



# CURRICULUM INFORMATION

## Summer 2025

### YEAR 4

#### RE

##### New Life:

Each of us, by the way we live our lives, the way we treat others, and by our words and actions, show if we have an attitude of service. Often, we are especially influenced by those whose actions speak powerfully of a life of service; thus, children will know and understand the wonder and power of the Holy Spirit. Christians believe that the Spirit of God is active in each person and, in a special way, in the community of believers, which is the Church. Children will explore the new life of the Easter message is spread through the power of the Holy Spirit.

##### Building Bridges:

In order for bridges to be built, a person has to acknowledge wrongdoing, so as to be reconciled to others and to God. This can be formally celebrated in the sacrament of Reconciliation. Children will explore what might destroy a bridge of friendship and how bridges between people can be built. Christians believe that, in Jesus Christ, the world has been reconciled to God. Through and in Christ, every human being is offered the power to reach out in forgiveness and peace, to receive and to offer reconciliation.

##### God's People:

“Communion of Saints” is the collective name given to all members of the Church community, whether living or dead. Some members of the Church family are named as martyrs or saints. Children will learn that Martyrs are people who have given their lives for their faith; saints are people who have lived in God’s way. They show us what God is like –

#### English

##### **Letter:**

Sender’s address in top-right corner & Date under the sender’s address Recipient’s address on left-hand side Start with ‘Dear...’ or ‘To whom it may concern...’ Sign off with ‘Yours sincerely...’ or ‘Yours faithfully...’ (depending on whether you know their name) if more formal letter

##### **Non-Chronological Report:**

Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents

##### **Poetry:**

Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language

##### **Narrative:**

Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-risefall) 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

**Class book:** Boy at the Back of the Class

##### **Key texts:**

Malala’s Magic Pencil by Malala Yousafzai and Kerascoët  
Greta and the Giants by Zoe Tucker and Zoe Persico  
Texts provided by HFL Education

#### Maths

- Money
- Money word problems
- Fractions
- Formal written multiplication
- Formal written division
  - Time
  - Problem Solving
  - Negative numbers
  - Angles
- Properties of triangles
- Rectilinear shapes

Stars with Flaming Tails by Valerie Bloom and Ken Wilson-Max  
The Girl Who Stole an Elephant by Nizrana Farook  
Marshmallow Clouds by Ted Kooser and Connie Wanek

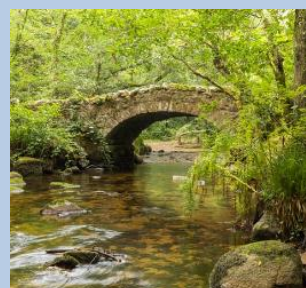
loving, faithful, forgiving, caring for others and God's world. Children will explore the statement 'Ordinary people who do extraordinary things' and recognise that different saint's show people what God is like.

**World religion:** Children will study Buddhism. In this unit children will focus the key beliefs and understand that Buddhists do not believe in a god.

### Geography

#### Rivers

Geography – Children will be looking at the geography of the local River, the River Lea. We will be looking at how rivers are formed, how they are used. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. Children will also explore the different ways water is stored and moves. They will develop an understanding of the water cycle and name major rivers both in the UK and globally through map work.



### History

Science

Music

How did the achievements of the ancient Maya impact their society and beyond?

Children will explore the challenges faced by the ancient Maya when settling in the rainforest. They will then move onto how the ancient Maya valued and used cacao by exploring historical artefacts. Children will explore the role of Maya gods and goddesses and make deductions about ancient Maya cities by exploring the remains. They will also look at the factors for what caused the decline of the ancient Maya cities by evaluating historians' claims.



### Living things and their habitats

Pupils should be taught to:

- 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

### Electricity

Pupils should be taught to:

- identify common appliances that run on electricity
- construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers
- identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery

Study how music can be used to reflect emotions.

Improvise music for a creation story.

Listen to a range of music and discuss.

Sing and perform a melody on chime bars.

Compose music with two or four parts.

Perform and compose music inspired by traditional stories.

