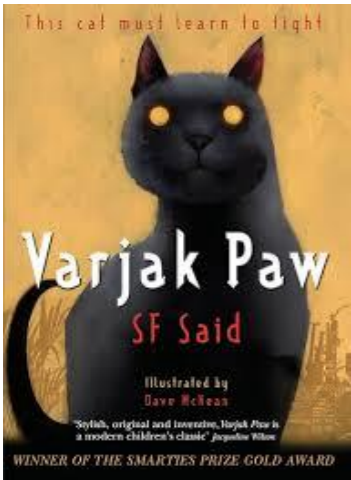
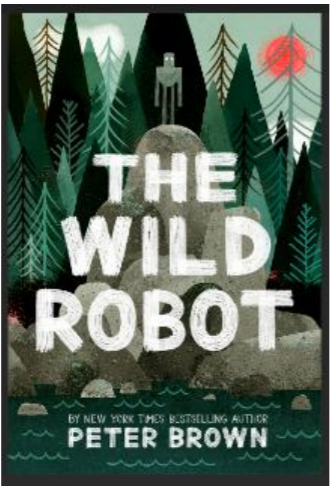
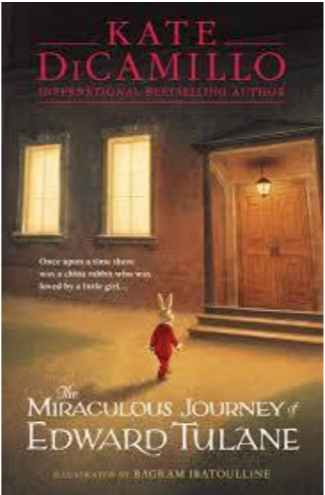

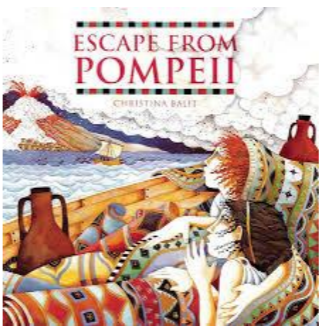
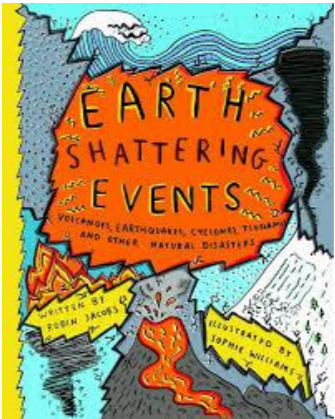
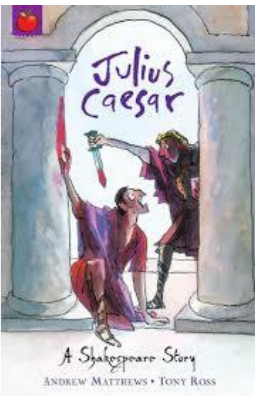




## Year 4 Curriculum Map 2025-2026

English Reading					
Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Theme: Ancient Egypt	Theme: Nature vs technology	Theme: North and South America	Theme: Tales and Rivers	Theme: Romans	
Topics	Topics	Topics	Topics	Topics	Topics
				 	
Skills	Skills	Skills	Skills	Skills	Skills
<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Recognising some different forms of poetry (for example, free verse, narrative poetry).</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>	<p>Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet.</p> <p>Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.</p> <p>Develop positive attitudes to reading and understanding of what they read by:</p> <ul style="list-style-type: none"> <li>Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.</li> <li>Reading books that are structured in different ways and reading for a range of purposes.</li> <li>Using dictionaries to check the meaning of words that they have read.</li> </ul>

