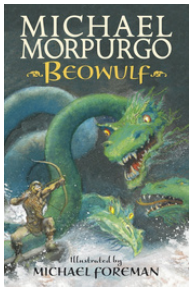
Year 4: Autumn Term 1 2026 Curriculum Overview

English



Key Texts:
'Beowulf' by Michael Morpurgo

Text-related work:

- Create a spine poem based on images of different settings.
- Creating a story map and actions to learn the story off by heart.
- Developing our understanding of the settings toolkit.
- Picking apart the text to understand the toolkit needed to write an effective setting description.

Writing

- Use a range of ambitious adjectives to add details description.
- Using and wider range of conjunctions such as 'but', because', 'or' and 'so'.
- Including figurative language such as similes, metaphors and personification.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.
- Re-reading what they have written and editing their work to make improvements.

Reading:

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of texts at a level beyond that at which they can read independently.
- Discussing word meanings and linking new meanings to those already known.
- Making inferencesonthebasisofwhatisbeing saidand done.
- Participate in discussion about what is read to them, taking turns and listening to what others say.
- Making sensible predictions based on what has been read so far and previous reading of similar books.

Science

Sound

- Explain what causes sound and know that sound is made through vibrations.
- Describe how sound travels.
- Compare the speed of sound and the speed of light.
- Describe high and low pitched sounds.
- Explore acoustics and how sounds travels through solids, liquids and gases.
- Explain how to protect our ears.

Grammar, Spelling & Handwriting

Grammar& Spellings

- Understanding what a homophones is and when to use the different words. spellings of homophones.
- Adding the prefix 'mis-' and revising 'un-', 'in-' and 'dis-' and understanding how different prefixes and how these change the meaning of words.
- Fronted adverbials .

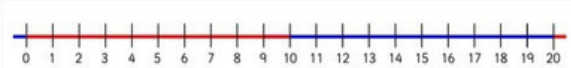
Handwriting

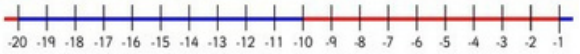
- Practicing diagonal join from p and b to ascenders e.g. ph, pl, bl
- Practicing diagonal join from p and b with no ascenders e.g. bu, bi, pu
- Revising using ascenders and descenders as well as letters which do not join.

Mathematics

Number: PlaceValue

- Understanding the place value chart and representnumbers upto 1000.
- Rounding to the nearest 10, 100 and 1000.
- Estimate and write numbers on a number line to 1000 and 10,000.
- Partition4 digit numbers intothousands, hundreds, tens andones.
- Count, read and write numbers to 100 in Roman Numerals.
- Identify 1, 10, 100, 1000 more and 1, 10, 100, 1000 less than a given number.
- Identify and represent numbers using objects and pictorial representations including the number line, counters and dienes.
- Ordering and comparing 4 digit numbers using symbol and language such as equal to, more than and less than.
- Counting in 25's by using their knowledge of counting in 50's and 100's.
- Understanding positive and negative numbers.





Number: Addition and Subtraction

Addingandsu btracting1,10,100a nd1000.

Using column addition and add two 4 digit numbers.

PE

Specialist PE

- Pupils will have the opportunity to develop their accuracy and consistency when tracking a ball.
- They will explore a variety of throwing techniques and will learn to select the appropriate throw for the situation.

Exercise

- Developing muscular endurance, strength and cardiovascular fitness.
- High Intensity activity's to target heart rate range between 60% - 80% maximum heart rate .

Swimming

- To reassess key skills developed in Year 3 .
- To improve confidence of swimming in different styles.

RE

What is so special about lighting a candle?

- Describe examples of light/candles used in a variety of religious festivals or celebrations and or identify the key beliefs, events/stories values/beliefs they symbolise.
- Recall previous learningabout JewishandChristian beliefs in God and identify the symbolic meaning of light
- Recognise and identify the similarities and differences between symbolic meanings and practices using light

PSHE

- To know that feelings can vary by intensity, person and change over time To recognise the qualities of a 'positive, healthy relationship'
- To know when it's appropriate to say no and how
- Toknowthe strategiesandskillsneededfor collaborative work
- To recognise bullying or pressured behaviour

Art

Painting and mixed media—Light and dark

- To investigate different ways of applying paint
- To mix tints and shades of a colour
- To use tints and shades to give a three-dimensional effect when painting
- To explore how paint can create very different effects
- To consider proportion and composition when planning a still-life painting
- To apply knowledge of colour mixing and painting techniques to create a finished piece

Computing

We are artists

In this unit, pupils will learn to:

- develop an appreciation of the links between geometry and art
- become familiar with the tools and techniques of a vector graphics package
- develop an understanding of turtle graphics
- experiment with the tools available, refining and developing their work as they apply their own criteria to evaluate it, and receive feedback from their peers
- develop some awareness of computer-generated art.

French

Phonics

- Continue to learn French phonics and pronunciation

Do you have a pet?

- To ask 'do you have a pet?' and 8 nouns and matching gender articles for animals To
- use'Ihave','Idonothave'and'and'totalkaboutpets
- To practice using our new vocabulary

History: Treasure Trove

Britain's settlement by Anglo-Saxons and Scots

- Knowledge of the reasons for the end of Roman rule in Britain and the legacy of Roman rule in Britain.
- Overview knowledge of the reasons for the end of the Roman Empire.
- Knowledgeof why whothe Angles,SaxonsandJuteswere andwhythey came toBritain.
- The importance of 'The Ecclesiastical History of the English People' by the Venerable Bede and 'The Anglo-Saxon Chronicles': both essential to our understanding of this period of history.
- The fact that the early Anglo-Saxons were pagan, but they converted to Christianity following Augustine's visit
- in 597 CE. The importance of the two significant Anglo-Saxon artefact finds, at Sutton Hoo (1939) and in Staffordshire (2009), to our knowledge about these people.
- Knowledge of the Viking raid on the monastery at Lindisfarne (793 CE).
- Initial knowledge of the fact that early Vikings raided and departed; later Vikings settled in Britain: the difference between an invader and a settler.
- Knowledge of what Danelaw was and initial knowledge of Anglo-Saxon law.
- Initial knowledge of how Anglo-Saxon society was
- organised. Initial knowledge of how government works in the UK and the role of the monarch.
- Knowledgeofsome of themost famous Anglo-Saxonsand overview knowledge of how the rule of the Anglo-Saxons ended.

Music

Reading Notation: Pulse & Rhythm

- Accurately read and perform rhythms with a range of note
- values, including minims, crotchets, paired quavers, and rests.
- Read and play short rhythmic phrases at sight from prepared cards, using conventional symbols for known
- rhythms and note durations.
- Understand and apply knowledge of different metres in 2, 3 or 4 time.