







Year 4 2025-2026	Autumn		Spring		Summer	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Focus	<p>Roman Britain</p>  <p>In AD43, the full might of the Roman army landed on the beaches in Kent. It battled inland, storming through hillforts and chopping down anyone who stood in their way. However, they weren't just a destructive force - they built new forts, new settlements and roads. They spread their culture, language and laws. Over time, the people of Britain and the Romans mixed. The Britons began to live the Roman lifestyle and the Romans took on local customs.</p>	<p>Human Migration</p>  <p>Human Migration is the movement of people from one place to another place. Some migrations are forced, meaning the people moving (migrants) have no choice but to migrate. Some are voluntary, meaning the migrants have chosen to move from one place to another. Emigrant is the term used to describe a migrant who is leaving their source country, whilst immigrant refers to a migrant arriving in a host country.</p>	<p>Anglo-Saxons and Scots</p>  <p>The Anglo-Saxons came to England after the Romans left in the year 410. Nobody was really ruling all of England at the time – there were a lot of little kingdoms ruled by Anglo-Saxons that eventually came together as one country. The country was divided up into a lot of smaller kingdoms and sub-kingdoms that often fought with each other and against any invaders who tried to take over.</p> <p>By the 800s, there were four main kingdoms in England: Northumbria, Mercia, East Anglia and Wessex.</p>	<p>Rivers</p>  <p>Rivers provide us with food, energy, recreation, transportation routes, and of course water for irrigation and for drinking. River landscapes change as you go downstream from the source to the mouth. In the upper course of a river, steep gradients lead to rapid-flowing rivers. In the middle course, the river meanders through gentle gradients. In the lower course, the river braids over flat land.</p>	<p>Vikings</p>  <p>The Vikings came from all around Scandinavia (where Norway, Sweden and Denmark are today). They sent armies to Britain about the year 700 AD to take over some of the land, and they lived here until around 1050.</p> <p>Even though the Vikings didn't stay in Britain, they left a strong mark on society – we've even kept some of the same names of towns. They had a large settlement around York and the midlands, and you can see some of the artefacts from that today.</p>	<p>Natural Resources</p>  <p>Northern Chile has been thriving on the mining industry since the middle of the 19th century. It started with saltpetre which came to an abrupt end at the beginning of the 20th century when the synthetic production of nitrates was invented. The remains of the old production sites are still impressive and provide an insight into the hard life of the workers. Nowadays copper has taken over the role of Chile's main export good and is mined in giant open pits.</p>

<p>English Writing</p>	<p>Fiction</p> <p>Meerkat Mail By Emily Gravett</p> <p>Outcome: postcard & travel narrative</p> <p>Non-Fiction</p> <p>Fantastically Great Women Who Changed The World by Kate Pankhurst</p> <p>Outcome: biography & interview</p>	<p>Fiction</p> <p>A River by Marc Martin</p> <p>Outcome: narrative & poetry</p> <p>Non-Fiction</p> <p>Rainforest Rough Guide by Paul Mason</p> <p>Outcome: non-chronological report</p>	<p>Non-Fiction</p> <p>A Walk In London by Salvatore Rubbino</p> <p>Outcome: chronological report & travel advertisement</p> <p>Poetry</p> <p>Balam & Lluvia's House by Julio Serrano Echeverría</p> <p>Outcome: poem</p>	<p>Fiction</p> <p>Ratpunzel by Charlotte Guillian</p> <p>Outcome: traditional tale</p> <p>Poetry</p> <p>Michael Rosen's Big Book of Bad Things by Michael Rosen</p> <p>Outcome: poem</p>	<p>Fiction</p> <p>Arthur and the Golden Rope by Joe Todd-Stanton</p> <p>Outcome: narrative</p> <p>Non-Fiction</p> <p>Book of Bones 10 Record-Breaking Animals by Gabrielle Balkan</p> <p>Outcome: fact file</p>	<p>Fiction</p> <p>Gregory Cool by Caroline Binch</p> <p>Outcome: narrative</p> <p>Non-Fiction</p> <p>Outcome: Letter</p>
	<p>Maths</p>	<p>Power Maths</p> <p>Place Value</p> <p>Addition and Subtraction</p>	<p>Power Maths</p> <p>Multiplication and Division</p>	<p>Power Maths</p> <p>Multiplication and Division / Measurement</p> <p>Multiplication and Division / Length and Perimeter</p> <p>Multiplication and Division /Area</p>	<p>Power Maths</p> <p>Fractions</p>	<p>Power Maths</p> <p>Decimals</p>