<ul style="list-style-type: none"> <li>Increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally.</li> <li>Identifying themes and conventions in a wide range of books.</li> <li>Preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action.</li> <li>Discussing words and phrases that capture the reader's interest and imagination.</li> </ul> <p>Understand what they read, in books they can read independently, by:</p> <ul style="list-style-type: none"> <li>Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.</li> <li>Asking questions to improve their understanding of a text.</li> <li>Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.</li> <li>Predicting what might happen from details stated 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English Writing					
Topics	Topics	Topics	Topics	Topics	Topics
Explanation text Comic strip (direct speech) Portal story	Missing Person - 'Wanted' Poster Newspaper Report Nonsense poetry	Informal letter Narrative – Next chapter	Narrative – Twisted Tale River Poem	Explanation text Newspaper report Diary Entry	Biography Playscript
Skills	Skills	Skills	Skills	Skills	Skills
Writing: Handwriting <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so</li> </ul>	Writing: Handwriting <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so</li> </ul>	Writing: Handwriting <ul style="list-style-type: none"> <li>Use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined.</li> <li>Increase the legibility, consistency and quality of their handwriting (for example, by ensuring that the down-strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>Spell further homophones.</li> <li>Spell words that are often miss-pelt (English Appendix 1).</li> <li>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>Use the first two or three letters of a</li> </ul>	<ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them (English Appendix 1).</li> <li>Spell further homophones.</li> <li>Spell words that are often miss-pelt (English Appendix 1).</li> <li>Place the possessive apostrophe accurately in words with regular plurals (for example, girls', boys') and in words with irregular plurals (for example, children's).</li> <li>Use the first two or three letters of a word to check its spelling in a dictionary.</li> <li>Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p>Writing: Composition Plan their writing by:</p> <ul style="list-style-type: none"> <li>Discussing writing similar to that which they are planning to write in order to</li> </ul>	

<p>that the ascenders and descenders of letters do not touch).</p> <ul style="list-style-type: none"> <li>Use further prefixes and suffixes and understand how to add them. (English Appendix 1)</li> <li>Spell further homophones.</li> <li>Spell words that are often miss-pelt. 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Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Writing: Vocabulary, Grammar &amp; Punctuation</p> <p>Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>Using the present perfect form of verbs in contrast to the past tense.</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul>	<p>understand and learn from its structure, vocabulary and grammar.</p> <p>Discussing and recording ideas Draft &amp; write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a earn from its structure, vocabulary and grammar.</li> </ul> <p>Discussing and recording ideas Draft &amp; write by:</p> <ul style="list-style-type: none"> <li>Composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures (English Appendix 2).</li> <li>Organising paragraphs around a theme.</li> <li>In narratives, creating settings, characters and plot • in non-narrative material, using simple organisational devices (for example, headings and sub-headings)</li> </ul> <p>Evaluate &amp; edit by:</p> <ul style="list-style-type: none"> <li>Assessing the effectiveness of their own and others' writing and suggesting improvements.</li> <li>Proposing changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences.</li> <li>Proof-read for spelling and punctuation errors.</li> <li>Read aloud their own writing, to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.</li> </ul> <p>Writing: Vocabulary, Grammar &amp; Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although</li> <li>Using the present perfect form of verbs in contrast to the past tense.</li> <li>Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> </ul> <p>Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>Using commas after fronted adverbials.</li> <li>Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>Using and punctuating direct speech.</li> <li>Use and understand the grammatical terminology in English Appendix 2 accurately and appropriately when discussing their writing and reading.</li> </ul>
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<p>controlling the tone and volume so that the meaning is clear.</p> <p>Writing: Vocabulary, Grammar &amp; Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>▪ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>▪ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>▪ Using fronted adverbials.</li> </ul> <p>Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>▪ Using commas after fronted adverbials.</li> <li>▪ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English, Appendix 2, accurately and appropriately when discussing their writing and reading.</li> </ul>	<p>controlling the tone and volume so that the meaning is clear.</p> <p>Writing: Vocabulary, Grammar &amp; Punctuation Develop their understanding of the concepts set out in English Appendix 2 by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</p> <ul style="list-style-type: none"> <li>▪ Developing their understanding of the concepts set out in English Appendix 2 by: Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>▪ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>▪ Using fronted adverbials.</li> </ul> <p>Learning the grammar for years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>▪ Using commas after fronted adverbials.</li> <li>▪ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English, Appendix 2, accurately and appropriately when discussing their writing and reading.</li> </ul>	<p>Writing: Vocabulary, Grammar &amp; Punctuation Develop their understanding of the concepts set out in English Appendix 2 by:</p> <ul style="list-style-type: none"> <li>▪ Extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although.</li> <li>▪ Using the present perfect form of verbs in contrast to the past tense.</li> <li>▪ Choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition.</li> <li>▪ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>▪ Using fronted adverbials.</li> <li>▪ Learning the grammar for Years 3 and 4 in English Appendix 2.</li> </ul> <p>Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>▪ Using commas after fronted adverbials. Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English, Appendix 2, accurately and appropriately when discussing their writing and reading.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Using conjunctions, adverbs and prepositions to express time and cause.</li> <li>▪ Using fronted adverbials.</li> </ul> <p>Learning the grammar for Years 3 and 4 in English Appendix 2 Indicate grammatical and other features by:</p> <ul style="list-style-type: none"> <li>▪ Using commas after fronted adverbials.</li> <li>▪ Indicating possession by using the possessive apostrophe with plural nouns.</li> <li>▪ Using and punctuating direct speech.</li> <li>▪ Use and understand the grammatical terminology in English, Appendix 2, accurately and appropriately when discussing their writing and reading.</li> </ul>	
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Mathematics					
Topics	Topics	Topics	Topics	Topics	Topics
Addition and Subtraction	Area Multiplication and Division A	Multiplication and Division B Length and Perimeter	Fractions Decimals A	Decimals B Money Time	Time Times Table Assessment Shape Statistics
Skills	Skills	Skills	Skills	Skills	Skills
Count in multiples of 6, 7, 9, 25 and 1000.  Find 1000 more or less than a given number.  Count backwards through zero to include negative numbers.  Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones).  Order and compare numbers beyond 1000.  Identify, represent and estimate numbers using different representations - round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	Find the area of rectilinear shapes by counting squares.  Recall multiplication and division facts for multiplication tables up to 12 × 12.  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.	Recall multiplication and division facts for multiplication tables up to 12 × 12.  Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.  Recognise and use factor pairs and commutativity in mental calculations - multiply two-digit and three-digit numbers by a one-digit number using formal written layout.  Solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.  Measure and calculate the perimeter of a rectilinear figure (including squares) in	Recognise and show, using diagrams, families of common equivalent fractions  Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten.  Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number  Add and subtract fractions with the same denominator  Recognise and write decimal equivalents of any number of tenths or hundredths.  Recognise and write decimal equivalents to 1/4, 1/2, 3/4.	Recognise and write decimal equivalents of any number of tenths or hundredths.  Recognise and write decimal equivalents to 1/4, 1/2, 3/4.  Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.  Round decimals with one decimal place to the nearest whole number.  Compare numbers with the same number of decimal places up to two decimal places.  Solve simple measure and money problems involving fractions and decimals to two decimal places.  Convert between different units of	Convert between different units of measure (for example, kilometre to metre; hour to minute).  Estimate, compare and calculate different measures, including money in pounds and pence.  Read, write and convert time between analogue and digital 12- and 24-hour clocks.  Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.  Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.  Identify acute and obtuse angles and compare and order angles up to two right angles by size.

