# Curriculum Map Year 4 2026-2027

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
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| **Topic** | **Anglo-Saxons** | **The North East** | **Vikings** | **Journeys (Europe)** | **Living Things and Their Habitats** | **Coasts** |
| **English** | Use expanded noun phrases; conjunctions for time, cause and place<br><br>Year 3/4 statutory spelling words; prefixes (in-, il-, im-, ir-, sub-)<br><br>Purpose: Narrative writing (stories with clear settings and characters); recounts | Fronted adverbials; commas after fronted adverbials; paragraphing around a theme<br><br>Year 3/4 statutory spellings; suffixes (-ation, -ly); proof-reading strategies<br><br>Purpose: Character descriptions; dialogue adventure stories; instructions | Direct speech with inverted commas; punctuation for speech; choice of nouns and pronouns to avoid repetition.<br><br>Homophones and near-homophones; possessive apostrophes for singular nouns<br><br>Purpose: Myths, adventure stories | Standard English verb forms; cohesion through pronouns and nouns; varied sentence structures<br><br>Possessive apostrophes for plural nouns; common exception words<br><br>Purpose: character description, Setting description, letter, balanced arguments | Consolidation of Year 4 grammar; sentence variety; effective vocabulary choices<br><br>Independent application of spelling patterns; dictionary skills<br><br>Purpose: description, diary, letter to save environment, instructions for planting seeds, explanation | Selecting appropriate grammar and punctuation for purpose and audience; editing and improving writing<br><br>Mastery of statutory spellings; handwriting fluency and presentation<br><br>Purpose: coastal setting description, diary, letter, newspaper |
| **Oracy** | Retell legends orally; role-play as Beowulf and Hrothgar; participate in debates; justify opinions with evidence; use formal language in discussions. | Storytelling and performance; hot-seating characters; interview activities; drama to explore character motives; speak audibly and adapt language to audience. | Present information about Viking life; collaborative discussions; explain viewpoints; perform character monologues; build on others' ideas respectfully | Present travel information; empathise through role-play; conduct interviews; discuss migration and resilience; use Standard English in presentations. | Deliver persuasive speeches; justify opinions with reasons; explain processes clearly; participate in structured discussions and debates. | Present reports; perform news broadcasts; collaborate to plan and tell stories; adapt tone and expression for different audiences and purposes. |

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| **Mathematics** | Develop place value to 1,000+, including counting in multiples, rounding, negative numbers and Roman numerals. Secure formal addition and subtraction methods, learn the 3, 4, 6 and 8 times tables, begin formal multiplication and explore equivalent fractions, hundredths and decimals.<br><br>**Key Instant Recall Facts**<br><br>Can count in multiples of 25 and 1000.<br><br>Recall 10, 100, 1000 more than and less than a simple number | Apply maths through measurement, including area, perimeter, money and time. Investigate shape properties, angles and symmetry, plot coordinates and interpret data using charts and tables.<br><br>**Key Instant Recall Facts**<br><br>Recall multiplication and division facts for the 3-, 4- and 8-times tables. | Extend calculation skills with 4-digit addition and subtraction, develop multiplication fluency including factor pairs and written methods, and deepen understanding of fractions, hundredths and decimal equivalents.<br><br>**Key Instant Recall Facts**<br><br>Recall multiplication and division facts for the 6- and 9-times table | Solve problems involving measurement, perimeter, area, time and money. Classify triangles, explore symmetry, use coordinates and translations, and analyse increasingly complex data and graphs.<br><br>**Key Instant Recall Facts**<br><br>Recall multiplication and division facts for the 7-, 11- and 12-times table | Consolidate place value, including four-digit numbers and rounding. Master multiplication tables to 12 × 12, multiply and divide by 10 and 100, solve calculations with remainders, and work with mixed numbers, improper fractions and decimals.<br><br>**Key Instant Recall Facts**<br><br>Can round any number to the nearest 10, 100 or 1000 | Apply learning across geometry, measures and statistics. Classify polygons and quadrilaterals, compare angles, reflect shapes, use coordinates and translations, and solve multi-step reasoning and problem-solving tasks.<br><br>**Key Instant Recall Facts**<br><br>Know decimal number bonds to 1. |