<p style="text-align: center;">Science</p>	<p style="text-align: center;">Physics 'Sound'</p> <p>Identify how sounds are made.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	<p style="text-align: center;">Biology 'Ecosystems'</p> <p>Show that living things can be grouped together in various ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things.</p> <p>Explain that environments can change and that this sometimes means that living things are put in danger.</p>	<p style="text-align: center;">Chemistry 'States of Matter'</p> <p>Group materials together, according to whether they are solids, liquids or gases, including tricky ones like gels, foams, mists and pastes.</p> <p>Demonstrate and explain that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Correctly talk about the part played by evaporation and condensation in the water cycle and show a link between the rate of evaporation and temperature.</p>	<p style="text-align: center;">Physics 'Electrical Circuits'</p> <p>Talk about common appliances that run on electricity.</p> <p>Construct and draw with labels a simple series electrical circuit which includes cells, wires, bulbs, switches and buzzers.</p> <p>Predict if a lamp will light or not in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</p> <p>Explain that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</p> <p>Show that some materials are conductors and some are insulators, and explain that metals are good conductors.</p>	<p style="text-align: center;">Biology 'Adaptations'</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose danger and have an impact on living things.</p>	<p style="text-align: center;">Biology 'Anatomy'</p> <p>Explain some parts of the digestive system in humans.</p> <p>Explain the different types of teeth in humans and what they do.</p>
	<p style="text-align: center;">History & Geography</p>	<p style="text-align: center;">History: Roman Britain</p> <p>Place some historical periods in a chronological framework.</p>	<p style="text-align: center;">Geography: Human Migration</p> <p>Demonstrate knowledge of features about places around him/her and beyond</p>	<p style="text-align: center;">History: Anglo-Saxons and Scots</p> <p>Place some historical periods in a chronological framework.</p>	<p style="text-align: center;">Geography: Rivers</p> <p>Understand and use a widening range of geographical terms e.g. specific topic vocabulary - climate zones, biomes and vegetation belts, rivers, mountains,</p>	<p style="text-align: center;">History: Vikings</p> <p>Place some historical periods in a chronological framework. (Chronological understanding)</p>

	<p>(Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe the Roman Empire and its impact on Britain. (Understanding of events, people and changes – Year 6)</p> <p>Describe a study of an aspect or theme in British history that</p>	<p>the UK. (Locational knowledge)</p> <p>Recognise that different people hold different views about an issue and begin to understand some of the reasons why. (Geographical skills and fieldwork)</p> <p>Recognise that people have differing quality of life living in different locations and environments. (Locational knowledge)</p> <p>Know how the locality is set within a wider geographical context. (Locational knowledge)</p> <p>Describe how people have been affected by changes in the environment. (Human and physical geography)</p> <p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand why there are similarities and differences between</p>	<p>(Chronological understanding)</p> <p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe Britain's settlement by Anglo-Saxons and Scots. (Understanding of events, people and changes – Year 6)</p>	<p>volcanoes and earthquakes, and the water cycle. (Geographical skills and fieldwork)</p> <p>Explain about key natural resources e.g. water in the locality. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know how rivers erode, transport and deposit materials. (Human and physical geography)</p> <p>Know about the physical features of coasts and begin to understand erosion and deposition. (Human and physical geography)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>	<p>Use historic terms related to the period of study. (Chronological understanding)</p> <p>Use sources of information in ways that go beyond simple observations to answer questions about the past. (Historical enquiry)</p> <p>Use a variety of resources to find out about aspects of life in the past. (Historical enquiry)</p> <p>Understand that sources can contradict each other. (Historical