<p>Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.</p> <p>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</p> <p>Estimate and use inverse operations to check answers to a calculation.</p> <p>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</p>		<p>centimetres and metre.s</p> <p>Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.</p>	<p>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p>	<p>measure (for example, kilometre to metre; hour to minute).</p> <p>Estimate, compare and calculate different measures, including money in pounds and pence.</p>	<p>Identify lines of symmetry in 2-D shapes presented in different orientations.</p> <p>Complete a simple symmetric figure with respect to a specific line of symmetry.</p> <p>Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graph.</p> <p>Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.</p>
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Science					
Topics	Topics	Topics	Topics	Topics	Topics
Living things and habitats	Electricity	Humans and other animals; Teeth and digestion	States of Matter	Sound	
Skills	Skills	Skills	Skills	Skills	Skills
<p>Recognise that living things can be grouped in a variety of ways.</p> <p>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment.</p> <p>Recognise that environments can change and that this can sometimes pose dangers to living things.</p>	<p>Identify common appliances that run on electricity.</p> <p>Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers.</p> <p>Identify whether a lamp will light in a simple series circuit, based on whether the lamp is part of a complete loop with a battery.</p> <p>Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit.</p> <p>Recognise some common conductors and insulators, and associate metals with being good conductors.</p>	<p>Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions.</p> <p>Construct and interpret a variety of food chains, identifying producers, predators, and prey.</p>	<p>Compare and group materials together, according to whether they are solids, liquids, or gases.</p> <p>Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C).</p> <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p>	<p>Identify how sounds are made, associating some of them with something vibrating.</p> <p>Recognise that vibrations from sounds travel through a medium to the ear.</p> <p>Find patterns between the pitch of a sound and features of the object that produced it.</p> <p>Find patterns between the volume of a sound and the strength of the vibrations that produced it.</p> <p>Recognise that sounds get fainter as the distance from the sound source increases.</p>	