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| Science | **Animals Including Humans: Digestion**<br><br>1. What is the journey food takes through the digestive system?<br><br>2. What are the jobs of incisors, canines and molars?<br><br>3. Why are plants and animals important to each other in a food chain?<br><br>(Digestion, Digestive system, Oesophagus, Stomach, Small intestine, Large intestine, Incisors, Canines, Molars, Nutrients, Carbohydrates, Proteins, Fats, Vitamins, Minerals, Fibre, Balanced diet, Producer, Consumer, Predator, Prey, Food chain, Herbivore, Carnivore, Omnivore, Energy, Absorption> | **Electricity**<br><br>1. What do all electrical circuits need to work?<br><br>2. What is the difference between a conductor and an insulator?<br><br>3. How does a switch affect a circuit?<br><br>(Circuit, Complete circuit, Incomplete circuit, Electricity, Electrical appliance, Cell, Battery, Wires, Bulb, Lamp, Buzzer, Motor, Switch, Conductor, Insulator, Metal, Plastic, Wood, Connection, Power source) | **States of Matter**<br><br>1. What are the three states of matter?<br><br>2. How are the particles arranged in solids, liquids and gases?<br><br>3. What happens when a material melts or freezes?<br><br>(Solid, liquid, gas, melting, freezing, evaporation, condensation, temperature, matter, particles) | **States of Matter**<br><br>1. What are evaporation and condensation?<br><br>2. How does temperature affect changes of state?<br><br>3. How is the water cycle linked to states of matter?<br><br>(Solid, liquid, gas, melting, freezing, evaporation, condensation, temperature, matter, particles) | **Living Things and their Habitats**<br><br>1. How can living things be grouped and classified?<br><br>2. How are plants and animals adapted to their habitats?<br><br>3. How can changes in the environment affect living things?<br><br>(Living things, Non-living, Habitat, Environment, Organism, Classification, Classification key , Adaptation, Food chain, Producer, Consumer, Predator, Prey, Carnivore, Herbivore, Omnivore – eats both plants and animals. microhabitat, environmental change) | **Sound**<br><br>1. How is sound made?<br><br>2. How does sound travel to our ears?<br><br>3. What affects the pitch and volume of a sound?<br><br>(Sound, vibration, pitch, volume, amplitude, soundwave, frequency, medium, source, ear, echo) |

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| **PE** | **Fitness**<br>What are the different components of fitness: speed, strength, stamina, balance, coordination and agility?<br>How does exercise change the way your body feels?<br>Why is it important to practise regularly to improve your fitness and performance?<br>Running, jumping and throwing. Developing flexibility, strength, technique, control and balance<br>**Tennis**<br>Why is good racket control important in tennis?<br>When should you use a forehand or a backhand shot?<br>How can moving into position early and hitting into space help you win a rally? | **Gymnastics**<br>How can you perform balances, rolls and jumps with control, stability and safe landings?<br>Why are body tension, alignment and core strength important in gymnastics?<br>How can you link different movements together to create a fluent gymnastics sequence with a partner?<br>Develop flexibility, strength, technique, control and balance<br>**Dance**<br>How can dance be used to show a character, relationship or story?<br>How do dynamics, space and movement help communicate mood and meaning in a dance?<br>How can dancers work together using canon, unison and formations to improve a performance? | **Hockey**<br>How can moving into space and supporting teammates help your team keep possession and score goals?<br>How can defending skills such as marking, blocking and intercepting help win the ball back?<br>How do communication, teamwork and tactics help a team succeed in hockey?<br>Dribble, pass, receive, intercept, run, shoot, balance, jump<br>**Swimming**<br>Float, glide, front crawl, back stroke, tread water, water safety | **Dodgeball**<br>How do accurate throwing, catching and dodging help you succeed in dodgeball?<br>Why are positioning, teamwork and communication important during a game of dodgeball?<br>How can using simple attacking and defending tactics improve your team's performance?<br>Throw, catch, dodge, jump, balance, run<br>**Yoga**<br>Why are control, posture and alignment important when performing yoga poses?<br>How do breathing and slow, precise movements help improve balance, focus and wellbeing?<br>How do strength, flexibility and smooth transitions help you | **Rounders**<br>How does effective batting help you score runs in rounders?<br>Why are accurate bowling, throwing and catching important in a rounders game?<br>How do teamwork, communication and tactics help a fielding team be successful?<br>Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat, balance, run<br>**Rugby**<br>How does passing accurately and moving into space help your team keep possession and score tries?<br>How can attackers use dodging and changes of direction to beat defenders?<br>How do defenders use tracking, tagging and | **OAA**<br>How do teamwork, communication and cooperation help a group solve challenges successfully?<br>Why is it important to orientate a map and use symbols, coordinates and directions accurately when navigating?<br>How do observation, problem-solving and resilience help you overcome challenges in OAA activities?<br>Balance, run at speed, run over distance, co-ordination, working individually as well as in a team<br>**Athletics**<br>Why are stamina and pacing important when running longer distances?<br>How do good techniques in sprinting, |