Improve understanding of rhythms and notation, including triplets.

Improvise and identify rhythms.

Compose and perform accompaniments for a song.

Learn about ternary form and compose a "B" section for a piece. Some children may compose an "A" section also.

<ul style="list-style-type: none"> <li>recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>		
<b>Computing</b>	<b>Topic Launch - Activity &amp; Data</b>	<b>PSHE - Jigsaw</b>
<p><b><u>Unit 4.5 - Logo</u></b></p> <ul style="list-style-type: none"> <li>Learn the language of Logo.</li> <li>Input simple instructions on Logo.</li> <li>Use Logo to create letters.</li> <li>Use the Repeat function in Logo to create shapes.</li> <li>Use the Build feature in Logo.</li> </ul> <p><b><u>Unit 4.6 - Animation</u></b></p> <p>To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations</p> <p><b><u>Unit 4.7 - Effective Hardware</u></b></p> <p>To locate information on the search results page and to use search effectively to find out information.</p> <p><b><u>Unit 4.8 - Hardware investigators</u></b></p> <p>To understand the different parts that make up a computer and recall this.</p> <p><b><u>Unit 4.9 - Making Music</u></b></p>	<p><b>Trip over to the local river to investigate – Date to be confirmed</b></p> <p><b>Show case all of the work completed in Year 4</b></p>	<p><b><u>Relationships</u></b></p> <p>Identify the web of relationships that we are part of, starting with those closest to me.</p> <p>Identify a loved one and express why they are special to us.</p> <p>Remember people that we no longer see.</p> <p>Express opinions and feelings.</p> <p>Understand how people feel when they love a special pet.</p> <p>Show love and appreciation to people who are special to me.</p> <p style="text-align: center;"><b>RSE</b></p> <p><b><u>Summer 1:</u></b></p> <p><b>Sharing online</b> - This session focuses on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and/or dangerous, and will learn steps to keep themselves safe</p> <p><b>Chatting online</b> - This session focuses particularly on chatting and cyberbullying; it helps children to know how they can report and get help if they encounter inappropriate messages or material.</p> <p><b>Safe in my body</b> – This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate.</p>

<p>To identify and discuss the main elements of music –To understand and experiment with rhythm and tempo. To create a melodic phrase. To compose a piece of music.</p>		<p><b>Drugs, alcohol, tobacco</b> - pupils will learn some key information and facts about drugs, alcohol and tobacco, the teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God's creation.</p> <p><b>First aid hero</b> – Children will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death.</p> <p><b>Summer 2:</b></p> <p><b>A community of love</b> - developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities.</p> <p><b>What is the Church?</b> - children will learn about the wider Church and its mission to reflect the Holy Trinity through love for others. This session will also introduce the principles of Catholic Social Teaching</p> <p><b>How do I love others?</b> – This session explores how we can put love into action in the communities we live in. Pupils will look at how the Church has grown out of God's love for us and how it can be an example and a means of loving and caring for others.</p>
<p style="text-align: center;"><b>Art</b></p>	<p style="text-align: center;"><b>Spanish</b></p>	<p style="text-align: center;"><b>PE</b></p>
<p><b><u>Every Picture tells a story</u></b> Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored.</p>	<p><b><u>Quel temps fait-il?</u></b> <b><u>What is the weather like?</u></b> By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	<p><b>Summer 1: Fitness</b> This content is lovingly crafted and copyrighted by © Get Set 4 Education. You are unauthorised to share, distribute, or reproduce this material, as it is unlawful to do so. Thank you for your co-operation!</p>
<p style="text-align: center;"><b>DT</b></p>		
<p><b><u>Electrical Systems:</u></b></p>	<p><b><u>As-tu un animal?</u></b> <b><u>Have you a pet?</u></b></p>	<p><b>Summer 2: Athletics</b> This content is lovingly crafted and copyrighted by © Get Set 4 Education. You are unauthorised to share, distribute, or</p>

Children will be designing and making a torch with a working electrical circuit and switch, whilst giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.

By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.

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Mrs Gunn will be teaching: Yoga and Dance