Humanities					
Topics	Topics	Topics	Topics	Topics	Topics
History: Ancient Egypt	Geography: Landforms (Islands and Coasts)	Geography: Routing and Map Skills (North and South America)	Geography: The Water Cycle and Rivers	History: Romans	Geography: Volcanoes and Natural Disasters
Skills	Skills	Skills	Skills	Skills	Skills
<p>Develop a chronologically secure knowledge and understanding of world history, establishing clear narratives within and across the periods they study.</p> <p>Pupils should note connections, contrasts and trends overtime and develop the appropriate use of historical terms. They should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance.</p>	<p>Develop their knowledge of physical geographical features such as islands coasts and beaches.</p> <p>Pupils will use maps, atlases and digital maps to locate and describe different landforms.</p> <p>Pupils will compare different islands and coastal regions developing their ability to compare geographical features and understand the diversity of landforms.</p>	<p>Plan journeys across North and South American using maps, route planners and digital mapping apps.</p> <p>Select suitable routes based on distance, terrain, transport links or climates.</p> <p>Measure distances between points using scales or online tools and analyse map symbols, scales and keys to interpret features along a route.</p>	<p>Identify major rivers around the world, including name their source, course and mouth.</p> <p>Describe the main stages of the water cycle and how they link to weather and rainfall.</p> <p>Explain how rivers change the land through processes such as erosion, transport and deposition.</p>	<p>Develop a chronologically secure knowledge and understanding of British and world history, establishing clear narratives within and across the periods they study. They should note connections, contrasts and trends overtime and develop the appropriate use of historical terms.</p> <p>Pupils should regularly address and sometimes devise historically valid questions about change, cause, similarity and difference and significance. They should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>The Roman Empire and its impact on Britain.</p>	

<p>Pupils should construct informed responses that involve thoughtful selection and organisation of relevant historical information. They should understand how our knowledge of the past is constructed from a range of sources.</p> <p>The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and an in-depth study of Ancient Egypt.</p>	<p>Pupils will examine how human activity impacts coastal environments.</p>	<p>Describe routes using geographical vocabulary.</p>	<p>Use maps, globes and digital sources to locate rivers and track their courses.</p>	<p><b>Human &amp; Physical Geography</b> Describe and understand key aspects of:</p> <ul style="list-style-type: none"> <li>Physical geography, including: volcanoes and earthquakes.</li> </ul>
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Computing					
Topics	Topics	Topics	Topics	Topics	Topics
Online Safety Unpacking Hardware & Software	Online Safety Animation	Online Safety Sound Stories Composing beats	Online Safety Logo	Online Safety Coding Effective Searching	Online Safety Introduction to AI
Skills	Skills	Skills	Skills	Skills	Skills
Identify the main components of a computer system, including input, output, storage and processing devices.	Recognise that animation is made by showing a series of images in sequence.	Recognise how sounds, rhythms and beats can be used to tell a story or create a mood.	Explain how simple commands, sequences and repetitions can be written to draw shapes or designs.	Create simple programs by writing, editing and debugging code to achieve specific goals.	Create simple activities that explore how AI tools can sort, predict, or respond to information.
Distinguish between hardware and software, giving everyday examples of each.	Explain how drawings, photos, or shapes can be combined in software to create movement.	Explain how digital tools and musical elements such as rhythm, tempo and dynamics can be used in composition.		Use focused searches to locate reliable information and evaluate its relevance.	Explain how AI is used in everyday life and how it differs from standard computer programs.
Explain how hardware and software work together.	Create short animations using frames, timelines, and editing tools to refine clarity and flow.	Create short pieces by recording, layering and arranging sounds or beats to suit a purpose.			
Identify online risks and use respectful behaviour when sharing or communicating.	Evaluate finished animations, considering how well they meet their intended purpose or audience.				