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| | Running, jumping, throwing and catching, play competitive games, basic principles of attacking and defending | Perform dances using a range of movement patterns | | perform yoga sequences with accuracy and confidence?<br><br>Develop flexibility, strength, technique, control and balance | teamwork to stop the other team from scoring?<br><br>Throw, catch, run and change direction, change speed, balance, jump, basic principles of attacking and defending | jumping and throwing improve performance?<br><br>Why is achieving a personal best a useful way to measure improvement in athletics?<br><br>Pace, sprint, jump for distance, throw for distance, balance, run |

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| **Computing** | **Computing systems and networks – The Internet**<br><br>1. What is the internet and how does it work?<br><br>2. What is the World Wide Web and how do we access it?<br><br>3. How can we decide if information online is trustworthy?<br><br>**(**internet, network, router, security, switch, server, wireless access point (WAP), website, web page, web address, routing, web browser, World Wide Web, content, links, files, use, download, sharing, ownership, permission, information, accurate, honest, content, adverts) | **Creating Media – Audio production**<br><br>1. How can we record and play sound using a computer?<br><br>2. How can audio recordings be edited and improved?<br><br>3. How can we create and share a podcast responsibly?<br><br>(audio, microphone, speaker, headphones, input device, output device, sound, podcast, edit, trim, align, layer, import, record, playback, selection, load, save, export, MP3, evaluate, feedback) | **Programming A**<br><br>1. What is a count-controlled loop and why is it useful?<br><br>Answer: A count-controlled loop repeats a set of instructions a specific number of times, making programs shorter and more efficient.<br><br>2. What does the 'repeat' command do in a program?<br><br>Answer: The repeat command tells the computer to carry out the same instructions multiple times.<br><br>3. Why is debugging important when programming?<br><br>Answer: Debugging helps us find and fix errors so that the program works as intended.<br><br>(Logo (programming environment), | **Data and information**<br><br>1.What is a data logger and what does it do?<br><br>A data logger automatically collects and records data from sensors over time.<br><br>2. What is a sensor?<br><br>A sensor is an input device that detects and measures things such as temperature, light, or sound.<br><br>3. Why do we analyse data?<br><br>We analyse data to find information and answer questions**.**<br><br>data, table, layout, input device, sensor, logger, logging, data point, interval, analyse,<br><br>dataset, import, export, logged, collection, review, conclusion | **Creating Media**<br><br>1. Why might someone edit a photo?<br><br>To improve an image, change its appearance, or create a specific effect.<br><br>2. What does the crop tool do?<br><br>The crop tool removes unwanted parts of an image and changes its composition.<br><br>3. Why is it important to think carefully about edited images?<br><br>Because editing can make images look different from reality and can sometimes be unethical**.**<br><br>image, edit, digital, crop, rotate, undo, save, adjustments, effects, colours, hue,<br><br>saturation, sepia, vignette, image, retouch, clone, select, combine, made up, real,<br><br>composite, cut, copy, paste, alter, background, | **Programming B**<br><br>1. What is the difference between a count-controlled loop and an infinite loop?<br><br>A count-controlled loop repeats instructions a set number of times, while an infinite loop keeps repeating until it is stopped.<br><br>2. Why do programmers use loops in games?<br><br>Loops make code more efficient by repeating actions without having to write the same code many times.<br><br>3. What is debugging?<br><br>Debugging is finding and fixing mistakes in code so that a program works correctly.<br><br>scratch, programming, sprite, blocks, code, loop, repeat, value, infinite loop, count controlled loop, costume, repetition, |

