Year 4 - Yearly Overview 2026/27

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	The Brave and the Bold		**Living on the Edge**	**A Taste of Italy**	**Raging Rivers**	**Save Water Secure Tomorrow**
Outcome		Listen to Me concert		Listen to Me concert		Listen to Me concert
Curriculum Enrichment		Hooke court	Dentist Visit?		Rivers Fieldwork trip	
History/ Geography	**History**		**Geography**		**Geography**	**Geography**
	The Bold and the Brave Britain's settlement by Anglo-Saxons and Scots Where the invading troops came from and where they settled in Britain. How the Anglo-Saxons influenced the English language. Anglo-Saxon life - a typical village, jobs and houses. Religion, gods they worshipped until conversion to Christianity.	**Raiders and Traders Viking and Anglo-Saxon struggle for the Kingdom of England** Viking raids and invasion, the resistance by Alfred the Great and Athelstan, first king of England. The reason for further Viking invasions and Danegeld, Anglo-Saxon laws and justice. The story of Edward the Confessor and his death in 1066	**Describe and understand key aspects of: Volcanoes & Earthquakes** To explore the physical processes which cause the formation of volcanoes and earthquakes. To use globes, atlases and maps to identify where volcanoes are situated in the world and summarise global patterns. Investigate Mount St Helens in North America and compare it to Mount Vesuvius. Research the global impact of earthquakes and summarise where the safest place in school would be in the event of an earthquake.	**Study of human and physical geography of a region(s) in a European country – Italy** Use maps to locate Italy within Europe and the world. Name and locate the cities and regions of Italy. Describe and understand key aspects of physical and human geography. To explore how mountains are formed and investigate tourism - why people visit the Alps and Apennines in Italy. Evaluate whether it is worth the risk of experiencing avalanches when visiting these places.	**Rivers** Explore the course of a river, focussing on the source, mouth and physical features of ox-bow lakes, waterfalls and floodplains. Compare the River Avon to the River Po identifying the similarities and differences between the two rivers.	**Explore how we use water** Explore how water is used as a resource by humans and complete a water diary to evaluate the amount of water that we use daily. Research global access to clean water and use maps to locate countries that have access to clean water - discuss whether access to clean water is a basic human right. Investigate how global warming impacts water resources and make conclusions as to why water is so important to life on Earth.
Science	**Science**					
	What's the matter Children identify solids, liquids and gases and their structure. Investigate whether gas has a mass through a fizzy drink investigation. How water changes state. Record how towels dry in different conditions. Understand the water cycle.	**Sound of Science** Explore and identify the way sound is made through vibration in a range of different musical instruments from around the world. Find out how the pitch and volume of sounds can be changed.	**A question of digestion** The main body parts associated with the digestive system. Explore questions to understand their special functions. Compare the teeth of carnivores and herbivores and suggest reasons for the differences. Find out what damages teeth and how to look after them. Discuss their ideas about the digestive.	**We are Family** Identifying the difference between vertebrates and invertebrates. Grouping and classifying vertebrates and invertebrates.	**What's the connection** Explain how electricity is generated. Identify electrical appliances and the types of electricity they use. Identify electrical circuits. Identify and sort materials into conductors or insulators. Explain how switches work.	**Food Chains** Consider man-made and natural changes to the local environment. Consider how animals adapt to these changes in the environment. Explore the greenhouse effect and explain how this increases the earth's temperature through investigation. Describe how these changes affect animals and their environment and what dangers these changes pose to animals living in the environment. How to

						make a positive impact on a local environment by redesigning it.