Art					
Topics	Topics	Topics	Topics	Topics	Topics
Ancient Egypt; Pharaoh Portraits	Exploring and Developing Art Skills	North America to South America; Journey through Art	Rivers - Weaving	Romans	
Skills	Skills	Skills	Skills	Skills	Skills
Explore facial features, proportions, and expressions in portraiture.	Use drawing, painting, and sculpture to develop and share ideas, experiences, and imagination.	Explore a range of artistic traditions across North and South America, including Indigenous, folk, and contemporary styles.	Observe and record the colours, textures, and shapes of rivers from source to mouth.	Explore Roman mosaic patterns and designs.	Study Roman sculpture and portraiture, focusing on facial features and expressions.
Study Ancient Egyptian pharaoh portraits and symbolism.	Improve mastery of techniques such as colour mixing, brushwork, texture, and 3D construction.	Experiment with colour, pattern, and texture inspired by different cultures.	Experiment with weaving, layering, and textile techniques to represent flowing water.	Develop skills in arranging shapes and colours to create repeating patterns.	Develop observational drawing and modelling skills using clay or other materials.
Transform own photographs into Egyptian-style portraits using drawing and painting techniques.	Learn about a range of artists, craft makers, and designers, describing the differences and similarities in their work.	Develop skills in drawing, painting, and collage to represent landscapes, animals, and cultural motifs.	Explore colour blending and pattern-making to convey movement and depth.	Experiment with cutting, layering, and assembling materials to make a small mosaic.	Experiment with proportion, texture, and decorative details.
Experiment with colour, pattern, and decorative elements inspired by Egyptian art.	Evaluate and adapt own work and that of others, explaining preferences and choices.	Reflect on how art expresses cultural identity and tells stories.	Reflect on how materials and design choices can represent natural landscapes.	Reflect on how design choices affect the overall visual impact.	Reflect on how Roman art conveyed identity, status, and power.
Reflect on how artistic choices convey status, identity, and style.		Cross-curricular; Humanities	Cross-curricular; Humanities	Cross-curricular; Humanities, English	Cross-curricular; Humanities, English
Cross-curricular; Humanities, English					

Music					
Topics	Topics	Topics	Topics	Topics	Topics

Exploring Descriptive Sounds	Exploring Rhythmic Patterns Performance	Exploring Arrangements Composers	Exploring Pentatonic Scales	Exploring Sound Colours Musical Elements	Exploring Singing Games Ostinato
Skills	Skills	Skills	Skills	Skills	Skills
<p>Explore the voice as an instrument, and beatbox drum kit sounds.</p> <p>Learn to sing a song and add beatbox sounds.</p> <p>Identify and respond to four well-known instruments in a song.</p> <p>Combine singing four songs together in a performance.</p> <p>Classify the dance band instruments playing 'In the Mood'.</p> <p>Learn a song and use actions to demonstrate its structure.</p> <p>Sing 'Hey, Mr Miller' as a three-part round.</p> <p>Accompany a movie using paper sounds and performance art.</p> <p>Watch a demonstration of making sounds from paper and create a groove.</p> <p>Identify typical features of jazz song structure and follow a score.</p> <p>Listen to, then compose a rondo.</p> <p>Exploring phrases in 'Amazing Egyptians'.</p>	<p>Copy, identify and notate rhythms using stick notation.</p> <p>Compose rhythm phrases.</p> <p>Understand that rhythm is the sub-division of the beat.</p> <p>Recognise and use rest beats.</p> <p>Recognise and begin to use semi-quavers.</p> <p>Begin to use standard notation.</p> <p>Build up layers of sound and ostinati.</p> <p>Combine pulse and rhythm(s) to create effects.</p> <p>Watch the performance of the poem Hand on the bridge.</p> <p>Learn an ostinato to accompany the poem.</p> <p>Learn a beatbox accompaniment to a rap.</p> <p>Record a complete performance of Write-a-rap rap.</p> <p>Use Italian terms – f, p, mf, mp, crescendo, diminuendo.</p>	<p>Sort instruments by timbre into groups to depict the four seasons.</p> <p>Compose and perform four seasons music.</p> <p>Listen to Vivaldi's musical description of the four seasons.</p> <p>Learn to sing a song in a minor key.</p> <p>Accompany the song Global warming with a drone and ostinato.</p> <p>Listen to extracts of two pieces of music called Antarctic symphony.</p> <p>Learn to sing a song about global warming.</p> <p>Compose an introduction to a song inspired by listening extracts.</p>	<p>Sing, play and compose c-d-e-f-g pentatonic melodies.</p> <p>Use rhythm g f to notate short melodic patterns.</p> <p>Compose actions for a song.</p> <p>Recognise and use echo and call and response structures.</p> <p>Performing a pentatonic song with tuned and untuned accompaniment.</p> <p>Exploring the pentatonic Scale.</p> <p>Playing in steps using graphic notation.</p> <p>Identifying the metre in a piece of music.</p> <p>Playing independent parts in more than one metre simultaneously.</p>	<p>Identify different musical elements (melody, harmony, rhythm, dynamics, timbre).</p> <p>Recognise various genres and styles of music.</p> <p>Identify a song's structure and learn the chorus.</p> <p>Create simple melodies or rhythms.</p> <p>Experiment with combining different musical elements.</p> <p>Change dynamics by adding layers of sound.</p> <p>Identify the metre of the song Canterbury bells and learn the verse.</p> <p>Read and write basic musical notation.</p> <p>Understand the staff, clefs, notes, and rests.</p> <p>Work effectively in groups to create music.</p> <p>Share and discuss musical ideas with peers.</p>	<p>Recognise and distinguish between different musical patterns and textures.</p> <p>Identify the use of ostinato in various musical contexts.</p> <p>Develop pitch accuracy and vocal control while singing games.</p> <p>Explore different vocal timbres and dynamics in singing.</p> <p>Understand and perform rhythmic patterns associated with singing games.</p> <p>Clap or tap along to the beat and identify simple ostinato rhythms.</p> <p>Create and perform simple ostinato patterns using voice or instruments.</p> <p>Experiment with layering ostinato parts in groups.</p> <p>Work together in small groups to create and perform singing games.</p> <p>Share ideas and feedback during group activities.</p>

