Year 4
Autumn Term 2026/27 - Our Learning

Curriculum Overview - Year 4	
English Reading	**Key text: The Queen's Nose by Dick King-Smith (Curriculum Link: English writing - adventure stories)** **What is the book about?** The main character, Harmony Parker, adores animals and has always wanted to have a pet, but her parents would not allow her to have any real pets. Instead, Harmony had the comfort of having a toy dog, Rex Ruff Monty, who was always by her side. Then, Uncle Ginger arrived from India and gave Harmony a very special present. It was a magic fifty pence coin that granted Harmony seven wishes. What will Harmony wish for? Will she have the pet that she always wanted?
	Key text: The Boy at the Back of the Class - Onjali Q.Rauf **What is the book about?** When a new boy joins their class, a group of children try to befriend him. After days of trying to speak with him, they soon learn that Ahmet is a refugee from Syria and has been separated from his family. Despite the grown-ups trying to help him, Ahmet continues to isolate himself at the back of the classroom, so the group of friends concoct a daring plan embarking on an extraordinary adventure. The Boy at the Back of the Class teaches children the themes of empathy, bravery, kindness and friendship.
English Writing	**Writing: (third person adventure story, a persuasive piece of writing, a news report, a first person diary entry and a story from another culture.)** We learn the features of each narrative and consider our audience and purpose for our writing. For each of our writing units, we have a particular focus on planning, drafting and editing. We give particular consideration to grammar, punctuation and spellings throughout the lessons and at the editing stage. Our writing links to our other subject areas and we aim to be inspired to write as part of our wider studies.
Mathematics	**We learn about the following topics:** • **Place Value** Represent and partition numbers to 1000 and 10000; Find 1,10,100 or 1000 more or less; Compare and order numbers to 10000; Roman numerals; Rounding to the nearest 10,100,1000 • **Addition and subtraction**

	Add and subtract 1s,10s,100s and 1000s; Adding and subtracting 4 digit numbers with and without exchanging • **Area** **What is area?; Counting squares; Comparing areas** • **Multiplication and Division** Multiples of 3; Multiply and divide by 6,7 and 9; 11 and 12 times-table and division facts; Multiplying by 1 and 0; Divide a number by 1 and itself; Multiply 3 numbers
Science	**Living Things and Their Habitats (Curriculum Link: Geography - Locational Knowledge)** We begin this unit by exploring the characteristics of living things. We learn how animals and plants can be grouped in different ways according to their characteristics, and we use classification keys to help group, identify and name a variety of living things. Later in the unit, we learn how environments can change over time and that this can sometimes pose dangers to living things. As part of this, we learn about deforestation of the Amazon Rainforest and reflect on potential dangers to animals in our local area.
	Animals Including Humans (Curriculum Link: Art - Amazon Rainforest) We think carefully about the process of digestion and explore what happens from the moment we put food in our mouths. As part of this, we carry out a practical task using different equipment to show each stage of digestion and use the key scientific vocabulary of the different parts of the digestive system to explain our understanding. The different types of teeth and their functions are also learnt, in addition to carrying out a scientific investigation on how different drinks will impact the enamel on our teeth. Finally, we will construct and interpret a variety of food chains, identifying producers, predators and prey.
Art	**Art Strand: The Natural World: Drawing & Painting: Amazon Rainforest** In this unit, we learn about the natural world strand which is designed to help us understand and respect the earth and all who live on it. This will help us to make connections between how we live and the natural world, seeing ourselves as part of what surrounds us. We study the art of Henri Rousseau by exploring a tropical jungle while we learn about the colours and themes that make the artist's paintings' masterpieces. We describe, copy, observe, draw and annotate sketches of Amazon birds using a variety of drawing materials to explore and control line, mark making and shading with graphite and oil pastels. Throughout this unit, we become aware of proportion and scale and paint with watercolours, learning how colour has light and dark values and how colour can be used to make colours lighter or darker. We will explore the relationship with earth and nature by studying the work of the British artist, John Dyer, and the tribal Amazon indian artist, NixiwakaYawanawá. We create paintings that show an important message for us, deforestation and carbon footprint. We study the artists and give more complex personal verbal opinions about their work and