Art/Design & Technology	**Design & Technology**	**Design & Technology**	**Art**		**Design & Technology**	**Art**
	Show Me a Story **Mechanical systems** **Levers and Linkages** Children learn to explore a range of levers and linkages. They utilise these mechanisms to create a moving page from the story of Beowulf. They design a page that considers colour, font and graphics and allows a mechanism that is smooth and controlled. They build on their skills taught in Y3 for strengthening, measuring and cutting card.	**Brilliant Bread** **Food** **Healthy and varied diet/celebrating culture and seasonality including cooking and nutrition requirements for KS2** Children adapt a basic bread recipe by adding or altering ingredients. They learn about seasonality and design and make a shaped and flavoured bread to survive Viking life.	**Volcanos Collage and Textiles** The children will be given the opportunity to explore paintings by Christina Balit, and also explore and experiment with a range of techniques so that they can then choose a variety of these to complete their own final piece of a collage Volcano.	**Drawing and Painting** Using Da Vinci's work on portraits as inspiration, the children will develop their understanding of facial and body proportions as well as their use of colours, line drawing and shading to show depth in a landscape final piece.	**Light Me Up** **Electrical systems** **Simple circuits and switches including programming and control** Children learn simple electrical circuits including how to programme and control them using crumble. They create a functioning lantern for Michael from Kensuke's Kingdom.	**Clay floramics** The children will develop their observational drawing skills so that they pay attention to detail with form, composition and texture. This will later become the foundations of their own floramics inspired pot. They will use the joining technique of slip and hatching and will be able to show depth of mark making and sculpting to create the overall flower design.
Music Instruments TBC	**Music**					
	Listen to Me –Ukulele Children learn basic fingering and how to play simple tunes. They begin to learn to read and follow simple musical notation		**Listen to Me – Brass - Cornets** Children learn the basic techniques needed to create the notes, breathing and fingering. Playing in time and in tune following simple musical notation.		**Listen to Me - Keyboards** Children learn 3 key chords and how to change between these. The explore finger picking and strumming techniques and how to use these in a range of songs from various cultures.	
English	**English**					
	'Monster Slayer' by Brian Patten		***'The Firework Makers Daughter'*** by Philip Pullman	***'Pebble In My Pocket'*** by Meredith Hooper	***'Kensuke's Kingdom'*** by Michael Morpurgo	
	Beowulf: Hero or Villain? A narrative depicting Beowulf as either a hero or a villain.	**Grendel's Mother** A non-fiction book page in the style of the book	**Firework Poetry** A poem depicting fireworks as both mesmerizing and menacing. **Ascend to Razvani** A narrative build-up depicting Lila as a determined and brave character who meets with Razvani (including dialogue)	**Tooth-rific** Information text about looking after teeth. **Pebble In My Pocket** Information page about the journey of a pebble through its life.	**Kensuke: Protector or Punisher?** A narrative about Kensuke as Michael arrives on the island and gets to know him **Letter to Kensuke** **TBC**	**Rivers** Poetry depicting the journey of the river from source.

Maths	Beowulf Retelling part of the story from Grendel's point of view					
	Mathematics					
	1. Number and place value 2. Addition and subtraction	3. Multiplication and division	4. More multiplication and division 5. Graphs	6. Fractions 7. Time 8. Decimals	9. Money 10. Length, Mass & Volume 11. Area & Perimeter	12. Geometry 13. Position & Movement 14. Roman Numerals
RE	**Religious Education**					
	Creation The children will explore the concept of creation through the exploration of a range of stories from different religions and cultures. They will investigate how important these stories are to the people who told them and how they reflect the time / place or beliefs of the faith or culture to which they belonged.	**Holy** The children will explore the concept of holy through looking at how Mary, mother of God is portrayed in the Christian faith. They will look at a range of iconography and use it to look at how Mary has an important role in the Christian faith. They will reflect upon what their idea of holy is.	**Freedom/Remembering** They children will explore the concept of freedom through the story of Moses and the first Passover. They will look at what is remembered in the Seder meal and why. Links will be made to how remembering makes them feel and how they remember special things or people.	**Ritual** Through the exploration of the Paschal candle in a church during Easter, children will identify what a ritual is, why they are used and what the value of them are in society and in religion. They will identify rituals in their own lives and think about how they can affect their lives.	**Ritual** The children will explore ritual through looking at Rites of Passage. They will identify what they mean to them and then through exploring the Jewish Ceremonies of Bar Mitzvah and Bat Mitzvah will be able to describe why these rituals are important to many Jewish children.	**Wisdom** Children will explore the concept of wisdom through examining the story of Guru Nanak and other Gurus. They will explore what wisdom means to them and how it relates to their own life.
