

Year 4
Summer Term 2025/2026 - Our Learning



Curriculum Overview - Year 4

English Reading	<p>‘Varjak Paw’ by SF Said</p> <p>Pupils will read about the adventures of Varjak Paw; a pampered, Mesopotamian Blue cat from a large family. He lives comfortably inside a large, grand house where he has spent all his life. Varjak has never left home, but then his grandfather tells him about the Way - a secret martial art for cats. Now Varjak must use the Way to survive in a city full of dangerous dogs, cat gangs and, strangest of all, the mysterious vanishings. What happens when he discovers the awful secret behind the vanishings?</p> <hr/> <p>‘The Girl Who Stole an Elephant’ by Nirzana Farook</p> <p>In this adventure story pupils will meet Chaya, a young girl living in the Sri Lankan village of Nirissa. She is driven by a deep sense of fairness and the desire to help others and does so on the back of an elephant. Chaya has good intentions when she steals the Queen’s jewels, but she couldn’t have foreseen the unintentional consequences her actions set into motion. We will discuss the themes of morality, friendship, teamwork and loyalty.</p>
English Writing	<p>News report; First person diary entry; Explanation text; Critical analysis of narrative poetry; Story from another culture.</p> <p>Pupils will learn the features of each narrative and consider the audience and purpose for their writing. For each of the writing units, there will be a focus on the writing process: planning, drafting and editing. We will give particular consideration to grammar, punctuation and spellings throughout the lessons and at the editing stage. Pupils’ writing will often link to other subject areas (for example, a news report about sound pollution linked to our Science curriculum).</p>
Mathematics	<p>Pupils will cover the following topics:</p> <ul style="list-style-type: none">● Area and Perimeter● Solving measure and money problems● Shape and symmetry● Position and direction● Reasoning with pattern and sequences● 3D shapes

Science	Sound We will begin this unit by going on a sound walk to identify different sources of sound in our school environment. Later, through practical tasks, pupils will learn that sounds produce vibrations which travel to the ear; they will then explore patterns determined by the characteristics of an object and the pitch of a sound. Pupils will then find the patterns between the volume of a sound and the strength of the vibrations that produced it. They will carry out an investigation to determine that sounds get fainter as the distance from the object producing the sound increases.
	Electricity We will begin this unit by looking at which appliances use electricity and what sort of power makes them work. Pupils will then look at the components of a simple series circuit, make a circuit together and explore what happens when a circuit is open or closed. They will then investigate the effects of changing batteries and components of a simple circuit. Pupils will also explore which materials or objects are good insulators or conductors.
Art	Art Strand: World Art. Drawing, Sculpture & Painting - Viking Art - Norse Art Curriculum Links: History In this unit, sketchbooks will be used to practise and try out ideas and techniques. Pupils will make records of the world around us, looking at Norse art, examining the seven distinct styles. They will examine and discuss how religion permeated life in the Viking Age and was especially important in Viking art. Using artefacts from the British museum, pupils will draw an initial design of a Viking shield and create a full size prototype using heavy duty cardboard and paints, exploring how colour has light and dark values and how it can be used to make colours lighter or darker, creating more vibrant paintings. Pupils will reflect regularly upon our work, throughout the creative process and discuss problems which came up and how they were solved.
Computing	Data and Information: Collecting and presenting data. Curriculum Links: Maths and Science In this unit, we revisit discrete and continuous data previously learnt in maths. Linked to our science unit on sound, pupils will collect and present data showing the relationship between how a sound changes when the distance increases. Pupils will learn when and how to use a spreadsheet, and then work collaboratively to present this information on a line graph, using both traditional and digital methods. Together, pupils will discuss which method they would prefer to use in the future and why. Finally, they will practise presenting information to each other using presentation software to illustrate their findings. This unit will allow pupils to review and consolidate their maths data handling learning as well as consolidating their understanding of sound and distance.