PE					
Topics	Topics	Topics	Topics	Topics	Topics
Fitness Football	Handball Netball	Athletics Basketball	Tag Rugby Cricket/Rounders	Swimming (*) Badminton	Dodgeball Dance
Skills	Skills	Skills	Skills	Skills	Skills
<p><b>Fitness (improve Physical Fitness)</b></p> <p><b>Football</b></p> <p>Pass in different ways e.g. high, low, fast, slow.</p> <p>Find and use space in game situations and work well as part of a team.</p> <p>Explain simple tactics in game situations.</p> <p>Move the ball keeping it under control whilst changing direction.</p> <p>Apply basic attacking and defending principles such as finding and using space in game situations.</p> <p>Pass, shoot and receive a ball with increasing accuracy, control and success.</p> <p>Challenge a player in possession of the ball.</p> <p>Pass the ball using different techniques.</p> <p>Develop set moves that can be used in attacking play.</p> <p>Show growing control and consistency during games.</p> <p>Choose and adapt techniques and tactics to keep possession of the ball and give you</p>	<p><b>Handball</b></p> <p><b>Netball</b></p> <p>Pass in different ways e.g. high, low, fast, slow.</p> <p>Find and use space in game situations and work well as part of a team.</p> <p>Explain simple tactics in game situations.</p> <p>Move the ball keeping it under control whilst changing direction.</p> <p>Apply basic attacking and defending principles such as finding and using space in game situations.</p> <p>Pass, shoot and receive a ball with increasing accuracy, control and success.</p> <p>Challenge a player in possession of the ball.</p> <p>Pass the ball using different techniques.</p> <p>Develop set moves that can be used in attacking play.</p> <p>Show growing control and consistency during games.</p> <p>Choose and adapt techniques and tactics to keep possession of the ball and give you</p>	<p><b>Athletics</b></p> <p>Combine basic jump actions to form a jump combination, using a controlled jumping technique.</p> <p>Perform a throwing technique with control, coordination, and consistency.</p> <p>Perform competitively with others.</p> <p><b>Basketball</b></p> <p>Pass in different ways e.g. high, low, fast, slow.</p> <p>Find and use space in game situations and work well as part of a team.</p> <p>Explain simple tactics in game situations.</p> <p>Move the ball keeping it under control whilst changing direction.</p> <p>Apply basic attacking and defending principles such as finding and using space in game situations.</p> <p>Pass, shoot and receive a ball with increasing accuracy, control and success.</p>	<p><b>Tag Rugby</b></p> <p>Pass in different ways e.g. high, low, fast, slow.</p> <p>Find and use space in game situations and work well as part of a team.</p> <p>Explain simple tactics in game situations.</p> <p>Move the ball keeping it under control whilst changing direction.</p> <p>Apply basic attacking and defending principles such as finding and using space in game situations.</p> <p>Pass, shoot and receive a ball with increasing accuracy, control and success.</p> <p>Challenge a player in possession of the ball.</p> <p>Pass the ball using different techniques.</p> <p>Develop set moves that can be used in attacking play.</p> <p>Show growing control and consistency during games.</p> <p>Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score.</p>	<p><b>Swimming (*)</b></p> <p>Understand the benefits of swimming.</p> <p>Understand the principles of safe self-rescue.</p> <p>Develop confidence in the water.</p> <p>Develop skills to enable them to swim on front and back.</p> <p>Each pupil to be able to swim at least 25 metres and reach all elements of Key Stage 2 national curriculum swimming requirements.</p> <p><b>Badminton</b></p> <p>Continue to improve control of the shuttle, with and without the racket, developing different movements and skills to play varied types of shot including a forehand and a lift.</p> <p>Can hit the shuttle, when in the air, varying height, speed and direction into space to beat an opponent.</p> <p>Use different skills to try and win games.</p>	<p><b>Dodgeball</b></p> <p>Get in good positions to throw and receive the ball.</p> <p>Send a ball with accuracy, control, and consistency, whilst moving at different speeds.</p> <p>Practice and improve the underarm throw and side shot throw.</p> <p>Participate in games using skills learnt in previous lessons, including striking, dodging and ball handling skills.</p> <p>Demonstrate good teamwork and communication skills.</p> <p><b>Dance</b></p> <p>Explore and create characters and narratives in response to a range of stimuli.</p> <p>Perform dances using a range of movement patterns – accurately, fluently, consistently and with control.</p> <p>Use different compositional ideas to create</p>