Computing	**Computing**					
	Computer Networks and Word Processing Children will create a strong password and describe strategies for keeping their personal information private, depending on context. Children will understand that computers in a school are connected together in a network and why computers are networked. Children will create a fact file based on their topic work using shortcut keys to copy and paste images and text. They will spell check the text they add and explain the choices	**Toy Giveaway** Children will understand that any information about them online can be copied, created and shared by others. Children identify a range of technologies where bullying might take place and explain why they need to think carefully about how content posted might affect others, their feelings and how it may affect how others feel about them. Children will explore how Scratch can make objects move and transform using count-controlled-loops before programming their own	**Video Creation** When searching on the internet for content to use, children can explain why they need to consider who owns it and whether they have the right to reuse it. Children can explain how using technology can be a distraction and suggest strategies to limit this time. Children will be able to sequence clips of mixed media, using images and videos, in a timeline and record a voiceover. They will be able to trim and cut film clips and add titles and moving transitions.	**Fish Tank** Children can describe safe and fun experiences they can have online and give examples of how they can be safe online and be respectful towards others. Children will explore how Scratch can use an indefinite (forever) loop in a fish tank scene and then use these ideas to design their own scene.	**Crumble Lights** Children analyse information and differentiate between 'opinions', 'beliefs' and 'facts'. Children will identify methods used to encourage people to buy things online. Using Crumble, children will use their coding knowledge to program and control a physical system in their D&T unit of work to program an indefinite looped light sequence in their lantern.	**Stop Motion Animation** Children will be able to explain how their online identity can be different to the identity they present in 'real life'. Children will create a simple stop motion animation using soft playdough or paper, based on a planned sequence of events.

	they made about their presentational changes to suit the audience and purpose.	objects using count controlled-loops.				
PE	**PE**					
	Indoor: **Gymnastics** Children will be exploring balances and rolls, with a focus on posture and control in a sequence. Outdoor: **Basketball**– Develop skills of control of the ball, moving, passing and receiving and using in a game.	Indoor: **Viking Dance –** Perform a dance using space, pathways and range of movement patterns, with control and fluency. Outdoor: **Tag Rugby** – throw and catch with control and accuracy. They will start to understand defensive techniques	Indoor: **Gymnastics** Children will be exploring travelling techniques, including hops and rolls using apparatus to create a routine. Outdoor: **Multiskills** –Develop agility, balance and coordination to complete personal best challenges.	Indoor: **Tudor Dance** Children will explore the use of levels, canon, unison and space to create a routine. Outdoor: **Athletics** – sprints up to 50m and start to run over longer distances up to 300m. Range of throwing techniques and standing and long jump	**Swimming** Children develop swimming strokes of front crawl, back crawl and breaststroke. Outdoor: **Tennis** – strike a ball with control and accuracy and pass accurately to an opponent	Indoor: **Outdoor adventurous Activities** Children will learn the 8 compass points and complete tasks to develop communication. Outdoor: **Cricket** – develop bowling, batting and fielding skills, to use in a game.
PSHE	**PSHE**					
	No outsiders- remixed **Me & my relationships** Cdn can identify appropriate ways to talk/ react to each other, understand how people may feel in different situations, basic peer pressure.	**No outsiders-** Julian is a mermaid **Valuing difference** Stereotypes, friends or acquaintances? People we share our world with.	**No outsiders-** My brother George **Keeping Safe** Identifying and assessing risk and hazards, how to keep themselves safe, medicine.	**No outsiders-** Red **Rights and Respect** What are your rights? How do we make a difference? Safety in numbers, Why pay taxes?	**No outsiders-** My beautiful voice **Being My Best** What makes me Me? Making choices, My school community Basic first aid	**No outsiders-** When sadness comes to school **Growing and Changing** Moving house, feeling all over the place, All change, puberty, Secret or surprise? Together.
MFL	**MFL**					
	Fan de Children revise greetings, questions and numbers 1-10 from 'Moi' in Y3. They learn to say where they live, to say who (famous people)/what (top brands) they are a fan of and give a reason for their opinion.		**On fait la fête** Children learn numbers 1-30, using this to tell the time on the hour and the date of birthdays. They also learn to say the names of the month in which they celebrate their birthday as well as the days of the week.		**Dans ma trousse…** Children learn to talk about classroom equipment, understanding the difference between masculine and feminine nouns. They use prepositions to describe where they might find it and adjectives to describe the size and colour. The children revise numbers 1-30 to describe how many.	