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| | | | program, turtle, commands, code snippet,<br>algorithm, design, debug, pattern, repeat, repetition, count-controlled loop, value,<br>trace, decompose, procedure) | | foreground, zoom, undo, font | forever, animate, event block, duplicate, modify,<br>design, algorithm, debug, refine, evaluate. |

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| **History** | **Who were the Anglo-Saxons, Picts and Scots, and how did they shape Britain?**<br><br>1. Why did the Anglo-Saxons come to Britain and what impact did they have?<br><br>2. How do we know about life in Anglo-Saxon Britain?<br><br>3. How did religion and society change during the Anglo-Saxon period?<br><br>(Artefact, archaeologist, excavation, evidence, interpretation, Anglo-Saxon, migrate, invade, settle, Picts, Scots, ogham, paganism, Christianity, continuity, change, Sutton Hoo, chronology.) | | **What were the Vikings like, and how did they influence Britain?**<br><br>1. Why did the Vikings come to Britain and what impact did they have?<br><br>2. Why was Alfred the Great important in English history?<br><br>3. How did England become a single kingdom**?**<br><br>(Viking, raid, invasion, Danelaw, Lindisfarne, Alfred the Great, saga, runes, treaty, Battle of Hastings, Norman conquest.) | | **What was life like in Ancient Egypt?**<br><br>1. Why was the River Nile so important to Ancient Egypt?<br><br>2. What did Ancient Egyptians believe about the afterlife?<br><br>3. What can artefacts tell us about Ancient Egypt?<br><br>(Ancient, modern, BCE, CE, artefact, hieroglyphics, Rosetta Stone, mummification, afterlife, pharaoh, tomb, pyramid, Nile, papyrus.) | |

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| **Geography** | | **Why is the North East special?**<br><br>1. What are the key human and physical features of the North East?<br><br>2. How do geographers use maps to investigate places?<br><br>3. Why are rivers and economic activity important to the North East?<br><br>(County, region, hills, river, stream, tributary, source, mouth, flood, estuary, current, erosion, deposition, settlement, land use, energy, transport, employment, resources) | | **What can we discover about Europe?**<br><br>1. What are the countries, capital cities and major physical features of Europe?<br><br>2. How do climate and biomes vary across Europe?<br><br>3. How can we use maps and atlases to find places in Europe?<br><br>(Europe, continent, country, capital, atlas, compass, grid reference, landmark, biome, tundra, taiga, temperate, Mediterranean, vegetation, climate, precipitation, river, source, mouth, mountain, tectonic plate, fold mountain, volcano, resource, crop, mineral, trade) | | **How do rivers and the sea change the land, and how do people look after our coasts?**<br><br>1. How does a river change from its source to its mouth?<br><br>2. How do rivers and the sea shape the land?<br><br>3. How can geographers use maps and fieldwork to investigate rivers and coasts?<br><br>(Coast, beach, cliff, erosion, deposition, longshore drift, arch, stack, stump, swash, backwash, groyne, sea wall, hard engineering, soft engineering, risk, data, sketch, observation) |

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| **DT** | **Structures**<br>Reinforced structures (triangulation, bracing).<br>Project: Shelter<br>1. How can we make a structure stronger and more stable?<br>2. How do forces affect structures?<br>3. How can we design, build and evaluate a successful structure?<br>(Design, make, evaluate, product, purpose, structure, strong, stable, stiff, join, cut, glue, fold, material, tool, improve, build, support) | | | **Textiles**<br>Seams and finishing techniques<br>Project: Bag/purse<br>1. How can different stitches be used to join and decorate fabric?<br>2. How can we design and make a successful textile product?<br>3. How can we improve and evaluate a textile product?<br>(Embroidery, applique, stitch, secure, decorate, design, evaluate) | | **Mechanisms**<br>Pneumatics/mechanical systems<br>Project: Moving creature<br>1. How do cams and followers create movement?<br>2. How can different cam shapes affect the movement of a product?<br>3. How can we design, make and improve a moving product?<br>(Cam, follower, linkage, rotate, reciprocate, mechanism, prototype, evaluate) |

