

Year 4 Curriculum Overview 2025-26

	Autumn	Spring		Summer	
Continuous PSHE: Argyle Code, Argyle Super Learning Powers, Stay on Green					
	Invaders and Settlers				
Humanities Focus:	Rivers	Romans	Anglo-Saxons	Vikings up to 1066	Kings Cross and Bonsall (contrasting localities and a focus upon UK farming)
Stimulus/Trips	Thames Explorer Science Discovery Lab	British Museum The Temple of Mithras	British Museum Trip to Church Spring 2 Anglo Saxon workshop		Bonsall Local area walk of Kings Cross
Big Questions (PHSEC link)	<p>1)What are the physical features of rivers? 2) Why are rivers so important? 3)What is the significance of rivers to different settlements? 4)What is flooding and why is it a concern? 5) how are waterfalls formed?</p> <p>Why are rivers so important to their lives today and in the past?</p> <p>Links to RRS – article 24 health, food, water, environment</p>	<p>1What have the Romans done for us? 2What has been the lasting legacy? (Diversity and immigration)</p> <p>Links to RRS – article 31 rest, play, culture, arts, article 9 keeping families together See PSHE/RE</p>	<p>1. Were the Vikings raiders or Settlers? 2.What has been the lasting legacy? (Diversity and Immigration)</p> <p>Links to RRS – article 31 rest, play, culture, arts, article 9 keeping families together See PSHE/RE</p>	<p>1. Why did the Anglo-Saxons really invade? 2. What has been the lasting legacy? (Diversity and Immigration) 3. If you could travel back in time, who would you have liked to have been – a Roman, Anglo-Saxon or Viking? Why?</p> <p>Links to RRS – article 31 rest, play, culture, arts, article 9 keeping families together See PSHE/RE</p>	<p>1 Where would you prefer to live and why? 2. Is it healthier to live in the countryside or the city? 3. What did you learn about farming in the UK? 4. How are urban and rural localities different?</p> <p>Links to RRS – Article 13 sharing thoughts freely, article 24 health, water, food, environment</p>
Key Text	<p>Krindlekrax</p> <p>Information text about animals and animal groups</p>	<p>Escape from Pompeii</p> <p>I was there...Boudicca's Army</p>	Beowulf	Arthur and the Golden Rope (graphic novel)	<p>Varjak Paw</p> <p>Author Study Michael Morpurgo Rainbow Bear Silver Swan Dancing Bear</p>

Writing Outcomes	T4W: Conquering the Monster Explanation Text: The Water Cycle	Non - chronological report aspect of life in Roman Britain Letter and Diary:	T4W: Legend Information Text: Invaders and Settlers Topic	Outcome: recounts (to recount and entertain) Viking boy Information Text: Invaders and Settlers Topic	T4W: Tale of Fear Biography: S.F. Said Letter: Bonsall Pen pal	Balanced Argument: Compare Bonsall and Kings Cross
Oracy	Explain the water cycle and how it works					
Maths	Place Value Addition & Subtraction Measurement & Area Multiplication & Division		Multiplication & Division Length & Perimeter Fractions Decimals		Decimals Money Time Shape Statistics Position & Direction	
Science	Materials: States of Matter Living things and their Habitats- River as a habitat -River dipping – compare water quality		Sound Electricity STEAM Project - Connections Tinkering Projects		Continue with Living things and their Habitats – making a positive change Animals including Humans – digestive system, teeth, food chains	
Art & DT	Storytelling Through Drawing Explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing. Mechanical systems -a slingshot car Optional Multi-medium model of rivers – source to sea Roman mosaic		Exploring Still Life Enquiry Question: How can we use drawing, painting and collage skills to create still life images? Electrical Systems: Torches	Textiles: fastenings	Sculpture, Structure, Inventiveness and Determination Enquiry Question: Can we demonstrate traits of inventiveness and determination, as well as imagination, when making sculpture? Structure: Pavilions	Cooking and nutrition: adapting a recipe
Computing	E-Safety – How do we behave respectfully online? Kind Kingdom					
	Data logging Programming A-MSW Logo		Creating Media -Audio/Photo. Espresso Coding Unit 4b		Creating media-Video editing Digital recording Programming B - Scratch	
PSHE & Citizenship Links to RRS within every aspect of PSHE	School Council Elections Harvest celebrations Healthy eating (nutrients and energy) x 2 Health and prevention (asthma and washing hands) x 3 Drugs, alcohol and tobacco x 3 Respectful relationships (anti-		Money and saving x 2 Basic first aid (refer to Red Cross resources) x 3 Being safe (water safety) x 2 Online safety (trust) x 2 Respectful relationships (stereotypes) x 3		Respectful relationships (friendships and stereotypes) x 6 Online relationships x 2 Growth and development (linked to science) x 1 Changing adolescent body (speak to PSHE lead prior) x 2	

	bullying) x 1				Bonsall: Respecting difference.	
RE - What is important to people in my local community? Links to RRS – article 30 culture, language and religion	How and why do Hindu people worship in the home and in the Mandir?	Why is the Bible special for Christians?	What religions & worldviews are represented in our neighbourhood ?	Why is Easter important to Christian people?	What makes me the person I am?	What happens when someone gets married?
PE	Basketball Fundamentals	Fitness Gymnastics	Swimming Football	Swimming Tennis	Yoga Athletics	Cricket Dance, including May day dance
Music	1.Wider opportunities – introduction to violin/tin whistle 2.Play and perform using voices and instruments 3.Compose music using inter-related dimensions of music	1.Continue with playing, performing, composing and reading notation 2. Compose short melodies based on Elgar	1. Continue playing and performing 2. Study music and composers and musicians from different traditions with a focus study on chosen pieces of music	1. Continue playing and performing 2. Study music and composers and musicians from different traditions with a focus study on chosen pieces of music	1. Continue playing and performing 2. Study music and composers and musicians from different traditions with a focus study on chosen pieces of music	1. Continue playing and performing 2. Study music and composers and musicians from different traditions with a focus study on chosen pieces of music
MFL	Latin	Latin	Latin	Latin	Latin	Latin