<p>a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p>	<p>a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p>	<p>Challenge a player in possession of the ball. Pass the ball using different techniques. Develop set moves that can be used in attacking play. Show growing control and consistency during games. Choose and adapt techniques and tactics to keep possession of the ball and give you a chance to shoot or score. Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p>	<p>Collaborate with others and use tactics to keep possession. Get into good positions to pass, receive, and shoot the ball. Pass the ball using different techniques. Shoot and score with increasing accuracy. Use a range of tactics, including finding and using space, to keep possession of the ball to shoot/score. Move in different directions learning to move away from your opponent and keep control of the ball when running. Learn how to pass, catching successfully and improving skills whilst on the move. Move forward to attack as part of a team – running in a line. (<i>tag rugby</i>) To work as part of a team when defending, keeping in a line, and spreading out. (<i>tag rugby</i>) Successfully score. Develop physical characteristics needed for the game, e.g. speed, fitness, agility.</p> <p><b>Cricket/Rounders</b> Show control, coordination and consistency when throwing and catching a ball. Hit a ball with increasing control from a tee and progress to without a tee. Take up spaces/positions that make it difficult for the opposition. Hit a ball with increasing control, accurately towards a target. Communicate, collaborate, and compete with others, following the rules of the game. Chose fielding skills which make it difficult for your opponent.</p>	<p>Work together to keep a rally going, returning the ball/shuttle to a partner. With increasing accuracy, perform a forehand and backhand serve, hitting the shuttle with confidence and control. Can move around the court with purpose. Can demonstrate a fast-paced chasse movement in isolation and in games. Perform basic skills needed for the games with control and accuracy, including hitting a ball towards a target. Perform a basic forehand action with control and accuracy. Send/hit a ball/shuttle into space, at different speeds and heights to make it difficult for your opponent. Begin to apply basic movements in a range of activities and in combination. Apply basic principles for attacking including finding and using space in game situations. Keep a rally going using a range of shots. Apply basic principles suitable for attacking and defending. Choose the appropriate hitting and throwing technique to meet the demands of the task. Adopt a good 'ready position' to move and catch a ball. Intercept and stop the ball consistently.</p>	<p>motifs incorporating unison, canon, action, and reaction. Experiment with a wide range of actions, varying and combining spatial patterns, speed, tension, and continuity when working with a partner and in a group. Work well as part of a team.</p>
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Spanish					
Topics	Topics	Topics	Topics	Topics	Topics
Pets and Animals The Colours Pets Wild and Farm Animals Hispanic Wildlife	Healthy Living Parts of the Body and Face Illness and Pains Remedies and Medications to Buy at the Pharmacy Hispanic Festivities	Nationalities and Descriptions Nationalities and Languages Physical Descriptions The Hispanic world: Bolivia	Languages and Descriptions Nationalities and Languages Physical Descriptions The Hispanic world: Argentina	Countries and Housing Countries of the World and Where You Are From Types and Parts of a House My Bedroom and Furniture	Countries and Housing Items in the House Full Revision The Hispanic world: The Inca Civilisation
Skills	Skills	Skills	Skills	Skills	Skills
Recap the colours in Spanish.  Name pets using the correct gender.  Describe pets, farm and wild animals using the correct gender.  Apply the correct verb to 'ser' and the verb 'es' (is) and 'hay' (there is/are).  Use adjectives when naming animals.	Name parts of the face and body using the definitive and indefinite article and adjectives.  Say what hurts you using the correct gender and nouns.  Know what medications you need from the pharmacy.  Familiarise with Hispanic end of year festivities.	Say your nationality and ask others using the verb 'soy' (to be) and the correct gender form.  Say what language/s you speak using the verb 'hablo'.  Describe the colour of your eyes and hair.  Familiarise with facts about Bolivia.	Recap saying your nationality, languages that you speak and physical descriptions.  Complete end of term assessment.  Familiarise with facts about Argentina.	Say what country you are from and ask others using the verb 'soy' (to be) and 'eres'.  Say the type of accommodation you live in using the indefinite article 'un/una'.  Say where you live using the verb 'vivo' and describe your house.  Name the parts of your house using 'hay'.  Describe your bedroom and furniture.	Recap where you are from, type and parts of your house, including your bedroom using the correct verbs 'soy', 'vivo' and 'hay', the indefinite articles and gender.  Complete end of term assessment.  Familiarise with facts about the Inca civilization.