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| **Art** | | **Sculptures**<br><br>Wire or mixed media sculpture<br><br>Artist: Antony Gormley<br><br>1. How can artists create depth and texture in a sculpture?<br><br>2. How can different materials and techniques be used to create 3D artwork?<br><br>3. How can we design, make and evaluate a successful sculpture?<br><br>(relief, depth, layer, bevel, warp, bat, net, tab, reinforce, oxide, seal, construct) | **Printing**<br><br>Layered printing compositions<br><br>Artist: Hokusa<br><br>1. How can artists use line, shape and colour to create movement in their artwork?<br><br>2. How can layering and printing be used to create depth in a composition?<br><br>3. How can different artistic techniques be combined to improve a final piece?<br><br>(layer, composition, foreground, background, texture, wave, contrast, printing plate, overlay, ink, roller, palette) | | **Textiles**<br><br>Patterned textile/cushion<br><br>Artist: Iwan Titra<br><br>1. How can batik be used to create patterns and designs on fabric?<br><br>2. How can artists use layering to add texture and depth to their work?<br><br>3. How can colour, pattern and motif communicate ideas?<br><br>(batik, resist, motif, tjanting, dye, palette, layering, appliqué, felt, texture, pattern, composition, absorbency, contrast) | |

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| **Music** | **This little light of mine**<br><br>Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response<br><br>1. What is a pentatonic scale?<br><br>A pentatonic scale is a musical scale with five notes that is often used in Gospel music and improvisation.<br><br>2. What does call-and-response mean in music?<br><br>Call-and-response is when one singer or group sings a phrase and another singer or group answers it.<br><br>3. How can we sing with expression?<br><br>We sing with expression by using dynamics, phrasing, and articulation to communicate the feeling of the music<br><br>Pentatonic scale, Gospel music, off-beat, rhythm, call-and-response | **The Pink Panther theme**<br><br>Timbre, tempo, rhythm, dynamics, atmosphere, music from film, Composing with colour Creating music inspired by colour and art, composing using a non-musical stimulus, timbre, dynamics, rhythm, texture, suite, graphic score<br><br>1. What is timbre in music?<br><br>Timbre is the quality or character of a sound that helps us identify different instruments and voices.<br><br>2. How can music create a mood or atmosphere?<br><br>Musicians use elements such as dynamics, rhythm, timbre, and texture to create different moods and effects.<br><br>3. What is a graphic score?<br><br>A graphic score is a way of recording music using | **The doot doot song**<br><br>Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases<br><br>1. What is the difference between a verse and a chorus in a song?<br><br>The verse tells the story and changes, while the chorus is the repeated section that stays the same.<br><br>2. What is a chord?<br><br>A chord is two or more notes played together to create harmony.<br><br>3. What does it mean to improvise in music?<br><br>Improvising means creating music or melodies spontaneously, without planning them beforehand. | **Fanfare for the common man**<br><br>Fanfare, timbre, dynamics, texture, silence<br><br>**Spain**<br><br>Create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas<br><br>1. What is a fanfare?<br><br>A fanfare is a short, powerful piece of music written for a special occasion or event.<br><br>2. What does timbre mean in music?<br><br>Timbre is the quality of a sound that makes different instruments sound unique, even when playing the same note.<br><br>3. What is a habanera rhythm?<br><br>A habanera is a distinctive repeating | **Global pentatonics**<br><br>Pentatonic scale, different music traditions and cultures, graphic/dot notation The horse in motion Create music inspired by one of the first ever motion pictures showing the movement of a horse, composing to a moving image, graphic score, orchestration, ostinatos, dynamics<br><br>1. What is a pentatonic scale?<br><br>A pentatonic scale is a musical scale made up of five notes and is used in many different musical traditions around the world.<br><br>2. What is an ostinato?<br><br>An ostinato is a short musical pattern or rhythm that is repeated throughout a piece of music.<br><br>3. How can music help tell a story in a film? | **Favourite song**<br><br>1. What is a triad?<br><br>A triad is a chord made up of three notes played together, such as C major, F major, G major, or A minor.<br><br>2. What are the main parts of a song's structure?<br><br>A song can include an intro, verse, chorus, and instrumental section.<br><br>3. What is folk-rock music?<br><br>Folk-rock is a style of music that combines traditional folk music with elements of rock music, using acoustic and electric instruments.<br><br>Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles |

