

Year 4, 2025-2026

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	Autumn Term						Spring Term				Summer Term						
Project title	Dot!		Land of Fire and Ice		Nutty Professors		Attention!		Blackout!		Animal Magic		It's all Greek to me!				
Weeks	1 week 3 days Transition project		6 weeks		7 weeks		6 weeks		5 weeks		5 weeks 4 Days		7 weeks 3 days				
Foundation subjects	Art		Geography	Art		Science	Music	Art	History	DT	Science	DT	Science	DT	History	Geography	Art
Hook	Merton Values & class charter		Volcanoes erupting video		Nutty Professors arrive at school for a science demonstration		Roman Workshop		Create a dream jar		P4C lesson on climate change		Greek Food Tasting				
Project Outcome & Intended Audience	Self Portrait/ Dot gallery				Ice box challenge		HLP – Roman shields		Showcase of work to parents								
Trips, experiences & visitors			Fieldwork – Comparison to Selfoss, Iceland Visitor - foodbank, shoe box appeal (RE link)		Winchester Science Centre visit L2M Musical showcase		Roman Day/ workshop Creating Roman Bread		DT light boxes L2M Musical showcase				Food Tasting L2M Musical showcase				
Writing Focus Outcome Purpose Audience Layout	Diary Purpose – To recount Audience – Remembering how they felt with their artwork on display Layout – Title, setting description, character description, ending		Setting description of an active volcano. Purpose- To entertain Audience- Year 3 Layout- Short paragraph, adjectives, simple and compound sentences Narrative with dialogue about a section of a volcanic adventure Purpose- To entertain Audience- Year 3 Layout- Title, setting description, character description, ending Tourists leaflets on “Things to do in Iceland” Purpose- To persuade Audience- tourists looking at Icelandic holidays Layout- Title, sub headings, captions, pictures, facts.		Biography – on a famous scientist Purpose- to inform Audience- people interested in famous people Layout- Title, sub-headings, images, introduction Information text on the ear and sound Purpose- To explain Audience- early scientists Layout- Title, sub-headings, paragraphs, causal conjunctions Character description Purpose- To entertain Audience- children around world. Layout- Short paragraph, adjectives, simple and compound sentences		Diary linking to text, <i>Escape from Pompeii</i> by Christina Balit Purpose- To entertain Audience- children learning about the Romans Layout- Sentence structure, first person, past tense, emotive language Non-chronological report on the Roman Culture Purpose- To inform Audience- History magazine Layout- Title, sub-headings, captions, pictures, facts.		Persuasive Letter Purpose – To inform and persuade Audience – The King Layout – Address, recipient, sender, persuasive features, signing off, emotive language, causal conjunctions, varied sentence structures including fronted adverbials Setting description of the King’s city of darkness. Purpose- To entertain Audience- Year 3 Layout- Short paragraph, adjectives, simple and compound sentences Poetry – If I had one wish... Purpose – To entertain Audience – ourselves Layout – Stanza, verse, simile, metaphor, onomatopoeia, alliteration.		Persuasive speech from David Attenborough at the next COP 28 meeting Purpose- to persuade & inform Audience- Logging companies Layout- letter opening & closing, paragraphs Formal letter to David Attenborough/ other conservationist thanking them for their dedication to a lifetime of conservation Purpose – To entertain / inform Audience – Sending letter to a famous conservationist thanking them for their efforts Layout – paragraphs, address, formal language, sign off, conjunctions, first person, past tense.		3 rd person narrative about a section of a Hercules legend Purpose- To entertain Audience- Children and young adults Layout- Title, setting description, Character description, Ending Poetry on the lion from Hercules (based on Rachel Nicholas poem of the Minotaur) free verse Purpose- To entertain Audience- Year 3 Layout- free verse 1 st person narrative as Theseus entering labyrinth Purpose – To entertain Audience – Children and young adults				
Other writing opportunities			Instructions of how to make their own exploding volcano. (link to previous years writing)		Information leaflet about the water cycle and why it is important to save water.		Narrative of the explosion of Pompeii.		Explanation text on circuits and the use of electricity.		Non-chronological report on an animal of their choice.		Persuasive Speech from the people of Greece to Theseus asking him to deal with the problem and halt the sacrifices and save their lives.				