	<p>Programming: Scratch - Repetition in Games. Curriculum Link: History</p> <p>In this unit, pupils will explore the concept of repetition in programming, using Scratch, and look at the difference between count-controlled and infinite loops, using their knowledge to modify existing animations and games using repetition. The final project will be to apply knowledge of the Viking invasion to design and create a Viking game which uses repetition, applying stages of programming design throughout.</p>
<p>Design and Technology (DT)</p>	<p>Electrical Systems: circuits and switches. Curriculum Link: Science</p> <p>Linked to our science unit on electricity, pupils will explore how useful switches are. They will explore circuits independently in order to design and create a game which needs to have a buzzer, light and switch. They will be able to apply their knowledge of electrical circuits to ensure their game has a complete circuit, in addition to designing a suitable switch for their game.</p>
<p>Geography</p>	<p>Geographical Skills and Fieldwork</p> <p>In this unit, pupils will learn about four major environmental regions: Europe, Russia, and North and South America. They will build on prior learning about latitude and how it defines the major environmental regions of the world and will learn to describe the similarities and differences of these regions, including what makes each region unique.</p>
<p>History</p>	<p>The Viking and Anglo-Saxon Struggle for the Kingdom of England</p> <p>Pupils will continue to develop their understanding of invaders and settlers. They will investigate the timeline of the Vikings, considering events that happened during Viking times and how they can be placed in the overall history of Britain. Having learned about where Vikings came from, where they travelled and raided, and where they settled, pupils will then refer back to and make links with prior learning about invaders. Pupils will consider what everyday life would look like for a Viking and compare this to modern day living. They will also learn about how some Kings in Britain dealt with the Viking invaders and gain a better understanding of why the Normans and Vikings both thought they had a right to the throne of England.</p>
<p>Foreign Language (German)</p>	<p>School things</p> <p>Pupils will learn about the special ‘starting school’ traditions in Germany, including ‘Schultüten’ or school cones. Pupils will use their pencil cases to name typical objects it holds, before practising full sentences to describe what they have. Pupils will play fun games to reinforce the concepts, for example, ‘What are you putting in your cone?’ and sing songs. Finally, they will create mini cones to introduce pupils in Year 2 to the beginnings of learning German.</p>

	<p>School likes and dislikes</p> <p>Pupils will learn school subject names before writing a personal profile about themselves, which includes their name, age, favourite colour, where they live, what they are wearing and what school subjects they like the most (and least). They will translate German into English and describe pictures, focusing on correct use of verbs.</p> <p>Schleswig.</p> <p>Curriculum Link: History - The Vikings</p> <p>Pupils will link what they are learning in German lessons with their history unit on The Vikings. They will have another look at the town of Schleswig, focussing on the huge Viking settlement of Hedeby / Haithabu. This will give them an opportunity to demonstrate all that they have learnt this year as they use their German writing and speaking knowledge to describe the pictures of the Viking settlement in Germany.</p>
<p>Music</p>	<p>We work in partnership with Sing Education to deliver our music curriculum.</p> <p>This term our themes are:</p> <p>Exploring Classical Music 1: Legato and Staccato</p> <p>Becoming Musicians 2: Major and Minor</p>
<p>Physical Education (PE)</p>	<p>Footwork and jumping skills</p> <p>Pupils will learn to move with fluent and smooth movements. They will use good jumping and landing techniques and begin to apply these when playing a game. They will experiment with selecting the appropriate jump for different game situations.</p> <p>Athletics</p> <p>Pupils will develop sprinting techniques and learn to pace themselves over longer distances. They will practise throwing the ‘javelin’ and ‘shot put’ with a good technique, as well as jumping for distance and competing in competitive situations.</p> <p>Coordination & Agility (Ball chasing & Ball skills)</p> <p>Pupils will develop ball skills to keep the ball under control and move it quickly. They will practise accelerating with speed to stop a ball in a controlled position and use their ball-stopping skills in games. Finally they will learn to apply an effective stance position in a number of games.</p>

	<p>Striking and Fielding: Rounders</p> <p>Pupils will explore striking and fielding through a range of activities. They will explore the basics of fielding and ball handling with a focus on throwing and catching the ball with accuracy. Pupils will develop their batting and bowling skills, focusing on holding the bat and ball properly and will develop their fielding skills. Pupils will practise the skills learnt in a game situation.</p>
<p>Personal Development</p>	<p>Relationships</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● identify people who are special and express why; ● recognise that friendships change and evolve over time; ● understand how to show love and appreciation to those who are special to them.
	<p>Changing Me</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● explore characteristics and where they come from; ● discuss and make suggestions about how they might manage our feelings when changes happen; ● Know the correct terminology for body parts and learn about respecting private body parts; ● understand the aspects of transition to Year 5 and some of the emotions that they may experience; ● explain how to be safe online.
<p>Religious Education (RE)</p>	<p>Sikhism</p> <p>Pupils will learn to:</p> <ul style="list-style-type: none"> ● explore ideas about the Sikh God (Ik Onkar) and key teachings including beliefs in life and actions; ● find out the meaning of 'Guru' and look at the life of Guru Nanak, who founded Sikhism; ● look at the symbol of the Khanda; ● explore the holy religious scripture, The Guru Granth Sahib; ● find out about the importance of service, honesty and equality; ● learn about key holy days and celebrations (Birthdays of Guru Nanak, Guru Gobind Singh and Vaisakhi); ● learn the importance of the Gurdwara as a place of worship and the centre of the community.