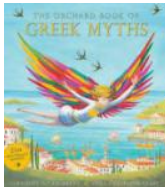
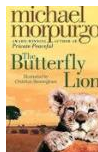




# Year 4 Curriculum Overview 2026-27

## Curriculum drivers - ASPIRATION - DIVERSITY - VOCABULARY-HEALTH AND WELL-BEING

Respect Responsibility Kindness Independence Self-belief Resilience

| Autumn 1                                                                                                                                                                                                           | Autumn 2                                                                                                                                                                                                                                         | Spring 1                                                                                                                                                                                                                                         | Spring 2                                                                                                                                                                                                                                 | Summer 1                                                                                                                                                                                                                                            | Summer 2 |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|
| <p><b>Title:</b><br/>Where do the rivers go?<br/>Driver: Geography<br/>Enhancer: Art &amp; design.</p>  <p>Rhythm of the Rain</p> | <p><b>Title:</b><br/>What was it like to live in Ancient Egypt?<br/>Driver - History<br/>Enhancer Design and Technology.</p> <p>Tadeo Jones Literacy Shed.</p>  | <p><b>Title:</b><br/>Are the Ancient Greeks really ancient?<br/>Driver: History<br/>Enhancer: Geography &amp; Design &amp; Technology.</p>  <p>Greek Myths</p> | <p><b>Title:</b><br/>What does it take to be an engineer?<br/>Driver: Design &amp; technology<br/>Enhancer: Art &amp; design</p>  <p>The Iron Man</p> | <p><b>Title:</b><br/>Lion - predator or prey?<br/>Driver: Science<br/>Enhancer: Design &amp; technology</p>  <p>The Butterfly Lion<br/>Born Free - film link</p> |          |
| <p><b>Experiences:</b></p> <ul style="list-style-type: none"><li>Local walk - painting</li><li>TTRS Day</li></ul>                                                                                                  | <p><b>Experiences:</b><br/>Egypt Day</p>                                                                                                                                                                                                         | <p><b>Experiences:</b></p> <ul style="list-style-type: none"><li>Ancient Greek Day</li><li>Yorkshire Wildlife Park - Who eats who and why? Food chains / classification</li></ul>                                                                | <p><b>Experiences:</b></p> <ul style="list-style-type: none"><li>Create the iron man.</li><li>Walesby Forest Residential</li></ul>                                                                                                       | <p><b>Experiences</b></p> <ul style="list-style-type: none"><li></li></ul>                                                                                                                                                                          |          |
| <p><b>Significant people:</b></p> <ul style="list-style-type: none"><li>Dame Laura Knight (Art)</li><li>Jonathan Turner-Wall (D&amp;T)</li></ul>                                                                   | <p><b>Significant people:</b></p> <ul style="list-style-type: none"><li>Howard Carter</li><li>Merit Ptah</li><li>Cleopatra</li></ul>                                                                                                             | <p><b>Significant people:</b></p> <ul style="list-style-type: none"><li>Paul Smith (D&amp;T textiles)</li><li>Pablo Picasso (Art)</li><li>Hippocrates (History)</li></ul>                                                                        | <p><b>Significant people:</b></p> <ul style="list-style-type: none"><li>Nikola Tesla (Science)</li><li>Ada Lovelace (Computing)</li><li>William Kankwamba (Science)</li><li>Charles Babbage (Computing)</li></ul>                        | <p><b>Significant people</b></p> <ul style="list-style-type: none"><li>Gerald Durrell (Conservationist)</li><li>George &amp; Joy Anderson (Conservationists)</li><li>Lubaina Himid (Art)</li></ul>                                                  |          |
| <p><b>Outcome</b><br/>Explanation text - water cycle</p>                                                                                                                                                           | <p><b>Outcome</b><br/>Ancient Egyptian clay jars</p>                                                                                                                                                                                             | <p><b>Outcome</b><br/>Greek and Egyptian Comparison</p>                                                                                                                                                                                          | <p><b>Outcome</b><br/>Instructions - How to trap the iron man</p>                                                                                                                                                                        | <p><b>Outcome</b><br/>Letter?</p> <p>Fundraiser - raise money for adapt an animal / conservation charity.</p> <p>Explanation text - digestion</p>                                                                                                   |          |