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| | | pictures, symbols, or shapes instead of traditional notation.<br><br>timbre, dynamics, rhythm, texture, suite, graphic score | dynamics, structure, pitch, duration, style<br><br>improvise ('doodle'), patsch (body percussion such as slapping the knees or thighs) | rhythm that is closely associated with Spanish music, although it originated in Cuba.<br><br>fanfare, timbre, dynamics, texture, silence, duration, pitch, musical commission<br><br>(writing a piece of music for a specific purpose or event)<br><br>duration, pitch, dynamics | Music can create mood, atmosphere, and emotion, helping the audience understand the action and feelings in a film.<br><br>pentatonic scale – a five-note musical scale, which takes its name from the Latin<br><br>'penta' meaning five, and 'tonus', which means sound or tone. It has a distinctive and<br><br>recognisable sound.<br><br>graphic/dot notation<br><br>pitch, timbre, texture<br><br>structure, dynamics, orchestration, score, graphic score<br><br>ostinato | |

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| **RE** | **What do we know about the bible and why is it important to Christians?**<br><br>1. Why is the Bible important to Christians?<br><br>2. What is the Big Story of the Bible?<br><br>3. Why do Christians interpret the Bible in different ways?<br><br>(Bible, sacred, Old Testament, New Testament, Creation, Incarnation, Salvation, interpretation, authority) | **Why do Christians call Jesus the light of the world?**<br><br>1. Why do Christians believe Jesus is the Son of God and Saviour?<br><br>2. What do the Advent ring candles and the symbol of light represent?<br><br>3. How can the Christmas story inspire people to show hope, kindness and love today?<br><br>(Advent, Saviour, Nativity, Light, Candle, Hope, Peace) | **What do Christians believe about Jesus?**<br><br>1. Why do Christians believe Jesus is the Son of God and the promised Messiah?<br><br>2. What do Jesus' parables and miracles teach Christians about God and how to live?<br><br>3. How do Jesus' life and teachings influence Christians today?<br><br>(Bible, gospels, Messiah, disciples, miracle, parable, Son of God, Passover) | **Why is Lent such an important period for Christians?**<br><br>1. Why was Jesus welcomed with palm branches on Palm Sunday?<br><br>2. What happened during Holy Week, including Maundy Thursday, Good Friday and Easter Sunday?<br><br>3. Why is Easter a message of hope for Christians?<br><br>(Lent, Temptation, Sacrifice, Self-denial, Ash Wednesday, Shrove Tuesday, Lenten Veil) | **How and why do people show care for others?**<br><br>1. How do religious teachings encourage people to care for others?<br><br>2.How do Christians, Sikhs and Jews show compassion and help those in need?<br><br>3. How can we show care and kindness in our daily lives, whether we are religious or not?<br><br>(Bible, Church, Jesus, commandment, charity, compassion, Sikhism, sewa, langar, dhan, man, tan, vand chhakna, Judaism, synagogue, Torah, mitzvah, tzedakah) | **What do people visit Durham Cathedral?**<br><br>1. Why is Durham Cathedral an important place for Christians?<br><br>2. Who were Aidan, Cuthbert and Bede, and why are they important to Christianity in the North East?<br><br>3. How does Durham Cathedral serve as a place of worship, heritage and community today?<br><br>(cathedral, pilgrimage, worship, prayer, saint, shrine, Lindisfarne, Holy Island, community, culture, reflection) |

