



Year 4 Curriculum Overview 2025-26

	Autumn		Spring		SUMMER	
	1	2	1	2	1	2
	The Tudors and explorers		Romans		Up Up and Away	
Experiences/Visitors	Re-enact the Battle of Bosworth – make red and white rose headbands (recycled if possible), weapons for homework. Wk1 - making. wk2 – battle Tudor Rose book cover with tissue paper Trip - Hampton Court Palace – 26/09/25	Henry VIII experience Learn Greensleeves and dance Did Tudors recycle?	Stunning start - Roman food/ dressing up as Romans, marching, feast, make shields for battle Trip – local church	Trip – Brighton Museum	Book cover: Where you would go – silhouette picture Paper aeroplanes Forest school Trip – Synagogue and Rampion centre.	Dragon videos & Egg Trip - Local Downs walk (farm workshop)
Careers - ‘What’s my job?’	Forces: Army, RAF, Navy.		Archaeologist (John Shepherd?); Chef,		National Trust (conservationist)	
Language	Tier 2 Vocabulary History - battle, empire, conquering, rule, settlement, RE - devoted, convinced, encountered, revealed, eligible Science - data, present, evidence, explanation, Art – portrait, line, warm, cold, realistic, match, hue, proportions, spectrum, tint.	Tier 2 Vocabulary Geography - region, reference, method, context, locality RE - devoted, convinced, encountered, revealed, eligible Science - data, present, evidence, explanation,	Tier 2 Vocabulary History - battle, invasion, empire, conquering, rule Geography - region, reference, method, context, locality RE - devoted, convinced, encountered, revealed, eligible Science - data, present, evidence, explanation, Art - hue, proportions, spectrum, tint, technique, background, wash, complimentary.	Tier 2 Vocabulary History - battle, invasion, empire, conquering, rule, settlement Geography - region, reference, method, context, locality RE - devoted, convinced, encountered, revealed, eligible Science - data, present, evidence, explanation,	Tier 2 Vocabulary Geography - region, reference, erosion, deposition, method, context, locality RE - devoted, convinced, encountered, revealed, eligible Science - data, present, evidence, explanation. Art – 3D, form, shaping, environmental, manipulate, malleable, convey, representation, taper.	Tier 2 Vocabulary Geography - region, reference, erosion, deposition, method, context, locality, urban, rural, agriculture RE - devoted, convinced, encountered, revealed, eligible Science - data, present, evidence, explanation, environment
English	<ul style="list-style-type: none">Someone who’s important to meRecount - Battle of BosworthRecount – Spanish DayPoetry - Henry VIII’s wives Independent writes: * Diary entry based on trip (a day in the life of a child at court) or Recount of trip (letter home)	<ul style="list-style-type: none">Description - Midsummer’s Night Dream writingDescription - Portal story Independent writes: * Poem about Oberon/Titania	<ul style="list-style-type: none">Diary – Apollo (farm life)Non-chronological report - Roman God Jupiter Independent writes: * Description – snowy scene * Diary - Iliona (fire) * Letter – To Tobidugnus (related to trip))	<ul style="list-style-type: none">Explanation - water cycleNarrative - Revolt against the Romans Independent writes: * Non-chronological report on own God * Explanation – Roman catapults	<ul style="list-style-type: none">Persuasion - letter (plight of bees)Narrative (adventure story – Kensuke’s Kingdom) Independent writes: * Persuasion - Letter to government to persuade them not to extend the school day	<ul style="list-style-type: none">Newspaper report – based on Edward Tulane Independent writes: *Narrative – adaptation of Kensuke’s Kingdom *Diary – Entry as Edward Tulane
Reading	Key text - Kings, Queens, Scribes and Ferrets Linked text – Old King Hal was full of beans (poem) Fluency – Please Mrs Butler (poem)	Key text - Midsummer Night’s Dream Key text - My other life (linked to PSHE) Linked text – Jacques Francis: The Tudor Salvage Diver Fluency – Christmas poem	Key text – Iliona: A Roman Diary Linked text – The rough face girl Linked text – Mufaros beautiful daughter Fluency – Roman Battle (poem)	Key text - Revolt Against the Romans Linked text – I am a Roman soldier (poem) Fluency – What have the Romans ever done for us? (info page)	Key text - Kensuke’s Kingdom Linked text – Parts of a volcano (info page) Fluency – If once you have slept on an island (poem)	Key text - The Miraculous Journey of Edward Tulane Linked text – The Women Who helped Build NASA (info page) Science week related Fluency – The Race (poem)
Maths	Place Value 2b) I can order and compare 4-digit numbers (using < & >) 4b) I can count backwards through zero to include negative numbers Addition 7b) I can add ThHTO and ThHTO using compact addition (with two exchanges) Subtraction 8b) I can subtract 4-digit numbers using decomposition (with exchanges)	Multiplication 12a) I can use short multiplication up to HTO x O 14b) I can multiply and divide 3-digit numbers by 10 and 100 Division 13a) I can solve TO ÷ O using multiplication Multiplication & Division 15a/b. I can solve two-step problems involving multiplication/division	Number – Fractions 16b) I know these fraction-decimal equivalents 17a/b) I can add/subtract fractions with the same denominator beyond 1	Measurement 21b) I can measure and calculate the perimeter of a rectangle in centimetres and metres 22b) I am beginning to find the area of rectangles using my times table facts	Geometry – shape 24b) I can order a range of angles by their size 27b) I can plot co-ordinates and use them to draw polygons	Statistics 29a) I can read and interpret bar charts 30b) I can compare data in bar charts, pictograms, tables and other graphs