DT					
Topics	Topics	Topics	Topics	Topics	Topics
Electrical Circuit – Wild Robot 'Warning' Alarm		Cooking and Nutrition – Healthy wraps		Roman shields	

	Skills	Skills	Skills	Skills	Skills
	<p><b>Design</b> Recognise the purpose of a warning alarm and plan a simple electrical system, selecting appropriate components such as batteries, buzzers, switches and connecting wires.</p> <p><b>Make</b> Create a working alarm by safely assembling a series circuit, attach components like a buzzer, cell and switch and test conductivity and polarity to ensure it operates correctly.</p> <p><b>Evaluate</b> Assess how effectively the circuit meets its intended purpose, identify faults such as poor connections or loose terminals and suggest improvements.</p> <p><b>Technical Knowledge</b> Understand and use electrical systems in their products (for example, series circuits incorporating switches, bulbs, buzzers and motors).</p> <p>Apply their understanding of computing to program, monitor and control their products.</p>	<p><b>Design</b> Recognise the principles of a balanced diet and plan a healthy wrap by selecting appropriate ingredients, considering flavour, texture and nutritional value.</p> <p><b>Make</b> Prepare ingredients safely and hygienically, use tools such as knives, graters and peelers correctly and assemble a wrap that combines taste, appearance and nutritional balance.</p> <p><b>Evaluate</b> Assess how well the wrap meets its design criteria, taste and judge the flavour, texture and presentation and suggest improvements.</p> <p><b>Technical Knowledge</b> Understand the principles of a varied and balanced diet. Know how to handle food safely and hygienically.</p>		<p><b>Design</b> Research examples of Roman shields and plan an effective design, selecting suitable materials, colours and patterns that reflect historical styles and practical strength.</p> <p><b>Make</b> Measure, cut and assemble card, wood or other materials and accurately join parts securely. Decorate the shield using paint or collage to replicate Roman motifs.</p> <p><b>Evaluate</b> Assess the strength, appearance and usability of the finished shield and compare it to design criteria or historical examples. Suggest improvements to enhance durability and authenticity.</p> <p><b>Technical Knowledge</b> Understand how different materials can be combined for strength and finish.</p>	