interpretations)</p> <p>Communicate his/her learning in an organised and structured way, using appropriate terminology. (Organisation and communication)</p> <p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>	<p>Know about the wider context of places region, country. (Place knowledge)</p> <p>Understand geographical similarities and differences through studying the human and physical geography of a small area of the United Kingdom, and of a small area in a contrasting non-European country. (Place knowledge)</p> <p>Recognise the different shapes of continents. (Locational knowledge)</p> <p>Demonstrate knowledge of features about places around him/her and beyond the UK. (Locational knowledge)</p>
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	<p>extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>	<p>places. (Place knowledge)</p> <p>Identify the physical characteristics and key topographical features of the countries within North America. (Locational knowledge)</p>	<p>Describe a study of an aspect or theme in British history that extends his/her chronological knowledge beyond 1066. (Understanding of events, people and changes – Year 6)</p>		<p>Describe the Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. (Understanding of events, people and changes – Year 6)</p>	
<p>Computing & Music</p>	<p>Computing: The Internet</p> <p>Understand that some computers on a network serve functions, such as controlling printers or sharing files. (Networks)</p> <p>Use different software programs and different types of hardware. (Using Computers)</p> <p>Understand that what is said or posted on the internet might be copied, shared and stored by others. (e-Safety)</p> <p>Recognise what to do if concerns about content or contact arise online. (e-Safety)</p> <p>Understand how search engines order their search results. (Net Searching)</p>	<p>Music: Body and Tuned Percussion</p> <p>To identify structure and texture in music.</p> <p>To use body percussion.</p> <p>To create musical rhythms using body percussion.</p> <p>To create simple tunes.</p> <p>To build and improve a composition.</p>	<p>Computing: Audio Production</p> <p>Use more complicated input devices(Computers)</p> <p>Use different software programs and different types of hardware. (Using Computers)</p> <p>Understand how search engines order their search results. (Net Searching)</p> <p>Understand that communication online might be copied, shared and stored by others. (e-Safety)</p> <p>Recognise what to do if concerns about content or contact arise online. (e-Safety)</p>	<p>Music: Rock & Roll</p> <p>To understand the history of rock and roll music.</p> <p>To perform with a sense of style.</p> <p>To play a walking bass line on tuned percussion.</p> <p>To play a rock and roll bass line.</p> <p>To play a rock and roll piece of music.</p>	<p>Computing: Repetition in Games</p> <p>Use a range of programs to complete a task. (Using Computers)</p> <p>Use different software programs and different types of hardware. (Using Computers)</p> <p>Use other programs during coding. (Coding)</p> <p>Break programs up into smaller parts (Coding)</p> <p>Use logical thinking to identify and solve potential bugs during coding. (Coding)</p>	<p>Music:</p>

Design Technology & Art	<p>Art: Sculpture and 3D: Mega Materials</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Describe some of the key ideas, techniques and working practices of artists, architects and designers who he/she has studied. (Learning)</p> <p>Plan a sculpture through drawing and other preparatory work. (Techniques)</p>	<p>D&T: Mechanisms: Making a slingshot car</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using exploded diagrams. (Processes)</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Use techniques which require more accuracy to cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p>	<p>Art: Drawing: Power Prints</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Draws familiar objects with correct proportions. (Techniques)</p>	<p>D&T: Electrical systems: Torches</p> <p>Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. (Processes)</p> <p>Create designs using simple electrical diagrams. (Processes)</p> <p>Use his/her knowledge of techniques and the functional and aesthetic qualities of a wide range of materials to plan how to use them. (Processes)</p> <p>Consider how existing products and his/her own finished products might be improved and how well they meet the needs of the intended user. (Processes)</p> <p>Understand and use electrical systems in