	discuss what the background into their art was. We use paint to make copies of small areas of the artist's work to study technique, colour, tone, textures and patterns used. We use our reflection bubbles to develop skills in verbally describing and recording our thoughts, ideas and intentions about our work. We continue to use our sketchbooks to evaluate our process, and to understand what we need to do to improve.
Computing	**Computer Systems and Networks: The Internet** We begin this unit by exploring how emails are sent and received by teachers on the Hillingdon Primary School network. Linked to our discussions into how our school network and others work, we explore how a network can share messages with another network to form the internet. We describe the parts of a network including how they connect to each other to form the internet. Later in the unit, we discuss what can be shared on the World Wide Web and where websites are stored. We analyse the contents of websites and then begin to gain an appreciation of the fact that not everything we see on the internet is true, honest or accurate.
	Programming: Logo - Sequence in (Curriculum Link: Maths - Shape) This term we use Logo, a text based programming language, to plan and test commands to create different shapes and patterns. To begin this unit, we look at everyday examples of patterns. We recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur, and then create our own codes for drawing different shapes.
Design and Technology (DT)	**Cooking and Nutrition: Prepare and cook a savoury dish. (Curriculum Link: Science - nutrition)** In this unit, we learn how to make healthy food from low-cost ingredients. We recognise that good nutrition keeps the body healthy, provides energy and helps the body to repair. We compare the advantages of processed foods with its disadvantages, and we explore ways of using low-cost fresh ingredients to make simple and appetising meals. As an end to this unit, we prepare and cook a savoury dish using a range of cooking techniques.
History	**Britain's Settlement by the Anglo-Saxons** In this unit, we will revisit our learning about Britain's settlement by Anglo-Saxons and Scots. Through this unit, we will learn about the relationship between the Netherlands, Germany, and Denmark. We will also recap what life was like for Anglo-Saxons in Britain and the kingdoms that were formed by the Anglo-Saxons. At the end of the unit, we will explore key questions such as, how do we know about the Anglo-Saxons and how did religion influence the Anglo-Saxons?
Geography	**Locational Knowledge: Using Latitude and Longitude to locate Countries, Cities and Rivers (Curriculum Link: Science Living Things and their Habitats)** We begin this unit by reading a letter asking us to investigate why the climate in parts of Brazil are hot and wet, and how we can find the exact location of Brazil, the Amazon Rainforest, the Amazon River and other countries, cities and rivers. After exploring different

	maps, we learn the purpose of lines of latitude and longitude before using these to locate places around the world. Later in the unit, we use maps to locate our friends and family around the world. We also understand climate patterns around the world based on our knowledge of the equator and the sun.
Foreign Language (German)	**German towns: Schleswig - Twin Town** We recap key vocabulary learnt in year 3 through song. We learn the names of various shops before using maps to locate them. We learn the names of tourist spots and make a leaflet about what people can do in Schleswig using grammatically accurate sentences. **German around the world: Brazil, Namibia** Linked to our Geography unit including Brazil, we find out why there are German people in Brazil, where they live and whether they speak German. We listen to information in German before completing activities such as gap fills and sentence matching to reinforce key vocabulary. We also look at Namibia and the history of the German language there, building on their sentence work and using plurals. As a link to the end of term RE topic, we investigate how Christians in Germany celebrate Christmas today and create our own traditional German decoration.
Music	We enjoy music lessons from specialist music teachers from the 'Sing Academy' focussing on learning key musical skills predominantly through singing, where appropriate. Further information about Sing academy can be found here: Sing Education This term we will be exploring: • **Reading Notation 2: 2,3 and 4 Time** • **Exploring Staff Notation 2: Follow the score (Glockenspiel)**
PE	**Net and Wall Games: Badminton** Pupils will know the correct way to hold a badminton racket and play a successful clear shot. They will develop their shot playing by playing a drive and drop shot and serving towards an opponent. They will be able to rally with an opponent.
	Invasion Games: Tag Rugby Pupils practise performing passing, using footwork to dodge opponents and ball handling skills in rugby. They will develop their attacking and defending tactics and decision making to use in small sided game situations.

	Invasion Games: Football During this unit pupils will dribble a football keeping the ball under control using different parts of their foot. They will pass a ball using the inside of their foot and pass the ball when under pressure. They will begin to play small sided games of football.
	Coordination & Agility (Sending & Receiving, Reaction and Response) Pupils will select and apply a range of skills with control and consistency. They will apply sending and receiving skills to game situations successfully. In isolation and game they will use their reaction skills successfully.
Personal Development	**Being Me in My World** As we learn to get to know each other and our community, we learn to explain why being listened to and listening to others is important. We also learn the importance of being democratic and how this can help ourselves and others feel valued.
	Celebrating Difference Linked to getting to know ourselves and others, we learn to talk about first impressions of others and how these change as we get to know them. We also learn to explain why it is good to accept ourselves and others for who we are. As we continue to learn about what bullying is and how to reach out, we learn to explain why bullying might be difficult to spot and what to do about it when we are not sure.
Religious Education (RE)	**Sikhism: Beliefs and Values** We explore the concept of Beliefs and Values in this unit. The key question for this unit is 'What is the best way for a Sikh to show commitment to God and How far would a Sikh go for his/her religion?'
	Christianity : The Christmas Story: **Key Question: What is the most significant part of the Nativity for Christians today?** We learn: • to design a symbolic object to show the significance of Christmas or the Christmas holiday to me. • to explain which Christmas symbols tell Christians something about the incarnation (Jesus being God on Earth). • to ask questions about what Christmas means to Christians and compare this with what it means to us.