<p style="text-align: center;">FOUNDATION SUBJECT 1</p> <p style="text-align: center;">National curriculum/ Insight objectives summarised</p>		<p>Geography: (Fieldwork) Pupils will be taught to:</p> <ul style="list-style-type: none"> - Explain own views about locations, giving reasons. - Name and locate countries of Europe and identify their main physical and human characteristics. - Use fieldwork to observe and record the human and physical features in the local area using a range of materials including sketch maps, plans and graphs and digital technologies. - Use a range of resources to identify the key physical and human features of locations. - Describe similarities and differences between countries. - Name and locate the equator, northern and southern hemisphere, tropics of cancer and Capricorn, the arctic and Antarctic circles and date/time zones. - Describe some of the characteristics of these geographical areas. - Use eight points of a compass, four figure grid references, symbols and key to communicate knowledge of the United Kingdom and wider world. - Describe key aspects of: physical geography, including; volcanoes and earthquakes. 	<p>Science: (States of matter) Pupils will be taught to:</p> <ul style="list-style-type: none"> - Materials are compared and grouped together according to whether they are solids liquids and gases. - Observe that some materials change state when they are heated or cooled and measure the temperature at which this happens in degrees Celsius, building on teaching in mathematics. - Identify the part played by evaporation and condensation in the water cycle, and associate the rate of evaporation with temperature. - Know that some materials will dissolve in liquid to form a solution and describe how to recover a substance from a solution - Use knowledge of liquids, solids and gases to decide how mixtures might be separated, including through filtering, sieving and evaporating - Demonstrate that dissolving, mixtures and changes of state are reversible changes - Explain that some changes result in information of new materials and that this kind of a change is usually not reversible e.g. burning. 	<p>History: (Romans) Pupils will be taught to:</p> <p>The Roman Empire and its impact on Britain. This could include:</p> <ul style="list-style-type: none"> - Julius' Caesars attempted invasion in 55-54BC - The Roman Empire by AD42 and the power of its army - Successful invasion by Claudius and conquest including Hadrian's Wall - British Resistance, for example, Boudicca - "Romanization" of Britain: sites such as Caerwent and the impact of technology, culture and beliefs, including early Christianity. <p>Historical objectives:</p> <ul style="list-style-type: none"> - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day: how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. - Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievement and follies of mankind - understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed. 	<p>Science: (Electricity) Pupils will be taught to:</p> <ul style="list-style-type: none"> - Generally, common electrical appliances are named and describe as battery, solar or mains powered. - Identify common appliances that run on electricity. - Construct a simple series circuit independently, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzer. - Generally, it is identified whether or not a lamp will light in simple series circuit based on whether the lamp is part of a complete loop with the battery. - It is recognised that a switch opens and closes a circuit and associate this with weather or not a lamp lights in a simple series circuit. - Generally, some common conductors and insulators are recognised and metals are associated with being good conductors. 	<p>Science: (Animals & humans) Pupils will be taught to:</p> <ul style="list-style-type: none"> - Recognise and classify plants and animals (living things) based upon specific characteristics. - Animals and plants are classified as producer, predator and prey, in the context of food chains. - Recognised that environments can change and that this can sometimes pose dangers to specific habitats. - Construct and interpret a range of food chains. - Construct and interpret a variety of food chains, identifying producers, predators and prey. - 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. 	<p>History: (Ancient Greece) Pupils will be taught to:</p> <ul style="list-style-type: none"> - Know and understand the history of these islands as a coherent, chronological narrative, from the earliest times to the present day. - Know and understand how people's lives have shaped this nation and how Britain has influenced and been influenced by the wider world. - Know and understand significant aspects of the history of the wider world: the nature of ancient civilisations; the expansion and dissolution of empires; characteristic features of past non-European societies; achievements and follies of mankind. - Understand the methods of historical enquiry, including how evidence is used rigorously to make historical claims, and discern how and why contrasting arguments and interpretations of the past have been constructed.

