To learn how to write and say important dates eg birthdates. Express numbers 1-31 as dates. Say what activities we can do well and develop listening skills by playing Simon Says. Recognise and respond to instructions and use praise words.</p> | <p><u>Unit 7 - On y va – Let's go!</u> Explore a map of France and identify key places Label a map of France. answer the question 'Where do you live?' Say I live in ... (town and country) Know where French is spoken in the world Say I am going to ... by ... Know key types of transport (car, plane, train, boat) To know that towns, cities and countries use different prepositions To learn about the history and importance of the Channel Tunnel</p> |
| PSHEC Jigsaw | <p><u>Being Me in My World</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour</p> <p><u>Celebrating Differences</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions</p> | <p><u>Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes CULTURAL CAPITAL- bank to visit class</p> <p><u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength</p> | <p><u>Relationships</u> Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals</p> <p><u>Changing Me</u> Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change</p> |
| PE | <ul style="list-style-type: none"> ● Development of Invasion | <ul style="list-style-type: none"> ● Net and Wall | <ul style="list-style-type: none"> ● Striking and Fielding |

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| | <div>Games (Football and Basketball)</div> <ul style="list-style-type: none">• Development of Dance | <ul style="list-style-type: none">• Development of Invasion Games (Rugby and Hockey)• Swimming | <ul style="list-style-type: none">• Development of Athletics |
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