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| **MFL** | **Welcome to school**<br><br>Recap core language, rooms in a school, classroom objects<br><br>1. How can I introduce myself and share simple information about myself in French?<br><br>2. How can I use numbers, days, months and classroom vocabulary in everyday conversations?<br><br>3. How does phonics help me pronounce, read and understand French words accurately?<br><br>(Greetings - Bonjour, comment t'appelles-tu ?, je m'appelle…, ça va ? Classroom Commands - écoutez, regardez, asseyez-vous, levez-vous, répétez Numbers – zero – vingt Days & Months , School Rooms - la classe, labibliothèque, la salle, le bureau/Object | **My town, your town**<br><br>Commands, shops, asking and giving directions<br><br>1. How can I use colours and descriptive words to describe people, objects and places?<br><br>2. How can I ask for and give directions to places in town, including asking "Where is…?"<br><br>3. How do phonics help me read, pronounce and write French words accurately?<br><br>(Fireworks / Colours rouge, bleu, jaune, vert, brillant, feu d'artifice<br><br>Classroom Commands écoutez, regardez, répétez, asseyez-vous, levez-vous Places in Town la boulangerie, la bibliothèque, le parc, le magasin Questions Où est… ? (Where is…?) Voici… (Here is…) Shops Christmas - le magasin, les cadeaux, Noël | **Alien faces and family**<br><br>Epiphany, family members, personal info, face parts and numbers<br><br>1. How can I talk about my family and describe people in French?<br><br>2. How can I use parts of the face and numbers to give simple descriptions?<br><br>3. How do French phonics help me pronounce, read and understand new words?<br><br>(Epiphany - l'Épiphanie, la galette, la couronne, le roi, la fève<br><br>Family - la mère, le père, le frère, la sœur<br><br>Face -les yeux, le nez, la bouche, les oreilles<br><br>C'est… (It is…)<br><br>Il/elle a… (He/She has… | **Moving our bodies**<br><br>Face and body parts nouns and commands, yoga with body parts, alien creation<br><br>1. How can I name and describe parts of the body in French?<br><br>2. How can I use colours and numbers to give simple descriptions?<br><br>3. How can I follow instructions and respond confidently in French?<br><br>(Body Parts - la tête, les bras, les jambes, les pieds, les mains<br><br>Describing - rouge, bleu, vert… un, deux, trois<br><br>Sentence Structures<br><br>Il a… (It has…)<br><br>C'est… (It is…)<br><br>Yoga / Actions<br><br>levez, touchez, sautez, étirez | **At the doctors and jungle animals**<br><br>Aches and pains, doctor role play, animal nouns, adjectives, simple sentences, story<br><br>1. How can I say how I am feeling and describe animals in French?<br><br>2. How can I use simple sentence structures to create and perform a roleplay or story?<br><br>3. How do French phonics help me read, speak and pronounce words accurately?<br><br>(At the Doctors - j'ai mal… (I have pain…) la tête, le ventre, la jambe ça ne va pas (I'm not well)<br><br>Jungle Animals - un lion, un tigre, un singe, un serpent, un éléphant<br><br>Story Language -marcher, voir, entendre Sentence Structures –<br><br>J'ai mal à…Il y a…Je vois… | **Summertime**<br><br>Weather phrases, seasons, forecast, ice cream flavours, opinions, ordering politely, roleplay<br><br>1 How can I describe the weather and give a simple weather forecast in French?<br><br>2. How can I express my likes and dislikes and ask simple questions in French?<br><br>3. How do French phonics help me pronounce, read and understand new vocabulary?<br><br>(Weather- il fait chaud, il fait froid, il pleut, il neige, il y a du soleil Ice Cream- une glace, au chocolat, à la vanille, à la fraiseOpinions- J'aime… (I like…) Je n'aime pas… (I don't like…)Role Play- Je voudrais… s'il vous plaît (please) |