		<p>Art: (Mixed media) Pupils will be taught to:</p> <p>Volcano images:</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas. - Children to create a volcano eruption scene using multiple colours. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - To know about great artists, architects and designers in history. 	<p>Music: (Science of sound) Pupils will be taught to:</p> <ul style="list-style-type: none"> - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it. - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases. <p>Art (Mixed media) Pupils will be taught to:</p> <p>Matisse calendars:</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - About great artists, architects and designers in history. 	<p>DT: (Food tech) Pupils will be taught to:</p> <p>Roman Bread:</p> <ul style="list-style-type: none"> - 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 - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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. - Prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques. 	<p>DT: (Technical) Pupils will be taught to:</p> <p>Light boxes:</p> <ul style="list-style-type: none"> - 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 - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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. - Apply their understanding of how to strengthen, stiffen and reinforce more complex structures. - Understand and use electrical systems in their products [for example, series circuits, switches, bulbs, buzzers and motors]. 	<p>DT: (Textiles) Pupils will be taught to:</p> <p>Stuffed animals:</p> <ul style="list-style-type: none"> - 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 - Select from and use a wider range of tools and equipment to perform practical tasks [for example, cutting, shaping, joining and finishing], accurately - 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. 	<p>Art (Sculpture) Pupils will be taught to:</p> <p>Greek clay tile square:</p> <ul style="list-style-type: none"> - To create sketch books to record their observations and use them to review and revisit ideas. - To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]. - About great artists, architects and designers in history. <p>Geography: Pupils will be taught to:</p> <ul style="list-style-type: none"> - Explain own views about locations, giving reasons. - Identify their main human characteristics influencing a location.
Music		Year 4 – Listen to Me		Year 4 – Listen to Me		Year 4 – Listen to Me	
RE		Community Neighbour – making choices	Special/ Love Mary, Mother of God	Devotion Mahashurati	Ritual The Eucharist and the Last Supper	Protection Rabshu Bandhan	Stones Stones as a symbol across religions
MFL		Portraits – describing in French	Clothes – Getting dressed in France	French numbers, calendars and birthdays	French weather and the water cycle	French food – Miam! Miam!	French and the Eurovision Song Contest
PE (Outside/ inside)		Hockey Fitness	Ball skills Yoga	Netball Gymnastics	Football Fundamental movements	Athletics Dance	Tennis Handball

PDL/ SRE	Introduction: Introduce PSHE/ RSE lessons and setting ground rules for these sessions.	Families and relationships: <ul style="list-style-type: none"> - Respect and manners - Healthy friendships - How my behaviour affects others - The roles of a bully, victim and bystander - Stereotypes - Families in the wider/modern world - Change and loss 	Health and wellbeing: <ul style="list-style-type: none"> - Diet and dental health - Visualisation - Celebrating mistakes - My role - My happiness - A range of emotions - Mental health 	Safety & the changing body: <ul style="list-style-type: none"> - Age restrictions - Share aware - Privacy and secrecy - Consuming information online - Growing up (developing emotional maturity-appropriate manners & behaviours) - Introducing physical and emotional changes in puberty (RSE Overview) 	Economic wellbeing: <ul style="list-style-type: none"> - Spending choices - Keeping track of money - Looking after money - Influences on career choices - Jobs for me 	Citizenship: <ul style="list-style-type: none"> - What are human rights? - Caring for the environment - The role of communities - Contributing to society - Diverse communities - Local councillors 	Transition <ul style="list-style-type: none"> - Coping strategies for the new year.
Online Safety	Introduction: Introduction to internet safety – keeping yourself safe online	Healthy Relationships What is a relationship? What relationships might you have online? What sort of apps and websites might you interact with other people? How can you keep online relationships healthy?	Mental Wellbeing What is mental health? How could the internet make you feel? What can you do make sure your mental health is not affected by anything online?	Computer games Are they age appropriate? Why do we have age restrictions? What can we do to keep safe? Who is a friend?	Consent What happens when pictures go online? What sort of places would pictures be posted? What should you do before posting a picture? What can you do if you someone posts a picture of you?	Respect/Stereotypes What is a stereotype? Why do we do this to certain people? Why is this wrong? Why should everyone be treated as a an individual?	Cyber Bullying What is cyberbullying? What can you do to protect yourself from cyberbullying? What can you do if you are being bullied online?
Computing		Computer networks and computer safety	Technology in our lives (word processors)	Touch Typing and multi-media presentations	Internet searching / Hardware	Coding	Logo animation (application of coding – Microbits)