|  |                                                                                                                                      |                                                                            |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
|--|--------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|
|  | <b>English</b><br>Issac's diary                                                                                                      | <b>English</b><br>Alternative ending.                                      | <b>English</b><br>Travel brochure - persuasive text (LJ cross curriculum)<br><i>Real World Maths: planning a trip with a budget</i><br><br>Write own myth | <b>English</b><br>Instructions how to trap iron man.                                                                                                                                                                                                                                                                                                                                                  | <b>English</b><br>Animal fact file                                                                                                   |
|  | <b>Maths</b><br>Number: Place value<br>Number: Addition and Subtraction<br>Measurement: Money<br>Number: Multiplication and Division |                                                                            | <b>Maths</b><br>Number: Multiplication and Division<br>Statistics<br>Geometry: Properties of Shape<br>Number: Fractions                                   | <b>Maths</b><br>Measurement - Length and Height<br>Geometry: Position and Direction<br>Consolidation and Problem-Solving<br>Measurement: Time<br>Measurement: Mass, Capacity and Temperature                                                                                                                                                                                                          |                                                                                                                                      |
|  | <b>Science:</b><br><b>States of Matter</b> - solids, liquids and gases, changes of state, water cycle                                | <b>Science:</b><br><b>Electricity</b> - Circuits.                          | <b>Science:</b><br><b>Animals including humans</b> - food chains                                                                                          | <b>Science:</b><br><b>Living things and their habitats</b> - classification, effect of human activity and changes to the environment on animals                                                                                                                                                                                                                                                       | <b>Science:</b><br><b>Animals including humans</b> - digestion, teeth - food chains<br>Cross Curricular link to Music.- <b>sound</b> |
|  | <b>History:</b><br><b>Local History Study</b> - History of river Trent and surrounding area of Nottingham.                           | <b>History:</b><br>Ancient Egypt                                           | <b>History:</b> <i>Ancient Greece</i>                                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
|  | <b>Geography:</b><br><br><div>Geographical Skills and Fieldwork (Ongoing)</div>                                                      |                                                                            |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
|  | <b>Human and physical geography</b> - river study, water cycle.<br><i>Real World Maths: rainfall collection</i>                      |                                                                            |                                                                                                                                                           | <b>Locational Knowledge</b><br>European countries and capital cities.<br><b>Place Knowledge</b><br>Similarities and differences between a region of the UK and a region of a European country.<br><b>Skills and Fieldwork</b><br>Measuring and recording rainfall and temperature - cross curricula links to Maths (Statistics - graphs/charts, recording data)<br><br><i>BV Link: Mutual respect</i> |                                                                                                                                      |
|  | <b>Design technology:</b> (Ongoing throughout the year)<br><div>Designing<br/>Making<br/>Evaluating</div>                            |                                                                            |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
|  | <b>Design technology:</b>                                                                                                            | <b>Design technology:</b><br><b>Structures/mechanisms</b> - build a shaduf | <b>Design technology:</b> Food and Nutrition -<br><br>Mediterranean Food (Greek Salad) <i>Real World Maths: recipes and measurements</i>                  |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Design technology:</b><br><b>Textiles</b> -<br><b>Sewing animal habitats</b> (Group project)                                      |
|  | <b>Design technology:</b><br><b>Food</b>                                                                                             |                                                                            |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
|  | <b>Art and Design:</b>                                                                                                               |                                                                            |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                      |
|  | <b>Drawing and Painting</b> - sketch of the river                                                                                    |                                                                            | <b>Designer</b> - Anni Albers - American textile artist and                                                                                               | <b>Painting</b> -<br>Cubism - Pablo Picasso                                                                                                                                                                                                                                                                                                                                                           | <b>Artist and Curator</b> -<br>Lubaina Himid                                                                                         |
|  |                                                                                                                                      |                                                                            |                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Sculpture</b> -<br>Niki de Saint Phalle                                                                                           |