products. (Processes)</p> <p>Use techniques which require more accuracy to</p>	<p>Art: Painting and mixed media: Light and dark</p> <p>Use a sketchbook for collecting ideas and developing a plan for a completed piece of artwork. (Learning)</p> <p>Articulate how he/she might improve their work using technical terms and reasons as a matter of routine. (Learning)</p> <p>Use taught technical skills to adapt and improve his/her work. (Learning)</p> <p>Create different effects by using a variety of tools and techniques such as bleeds, washes, scratches and splashes. (Techniques)</p> <p>Experiment with creating mood, feeling, movement and areas of interest by selecting appropriate materials and learnt techniques. (Techniques)</p>	<p>D&T: Cooking and nutrition: Adapting a recipe</p> <p>Understand what makes a healthy and balanced diet, and that different foods and drinks provide different substances the body needs to be healthy and active. (Cooking and Nutrition)</p> <p>Understand seasonality and the advantages of eating seasonal and locally produced food. (Cooking and Nutrition)</p> <p>Read and follow recipes which involve several processes, skills and techniques. (Cooking and Nutrition)</p>

		<p>Apply techniques he/she has learnt to strengthen structures and explore his/her own ideas. (Processes)</p> <p>2/3/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		<p>cut, shape, join and finish his/her work e.g. Cutting internal shapes, slots in frameworks. (Processes)</p> <p>2/3/ Evaluate and assess existing products and those that he/she has made using a design criteria. (Processes)</p>		
PSHE and SMSC	<p>Digital Safety</p> <p>Why do you need to be safe online?</p> <p>How do I check I am safe online?</p> <p>How do I recognise things that might be risky online?</p> <p>What do I need to keep private online?</p> <p>How can the internet affect how I feel?</p>	<p>Keeping Safe</p> <p>How do I manage risk in the sun?</p> <p>How can canals and rivers be hazards?</p> <p>What are railway risks?</p> <p>How do I become more independent on roads?</p> <p>How do I manage risk at home?</p>	<p>Thoughts and Feelings</p> <p>What are good and not so good feelings?</p> <p>How can feelings be expressed in different ways?</p> <p>How can your emotions and feelings affect others?</p> <p>How do you cope with changing feelings?</p> <p>How can you communicate feelings in a healthy way?</p>	<p>My Skills</p> <p>What makes people special?</p> <p>Why is teamwork so important?</p> <p>How do people problem solve?</p> <p>What is growth mindset?</p> <p>What aspirations do people have?</p>	<p>My Values</p> <p>How do we have respect for ourselves and others?</p> <p>What rights do we have?</p> <p>How do we help someone feel like they belong?</p> <p>How can we challenge stereotypes?</p> <p>How can we challenge discrimination?</p>	<p>Be The Change</p> <p>What does our world need?</p> <p>What is our responsibility?</p> <p>What can I do for the environment?</p> <p>Who's already helping and how?</p> <p>How can we make a difference?</p>
RE	<p>What is Islam and how does it differ to Christianity?</p> <p>Understand the basic beliefs of Islam</p> <p>Explore the Qur'an and its importance in Islam</p>	<p>How do festivals and worship show what matters to Muslims?</p> <p>Recap prior learning about Islam.</p> <p>Learn what the opening chapter of the Qur'an</p>	<p>What is the Holy Trinity and why is it important to Christmas?</p> <p>Define the Trinity.</p> <p>Explore the Gospel of Matthew.</p>	<p>Why do Christians call the day that Jesus died "Good Friday?"</p> <p>Revisit the story of Holy Week.</p> <p>Imagine how Mary felt during Holy Week.</p>	<p>How do people from religious and non-religious communities celebrate key events in life?</p> <p>Appreciate that life is a journey</p>	<p>How and why do people try and make the world a better place?</p> <p>Explore views on what is wrong with the world.</p> <p>Explore the 'Golden Rule'.</p>

	<p>Identify key Islamic practices</p> <p>Understand the basic beliefs of Christianity</p> <p>Identify key Christian practices</p> <p>Compare and contrast Islam and Christianity</p>	<p>teaches Muslims about God.</p> <p>Explore how Muslims pray.</p> <p>Explore the significance of prayer to Muslims.</p> <p>Recognise why the mosque is a special place for Muslims.</p> <p>Explain what matters to Muslims.</p>	<p>Explain the symbolism of water.</p> <p>Compare and contrast art about baptism.</p> <p>Write a baptism prayer.</p> <p>Use art to express the Trinity.</p>	<p>Learn how Christians mark Holy Week.</p> <p>Explore the emotions Christians experience during Holy Week.</p> <p>Create a performance of Palm Sunday with a group.</p>	<p>Learn about Bar and Bat Mitzvahs.</p> <p>Explain Bar and Bat Mitzvahs.</p> <p>Learn how Hindus mark the journey of life.</p> <p>Learn about upanayana ceremonies.</p> <p>Consider why people get married.</p>	<p>Explore Jewish teachings about repairing the world.</p> <p>Research an inspiring Christian person.</p> <p>Describe examples of how Muslims practice charity.</p> <p>Consider how to make the world a better place.</p>