Year 4 Curriculum Overview 2025-26

Science	Digestion, Teeth & Food chains S10 - I can communicate my scientific knowledge through: discussion, role play, making models, writing and computing (using key vocabulary such as:	Changing State S3 - I can make systematic and careful observations, take accurate measurements using standard units, using a range of equipment. Changing State S2 - I can set up practical enquiries, including comparative and fair tests	Electricity S7 - can use results to draw simple conclusions, make predictions, suggest improvements and raise further questions. S9 - I can use scientific evidence to answer questions or to support findings.	Sound S1 - I can ask relevant questions and use different types of scientific enquiries to answer them S4 - I can gather, record, classify and present data in a variety of ways to help answer questions.	. Living things and their Habitats <ul style="list-style-type: none"> recognise that living things can be grouped in a variety of ways explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment recognise that environments can change and that this can sometimes pose dangers to living things 	
Geography		Tudor explorers G1 - I can recognise the different shapes of continents G13 - I can draw more accurate maps with more complex keys.	Water cycle G11 - I can understand and explain key aspects of the water cycle G14 – I can understand and use geographical terms such as meander, floodplain, water cycle G15 – I can communicate my geographical knowledge through making models	Roman Empire G2 - I can show where countries are within Europe, including Russia. G5 - I can explain how the locality is set within a wider geographical context G6 – I can show I know about the wider context of places – region/country	Mapping our own island (linked to key text) G13 - I can draw more accurate maps with more complex keys. G3 - I can recognise that people have differing quality of life living in different locations and environments Mountains and volcanoes – Mount Vesuvius G7 – I can understand why there are similarities and differences between places G10 - I can describe how people have been affected by changes in the local environment. G15 – I can understand and use geographical terms such as location, volcanoes Rivers and coast G9 - I can explain about the physical features of coasts and begin to understand erosion and deposition G10 - I can describe how people have been affected by changes in the local environment.	Contours G14 - I can understand and use geographical terms such as, contour G15 – I can communicate my geographical knowledge through making models Fieldwork -School field, local area (urban), Downs (rural) G4 – I can show I know features nearby and beyond the U.K G7 – I can understand why there are similarities and differences between places G8 - I can describe human features of UK regions, cities and /or countries in Europe G12 – I can plan the steps for an enquiry (how many daisies are on the field?) G13 - I can draw more accurate maps with more complex keys. G15 - I can understand and use geographical terms such as, meander, contour, location, transport, and settlement
History BAME representation *	TUDORS When were the Tudors around? Why was the Battle of Bosworth important? What was King Henry VIII like? Who were Henry VIII’s wives? H1 - I can place significant periods of time from world chronology on a timeline and relate these to the present H3 – I can begin to date events from the period of History being studied (relate to BC/AD). H6 – I can understand that sources contradict each other H7 - I can use a range of evidence and sources to draw historical conclusions. H9 – I can identify the impact events from the time studied have had on life today. H10 – I can offer reasonable explanations for some significant events in History. H12 - I can communicate my	TUDORS What was Tudor life like? Who was John Blanke* and why was he important? Who was Francis Drake and why was he important? Who was Jacques Francis* and why was he important? H8 – I can use evidence to reconstruct life from the time period being studied H9 - I can identify the impact events from the time studied have had on life today. H12 - I can communicate my historical knowledge.	ROMANS When were the Romans in Britain? When did the Romans invade and why? Who was beachy head woman/ivory bangle lady* and why was she important? H1 - I can place significant periods of time from world chronology on a timeline and relate these to the present H3 – I can begin to date events from the period of History being studied (relate to BC/AD). H10 – I can offer reasonable explanations for some significant events in History. H12 - I can communicate my historical knowledge	ROMANS Did the native Britain’s welcome or resist the Romans? Why? What happened within the Roman period? Which time period might these artefacts come from? Why? H2 – I can place events from the time period being studied on a timeline H3 – I can begin to date events from the period of History being studied (relate to BC/AD). H4 – I can suggest which time period artefacts might have come from. H8 – I can use evidence to reconstruct life from the time period being studied H12 - I can communicate my historical knowledge		