# Curriculum Map Year 4 2026-2027

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| **PSHE** | **Being Me in My World**<br><br>1. How can my attitudes and actions make a positive difference to my class and school community?<br><br>2. How does democracy help everyone have a voice and make decisions in school?<br><br>3. Why is it important to understand and care about other people's feelings?<br><br>(Authority, charter, choices, community, conflict, consequence, contribution, courtesy Decisions, democracy, excluded, friendship, healthy, help, included, observer, proud, responsibility, respect, rights, role, school, self-respect, solution, team, trusted adult, un convention on rights of the child, valued, violence, voting, welcome, wellbeing) | **Celebrating Differences**<br><br>1. Why is it important not to make assumptions about people based on how they look?<br><br>2. What should I do if I think bullying is happening?<br><br>3. What makes me unique, and why should I value the differences in others?<br><br>(accept, appearance, assumption, bully, bullying, bystander, changed, character, characteristics, courtesy, deliberate, different, empathy, friend, hurtful, impression, influence, judgement, kindness, manners, on purpose, physical features, problem solve, protected characteristics, respect, secret, special, surprised, troll, unique, witness) | **Dreams and Goals**<br><br>1. How can I achieve my hopes and dreams by setting goals and planning steps?<br><br>2. What can I do when things don't go as planned or I feel disappointed?<br><br>3. How can working with others help us achieve success?<br><br>(agree/disagree, anxious, attitude, cope, courtesy, courage determination, disappointed, disappointment, dream, follower, goal, goals, help, hopeful, hopes, hurt, inspired, internal treasure chest, leader, learning, manners, motivated, positive attitude, problem-solve, proud resilience, review, risk, roles, safety, self-belief, self-esteem) | **Healthy Me**<br><br>1. How can my friends and other people influence the choices I make?<br><br>2. How can I stay safe and deal with pressure from others?<br><br>3. Why is it important to make healthy choices for my body and mind?<br><br>(Advice, agree/disagree, alcohol, anxiety, assertive, believe, disease, emotions, embarrassment, fear, follower, friendship groups, friendships, guilt, healthy, leader liver, lonely, opinion, peers, pressure, puberty, relationships, right, roles, smoking, trust, value, vaping, wrong) | **Relationships**<br><br>1. How can friendships change, and what can I do when friendships become difficult?<br><br>2. How can I show love, care and appreciation to the people and animals that are important to me?<br><br>3. How can I recognise and respond to feelings such as jealousy, loss and peer pressure in relationships?<br><br>(Anger, appreciation, attraction, betrayal, boyfriend, care, comfortable, Compromise, conflict, critical thinking, emotions, empathy, envy, friendships, Girlfriend, jealousy, lonely, loss, love, loyalty, manage, memories, Memento, negotiate, negative, personal,positive,pressure, Reality, relationship, remember, | **Changing Me**<br><br>1 How do our bodies and feelings change as we grow up?<br><br>2. How can I look after myself and get support when I am worried about changes?<br><br>3. How can I celebrate my journey so far and prepare positively for the future?<br><br>(Acceptance, anxious, belonging, care, change, choices, circle, control Family, fallopian tube, hormone, identity, inner circle, interests, love, looking forward, menstrual - cup, cycle, pads, towel, menstruation, ovaries, period, personality proud, proportionate, puberty, reliable, seasons, skills, support, trusted adult, trustworthy, unique, values) |

# Curriculum Map Year 4 2026-2027

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| **School events / visitors** | National fitness day<br>Black History Month | Anti Bullying Week<br>Maths Enterprise Week<br>Fire Safety<br>Road Safety Week<br>Pantomime | Comic Con Week<br>Adam Bushnell – Author<br>PSHE – Rockkids<br>Children's Mental Health Week | World Book Day<br>Science Week<br>Careers Week<br>World Autism Day<br>World Earth Day<br>TeachRex - Orangatan | Arts Week/World Music Day<br>Pride Month<br>Healthy Eating Week | Keeping Safe - Water Safety, Railway Safety |
| **Educational Visits** | | | York Residential – 1 night<br>Visiting Yorvik Viking Centre, DIG, The Chocolate Story, National railway Museum | | | Surfing – South Shields Surf School |
| **British Values** | **Democracy**<br>PSHE *Being Me in My World* explores voting, class charters and having a voice. Children compare how decisions were made in Anglo-Saxon times with democratic processes today. | **Mutual Respect**<br>Study of local communities, anti-bullying work and celebrating differences encourages respect for people, places and cultures within the local area. | **Rule of Law**<br>Learning about Viking raids, laws and justice alongside school rules helps pupils understand why laws and boundaries are important for safety and fairness. | **Tolerance of Those with Different Faiths and Beliefs**<br>Exploring European countries, cultures, languages and traditions develops understanding and appreciation of diversity. | **Individual Liberty**<br>Make informed choices about healthy lifestyles, environmental responsibility and personal goals while recognising rights and responsibilities. | **Mutual Respect & Individual Liberty**<br>Water safety, environmental stewardship and teamwork encourage responsible decision-making while respecting others and shared environments. |