<p>PE</p>	<p>Tag Rugby</p> <p>How can you tag another player?</p> <p>How can you move with a ball in your hands?</p> <p>How can you pass a ball in different directions?</p> <p>How can you pass a ball whilst moving?</p> <p>How can you score a try for your team?</p> <p>How can you work as part of a team when you compete in a small-sided game?</p>	<p>Dance</p> <p>How can you use 'levels' when performing a dance?</p> <p>How can you dance in 'canon' when performing a dance?</p> <p>How can you use different 'formations' when performing a dance?</p> <p>How can you use different 'pathways' when performing a dance?</p> <p>How can you dance in 'unison' when performing a dance?</p> <p>How can you perform with 'timing,' 'expression' and 'energy' in your dance?</p>	<p>Volleyball</p> <p>How can you keep the ball/balloon up in the air with your hands/arms?</p> <p>How can you use the ready position in a game?</p> <p>How can you throw a ball in a rainbow shape?</p> <p>How can you move to receive the ball?</p> <p>How can you self-feed the volleyball?</p> <p>How can you play an adapted game of volleyball?</p>	<p>Fitness</p> <p>How can you beat your personal best (PB)?</p> <p>How can you improve your technique when performing at each station?</p> <p>How can you develop your strength during circuit training?</p> <p>How can you keep your balance when performing your exercises?</p> <p>How do you keep control when performing your exercises?</p> <p>How can you challenge yourself at each station?</p>	<p>Kwik Cricket</p> <p>How can you roll and stop a ball?</p> <p>How can you throw underarm, and catch a ball?</p> <p>How can you bowl a ball underarm?</p> <p>How can you throw a ball overarm?</p> <p>How can you hit a ball?</p> <p>How can you take part in a batting and fielding game?</p>	<p>Athletics</p> <p>How can you run "FAST"?</p> <p>How can you throw a soft javelin/vortex?</p> <p>How can you perform a hop, skip and jump (standing triple jump)?</p> <p>How can you take off and land over obstacles/hurdles?</p> <p>How can you throw a shot put?</p> <p>How can you perform a baton changeover in a team relay?</p>

Spanish	<p>Show understanding of a range of familiar spoken phrases, for example through acting out part of a familiar story heard.</p> <p>Notice that the target language may contain different phonemes and that some similar sounds may be spelt differently to English.</p>	<p>Listen to and accurately repeat particular phonemes in songs and rhymes and begin to make links to spellings.</p> <p>Read aloud using accurate pronunciation and present a short learned piece for performance.</p>	<p>Ask and answer a range of questions on different topic areas.</p> <p>Write words and short phrases from memory.</p> <p>Recognise a wider range of word classes including pronouns and articles, and use them appropriately.</p>	<p>Using familiar sentences as models, make varied adaptations to create new sentences.</p> <p>Follow the written version of a text he/she is listening to.</p> <p>Recognise questions and negative sentences.</p>	<p>Read a range of familiar written phrases and sentences, recognising their meaning and reading them aloud accurately.</p> <p>Begin to work out the meaning of unfamiliar words within a familiar text using contextual and other clues.</p>	<p>Use a range of adjectives to describe things in more detail, such as describing someone's appearance.</p> <p>Write descriptive sentences using a model but supplying some words from memory.</p> <p>Understand that adjectives may change form according to the noun they relate to, and select the appropriate form.</p>
	Curriculum Enrichment Activity	Roman Britain	Human Migration	Anglo-Saxons and Scots	Rivers	Vikings
	History: Romans in Devon Workshops at Royal Albert Memorial Museum, Exeter	Geography: Plymouth City Centre Fieldwork	Cultural Capital: London Day Trip (London Eye, Thames, Parliament)	Geography: River Exe Fieldwork	Science: Adaptations (Biology) - Dartmoor Zoo	D&T: Food and Nutrition Come Dine with Me breakfast.