



# CURRICULUM INFORMATION

## Autumn 2025

### YEAR 4

#### RE

#### Branch 1 – Covenant and Creation:

In this unit, students will explore the historical, cultural, and religious context of Abraham and Joseph, gaining a deeper understanding of the time and circumstances in which they lived. They will accurately retell the story of Abraham, learning about the significance of the covenant God made with him, which forms the foundation of both Judaism and Christianity. Through studying key stories such as Abraham and Isaac, students will recognize the importance of historical context in interpreting these events both in the past and today. They will also reflect on how Abraham and Joseph’s decisions were guided by their faith, hope, and love in God, and make connections between prayers that express trust in God and these core virtues.

#### Prophecy & Promise

In this unit, students will learn about the role of prophets by studying Elijah and John the Baptist as key examples. They will explore the cultural and religious context of Elijah’s time to understand why people needed reminders of God’s covenant. Students will compare the accounts of John the Baptist in the Gospels of Mark and Matthew, examining the beliefs these writers expressed about him. They will also make connections between the words of the prophet Isaiah, John the Baptist’s preaching, and the season of Advent. Additionally, students will learn about the feast of Christ the King, which marks the end of

### English

#### Graphic novel

- Blends art and storytelling, using a combination of illustration and text Panels of different shapes and sizes contain the artwork and are defined within frames Speech bubbles are used to provide inner thoughts or speech of the characters – they can often break the frame of the panel (as can other text)

#### Persuasive speech

- Will use first, second and third person narrative, to address the audience directly and also refer to yourself (the speaker) May switch between the past, present and future tense

#### Poem (free verse)

- Poems can be written as free verse, meaning that they will have lines of any length (from a single word to much longer) and do not have a rhyme scheme or specific rhythm.

#### Explanation

- Contains diagrams/ illustrations with labels May have technical vocabulary specific to the topic being explained Usually in present tense to clarify for the reader how something works at the time of writing Stages of a process are clearly broken down into steps to make this understandable for the reader to follow

#### Narrative

- : Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-rise-fall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger

### Maths

- Place Value – Order and Compare Numbers Beyond 1000
  - Rounding, Estimation and Magnitude
- Securing Addition and Subtraction Mental Fluency
- Securing Formal Written Addition and Subtraction Fluency
  - counting in Multiples of 6, 7, 9, 25 and 1000
  - Multiplication and Division Facts (Times Tables)
- Factor Pairs, Integer Scaling and Correspondence Problems
- Problem Solving Including Measures to Apply Place Value, Mental Strategies and Arithmetic Laws
- Multiply and Divide a One or Two-digit Number by 10 and 100
  - Measure – Conversion of Units
  - Measures – Compare, Estimate and Calculate
- Discrete and Continuous Data (Time Graphs), Including Application of Scales and Division

**Class book:** TBC by the children

**Key texts:**

Arthur and the Golden Rope by Joe Todd Stanton

The King who Banned the Dark by Emily HaworthBooth

'A Small Dragon' by Brian Patten

Until I Met Dudley by Roger McGough and Chris Riddell

Rosie Revere, Engineer by Andrea Beaty and David Roberts;

This Book Thinks You're an Inventor by Georgia Amson Bradshaw  
and Harriet Russell

How Everything Works by Clive Gifford

Starbird by Sharon KingChai;

Zeraffa Giraffa by Diane Hofmeyr and Jane Ray

the Church's year, and understand what this celebration represents.

Finally, they will explore the ancestry of Jesus through the symbol of the Jesse Tree.

**Geography**

**Why are rainforests important to us?**



Developing an understanding of biomes, ecosystems and tropics; mapping features of the Amazon rainforest and learning about its layers;

investigating how communities in Manaus use the Amazon's resources; discussing the global human impact on the Amazon; and carrying out fieldwork to compare and contrast two types of forest.

**Science**

**Music**

## History

### How have children's lives changed?

Investigating the changes in children's lives through time, children learn how children's spare time, health and work have changed. They explore work in more detail, learning about a day in the life of a working child and the significance of Lord Shaftesbury in changing the lives of children.



### Animals, including humans

Pupils should be taught to:

- 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
- construct and interpret a variety of food chains, identifying producers, predators and prey

### Sound

Pupils should be taught to:

- 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

- Sing in-tune with expression: more demanding pitch range. Revise Sol-fa hand signs.
- Play melodic copycat and improvisation games. Begin rhythmic dictation games.
- Compose Rainforest animal rhythms and develop them into short songs.
- Begin learning Italian musical terms for tempo.
- Learn how Roman numerals relate to music and learn some "technical" names for degrees of the scale.
- Perform melodies on Chime bars, using staff notation for support.
- Compose a melody for Chime bars, utilising major or minor note combinations.
- Compose a rhythm piece using different layers of sound.
- Ukulele: perform melodies, using open strings and some notes, which require fingers. Refresh chords of C and F

		<p>major and learn G major play along with 3-chord songs.</p> <p>Improve simple strumming patterns.</p> <ul style="list-style-type: none"> <li>- Listen for specific musical features and comment</li> </ul>
<b>Computing</b>	<b>Topic Launch - Activity &amp; Data</b>	<b>PSHE - Jigsaw</b>
<p><b>Unpacking Hardware and Software:</b></p> <p>Understanding technology and computer systems in relation to their hardware and software.</p> <ul style="list-style-type: none"> <li>• Defining types of technology</li> <li>• Knowing how systems work together</li> <li>• Identifying hardware</li> <li>• Understanding software</li> </ul> <p><b>Animation</b></p> <p>Creating digital animations using the 2Animate tool.</p> <ul style="list-style-type: none"> <li>• Knowing the types of animation</li> <li>• Understanding onion skinning</li> <li>• Exploring animation features</li> <li>• Using storyboarding</li> </ul>		<p><b>. Being in my world:</b></p> <p>Welcoming others and being part of a school community, a wider community, and a global community, rights and responsibilities understanding what and how democracy works as well as pupil voice</p> <p><b>Celebrating Difference:</b></p> <p>Children will look at the similarities and difference and explain why it is good to accept people for who they are. Children will look at diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference'.</p>
<b>Art</b>	<b>Spanish</b>	<b>PE</b>
<p><u><b>Craft and design: Fabric of nature</b></u></p> <p>Using the flora and fauna of tropical rainforests as a starting point, children develop drawings through experimentation and textile-based techniques to design a repeating pattern suitable for fabric.</p>	<p><u>Se... (I know how...)</u></p> <p>In this unit pupils will learn 10 familiar activities that they know how or do not know how in Spanish. This is one of the first units introducing the negative form, allowing the children to build more interesting and complex sentences including the option of using conjunctions.</p>	<p><b>Tennis:</b></p> <ul style="list-style-type: none"> <li>• Tennis is a net and wall game. In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules.</li> </ul>
<b>DT</b>		

### Textiles: Fastenings

Analyse and evaluate a range of existing fastenings, then devise a list of design criteria to design, generate templates and make a fabric book sleeve.

### **Los instrumentos (Instruments)**

In this unit pupils will learn 10 common instruments and will be introduced to the 1st person singular high frequency verb 'I play' in Spanish. By the end of the unit pupils will be able to recognise, recall, and spell up to 10 instruments with their definite articles/determiners. This is one of the first sentence building units where pupils will have the knowledge and skills to create short phrases with the verb 'I play' plus the instrument nouns and articles/determiners.

### **Netball:**

- Netball is an invasion game. In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In netball pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules.

### **Gymnastics (both terms)**

- In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.