Year 4 Curriculum Overview 2025-26

	historical knowledge					
Art	<p>Drawing – Portraits A1 - I can alter and refine drawings and describe changes using art vocabulary. A2 - I can explore relationships between line and tone, pattern and shape, line and texture. A11 - I can Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. A12 - I can use key vocabulary such as: proportion, scale, portrait, landscape, foreground, background distance.</p> <p>(Tudor queens, Henry VIII)</p> <p>Movement – Post Impressionism, Renaissance and Cubism Artists – Vincent Van Gogh, Leonardo Da Vinci and Pablo Picasso</p>		<p>Painting A3 - I can plan and create different effects and textures with paint according to what they need for the task. A4 - I can make and match colours with increasing accuracy. A5 - I can use specific colour language (tint, tone, shade, hue). A11 - I can Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. A12 - I can use key vocabulary such as: proportion, scale, portrait, landscape, foreground, background distance.</p> <p>(Roman Gods)</p> <p>Movement – Pointillism/classical Artists - Michael Angelo Georges Seurat, Paul Signac modern - Kristina Korobeynikova, William Wilkins,</p>		<p>Sculpture A6 - I can talk about my work understanding that it has been sculpted, modelled or constructed. A7 - I can plan, design, make and adapt models. A8 – I can use a variety of materials A9 - I can work on my own, and collaboratively with others, on projects in 2 and 3 dimensions and on different scales. A11 - I can Investigate art, craft and design in the locality and in a variety of genres, styles and traditions. A12 - I can use key vocabulary such as: proportion, scale, portrait, landscape, foreground, background distance.</p> <p>(Sculpture with bees. Recycled objects)</p> <p>Movement – Environmental art Artists – Benjamin Von Wong</p>	
DT		<p>Cooking & Nutrition D6 – I apply the principles of a healthy diet D7 - I can prepare a healthy dish</p> <p>D10 - I can use key vocabulary such as: plan, evaluate, improvements.</p> <p>(vegetable broth/salad/baked apples)</p>		<p>Construction D1 - I can gather information to help design a successful product (i.e. by asking others' views). D2 - I can produce a detailed plan with labelled diagrams, a written explanation and step-by-step guide. D3 - I can suggest improvements to develop and refine a planned idea. D4 - I can use sheet materials and construction tools with appropriate supervision. D8 - I can evaluate the appearance and usability of own and pre-existing products. D9 - I can evaluate the appearance and usability of own and pre-existing products.</p> <p>(jinx framed roman catapult with PVA glue)</p>		<p>Mechanisms D5 - I can understand how mechanical systems such as cams or pulleys are used to create movement. D8 - I can evaluate the appearance and usability of own and pre-existing products. D9 - I can evaluate the appearance and usability of own and pre-existing products.</p> <p>(dragon models)</p>
Computing	Coding	Making music	Online safety	Coding	Animation Effective search	Writing for different audiences Spreadsheets
MFL - Spanish	Phonetics Fruits	I am able... I know how...	Vegetables	Presenting Myself	In the classroom	At the Tea room At the café At the restaurant
PSHE/RSE	<p>Zones of regulation (1 lesson)</p> <p>New beginnings – SEAL (2 lessons)</p>	<p>Global citizenship (2 lessons)</p> <p>Anti bullying week</p>	<p>Drugs, alcohol and tobacco education (3 lessons)</p> <p>Mental health and wellbeing (3</p>	<p>Good to be me (2 lessons)</p> <p>Growing an anti-racist school (3 lessons)</p>	<p>Protective behaviours – feeling good, feeling safe (4 lessons)</p> <p>Relationships – loss and</p>	<p>Relationships, sex and health education (4 lessons)</p> <p>Changes and moving forward/</p>

Year 4 Curriculum Overview 2025-26

	School values (4 lessons)	Disability equality education (3 lessons) SAWSS	lessons)		bereavement (2 lessons)	Going for goals (3 lessons)
Music	Create and develop music ideas – Composing Henry VIII & Greensleeves. Responding and reviewing	Listening and applying knowledge and understanding (Christmas songs)	Charanga – Lean on me (song)	Charanga – STOP (rap)	Charanga – Blackbird (song)	Charanga – Reflect, Rewind and Replay
RE	Judaism I can describe some of the things Jews do to show respect to God. (and respect the planet)	Christianity I can ask questions about what Christmas means to Christians and compare this with what it means to me.	Judaism I can tell you some of the ways Jewish people express their special relationship with God and start to understand how that might feel.	Christianity I can show an understanding of how Christians believe God can help them show forgiveness.	Judaism I can express an opinion on which ways I think might be the best ways for Jews to show their commitment to God and start to give reasons.	Christianity I can describe some of the ways Christians use churches to worship/celebrate Holy Communion or participate in baptism.
PE	Tag Rugby I can use a range of basic racket skills and a variety of shots in different areas of the court Dodgeball I can begin to play shots on both sides of my body	Hockey I can play continuous games with rallies (>10 shots) Yoga To develop flexibility and strength in a positive summer flow. To develop self-care.	Netball I can demonstrate good footwork to move around the court efficiently Gymnastics I can use apparatus in my gymnastics sequences	Tri-golf Badminton	Cricket I can choose and use simple tactics to use in a competitive situation Dance/Rounders	Athletics I can throw with some accuracy and power towards a target Practice for Sports Day Outdoor Adventurous activities