|                                                                                                                                                                                                                                            |                                                                                                                                                                                                                        |                                                                                                                                                                                        |                                                                                                                                                                                                         |                                                                                                                                                                                                                              |                                                                                                                                                                                                                              |
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| <p>Watercolour</p> <p><b>Artists</b> - Dame Laura Knight - impressionist</p> <p><b>Architect</b> - Jonathan Turner-Wall</p>                                                                                                                |                                                                                                                                                                                                                        | <p>print maker - link to patterns on Greek pots</p>                                                                                                                                    |                                                                                                                                                                                                         | <p>(expressionism) - links to Africa</p>                                                                                                                                                                                     |                                                                                                                                                                                                                              |
| <p><b>Computing:</b><br/>Animation</p>                                                                                                                                                                                                     | <p><b>Computing:</b><br/>Animation continued</p>                                                                                                                                                                       | <p><b>Computing:</b><br/>Effective searching</p>                                                                                                                                       | <p><b>Computing:</b><br/>Coding</p>                                                                                                                                                                     | <p><b>Computing:</b><br/>Composing beats</p>                                                                                                                                                                                 | <p><b>Computing:</b><br/>Composing beats continued</p>                                                                                                                                                                       |
| <p><b>Music:</b><br/>Singing in parts: Loops and layers</p>                                                                                                                                                                                | <p><b>Music:</b><br/>Musical motifs: Reading the stave</p>                                                                                                                                                             | <p><b>Music:</b><br/>Sounds of China: Scales and structure</p>                                                                                                                         | <p><b>Music:</b><br/>Musical technology: Loop-based composition</p>                                                                                                                                     | <p><b>Music:</b><br/>12-bar blues: Playing in a band</p>                                                                                                                                                                     | <p><b>Music:</b><br/>Minimalist melodies: Developing patterns</p>                                                                                                                                                            |
| <p>PE</p> <p>Handball</p> <p>Tennis</p> <p>Swimming</p> <p>Laura Kenny</p>                                                                                                                                                                 | <p>PE</p> <p>Fitness, health and wellbeing</p> <p>Inclusive sports - goalball, boccia, table cricket</p> <p>Swimming</p> <p>Niclas Landin Jacobsen</p>                                                                 | <p>PE</p> <p>Netball</p> <p>Football</p> <p>Swimming</p> <p>Pele</p>                                                                                                                   | <p>PE</p> <p>Gymnastics</p> <p>Volleyball</p> <p>Swimming</p> <p>Irene van Dyk</p>                                                                                                                      | <p>PE</p> <p>Dance</p> <p>Rounders</p> <p>Swimming</p> <p>Joe Root</p>                                                                                                                                                       | <p>PE</p> <p>Circuits/athletics</p> <p>Li Na</p>                                                                                                                                                                             |
| <p><b>RE</b></p> <p>Why do some people think that life is a journey? What do different people think about life after death?</p> <p>BV link: <i>Tolerance of different faiths and beliefs</i></p> <p>PC link: <i>religion or belief</i></p> | <p><b>RE</b></p> <p>How do people express their religious and spiritual ideas on pilgrimages? Christmas</p> <p>BV link: <i>Tolerance of different faiths and beliefs</i></p> <p>PC link: <i>religion or belief</i></p> | <p><b>RE</b></p> <p>Christianity, music and worship: what can we learn?</p> <p>BV link: <i>Tolerance of different faiths and beliefs</i></p> <p>PC link: <i>religion or belief</i></p> | <p><b>RE</b></p> <p>Why do Christians call the day Jesus died Good Friday?</p> <p>BV link: <i>Tolerance of different faiths and beliefs</i></p> <p>PC link: <i>religion or belief</i></p> <p>Easter</p> | <p><b>RE</b></p> <p>What are deeper meanings of some Hindu festivals? (Compare to another religious festival)</p> <p>BV link: <i>Tolerance of different faiths and beliefs</i></p> <p>PC link: <i>religion or belief</i></p> | <p><b>RE</b></p> <p>What are deeper meanings of some Hindu festivals? (Compare to another religious festival)</p> <p>BV link: <i>Tolerance of different faiths and beliefs</i></p> <p>PC link: <i>religion or belief</i></p> |
| <p><b>PSHE</b></p> <p>My healthy self: How can I make healthy choices?</p>                                                                                                                                                                 | <p><b>PSHE</b></p> <p>Connecting with others: How can we respect each other?</p> <p>BV link: <i>mutual respect</i></p>                                                                                                 | <p><b>PSHE</b></p> <p>The online world: How can we decide what to trust online?</p>                                                                                                    | <p><b>PSHE</b></p> <p>Citizenship: How can I spend money responsibly?</p> <p>Real World Maths: <i>budgets</i></p>                                                                                       | <p><b>PSHE</b></p> <p>Growing up: How will my body and emotions change as I grow up?</p> <p>PC link: <i>sex and age</i></p>                                                                                                  | <p><b>PSHE</b></p> <p>Staying safe: What signs help me recognise what is safe or unsafe?</p> <p>BV link: <i>Rule of law</i></p>                                                                                              |
| <p><b>FRENCH</b></p> <ul style="list-style-type: none"> <li>Portraits - describing in French</li> </ul> <p><u>Significant people</u></p> <p>Niki de Saint Phalle</p> <p>Louis Braille</p> <p>Jules Verne</p> <p>David Guetta</p>           | <p><b>FRENCH</b></p> <p>Clothes - getting dressed in France</p>                                                                                                                                                        | <p><b>FRENCH</b></p> <ul style="list-style-type: none"> <li>French numbers, calendars, and birthdays</li> </ul>                                                                        | <p><b>FRENCH</b></p> <ul style="list-style-type: none"> <li>French weather and the water cycle</li> </ul>                                                                                               | <p><b>FRENCH</b></p> <ul style="list-style-type: none"> <li>French food</li> </ul>                                                                                                                                           | <p><b>FRENCH</b></p> <ul style="list-style-type: none"> <li>French and the Eurovision song contest</li> </ul>                                                                                                                |

