# Curriculum Journey

# Year 4 – Summer 1 2026

**Areas of learning**

As geographers we will investigate topography

As historians we will use primary and secondary sources to find out about the Anglo Saxons

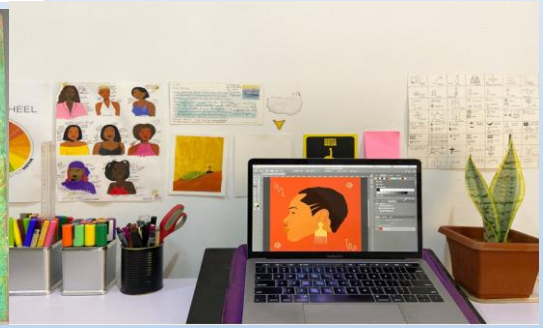
As scientists we will use classification keys to organise living things, look at habitats and the human impact on habitats











| 5Cs focus | |
|---|---|
| Care | We will continue to develop our self-care through PSCHE as well as caring for others in your lives. |
| Challenge | We will embrace challenge as we learn to use new computing concepts, exploring the world of HTML |
| Collaboration | We will work collaboratively through drama in English |
| Courage | Develop courage through the use of new and unfamiliar computer technology |
| Creativity | Be creative using a range of malleable resources to create life like minibeasts observed though scientific exploration of our school nature trail |

## ENGLISH

### Reading

As part of our English lessons, will be reading the following texts:

- The Firework Maker's Daughter by Philip Pullman
- The Pied Piper of Hamelin
- The Butterfly Lion by Michael Morpurgo (beginning)

Some of the skills we will work on are:

- focusing on author's intent through vocabulary choice and use of imagery.
- using our knowledge of the world and texts we have read to predict and then reflect after reading.
- developing our internal reader for sustained quiet personal reading.
- working to develop our **love** of reading!

### Grammar

- Consistently use paragraphs in non-narrative writing and begin to use paragraphing to signal change in time, place or event within independent writing.
- Form adverbial complex sentences -when/as/if/because with correct comma use.
- Demonstrate consistent use of correct tenses including some progressive tense.
- Vary the start of my sentences with increasing sophistication.
- Language is beginning to be chosen to create atmosphere, engage the reader or show viewpoint (*e.g. our heroine, mist hung spookily over it*).
- Vary the position of the subordinate clause.
- Be able to provide examples and explain the terms: adjective, adverb/adverbial, preposition, conjunction, prefix, clause, subordinate clause direct speech, inverted commas, determiner, pronoun, possessive pronoun

### Writing

We will be writing:

- **A newspaper report based on the Pied Piper of Hamelin**

**Some of the skills we will learn are:**

- I have a secure understanding genre (PALL) and the features of text types, e.g. captions, bullet points, text boxes, headings.
- I can stretch one idea into more than one sentence (each sentence is not a new idea).
- I can link ideas using range of conjunctions (e.g. moments later, in addition, so) and using pronouns (e.g. Sophie/ She/ the young girl).
- I can consistently use paragraphs in non-narrative writing.
- Commas are used consistently and accurately:
  -in lists
- - before co-ordinating conjunctions (,but ,or not 'and')
- with fronted adverbials (e.g. Carefully, In the morning, Under,)
- I can use increasingly varied sentence structures, e.g. simple or one word, compound and adverbial complex sentences.
- I can use ambitious adverbs (e.g. quickly, hurredly, frantically).
- I can use pronouns and a variety of synonyms to avoid repetition.

- **A persuasive argument based on 'The Firework Maker's daughter'**

**Some of the skills we will learn are:**

- I am beginning to use paragraphs in narrative to signal a change in time, place or subject.
- Commas are used mostly accurately and consistently with adverbial complex sentences (when sub. clause first).
- I am beginning to explore punctuating dialogue.
  e.g. "CL _____ , ? !" said ____ .
  e.g. ___ said, "CL _____. ? !"
- I can use an increasingly wider range of conjunctions to form adverbial complex sentences with mostly correct comma use. +
  e.g. As she came in, she waved. (mostly uses sub. clause first)
- I can add precise, descriptive detail, using prepositions, adverbs, adjectives and expanded noun phrases (e.g. the enormous beast gnashed his razor-sharp fangs).

### Spelling

We will be learning to spell words from the Year 3 and 4 statutory National Curriculum List .

Spelling patterns focussing on:

- Using the prefix 'inter'
- Using the prefix 'anti'
- Using the prefix 'auto'
- Using the prefix 'ex'

### Handwriting

To develop cursive handwriting with a focus on ascenders and descenders.
To use pen in everyday written work maintaining legible cursive script

**Focus on:**

•Consistency in spacing: mis, anti, ex
•Consistency in spacing: non, co
•Consistency in spacing: apostrophes
•Layout, speed and fluency practice: address

## MATHS

**Number /Fractions**

**Fractions greater than one:**

- Fractions can be made of whole numbers and a fractional part and are called mixed numbers
- Label mixed numbers on number lines
- Estimate position of mixed numbers on number line
- Compare and order mixed numbers
- Express a quantity as mixed numbers and improper fraction
- Convert between mixed numbers and improper fractions
- Convert between improper fractions and mixed numbers
- Add and subtract mixed numbers and improper fractions

**Symmetry in 2D shapes:**

- Complete a symmetrical pattern
- Compose symmetrical shapes from two congruent shapes
- Investigate lines of symmetry in 2D shapes using paper shape cut-outs
- Find lines of symmetry in 2D shapes using a mirror
- Reflect polygons in a line of symmetry
- Reflect polygons that are dissected by a line of symmetry

## SCIENCE - What are the key characteristics of living things and their habitats?

- Know the characteristics of living things (MRS GREN – Movement, Respiration, Sensitivity, Growth, Reproduction, Excretion, Nutrition )
- Recognise that living things can be grouped in a variety of ways.
- Use classification keys to group, identify and name living things in the local and wider environment
- Know that environments can change and how changes to an environment could endanger living things – discussing the positive and negative of human impact on earth

● Know how to identify a living thing.
● Animals can be grouped according to their categories e.g. mammals, insects, birds, amphibians, reptiles. Know that animal categories share characteristics.
● Positive impact humans can have on the environment are: Recycling, conservation areas and composting
● Negative impact humans can have on the environment are: deforestation, pollution and litter

**Scientific enquiry**

● To make systematic and careful observations
● To record findings using keys, bar charts and tables
● To gather, record, classify and present data in a variety of ways

## PSHE - Relationships

- I can recognise situations which can cause jealousy in relationships
- To be able to identify someone I love and can express why they are special to me
- To be able to tell you about someone I know that I no longer see

Knowledge - To know one way to remember someone you no longer see e.g. make a memory box, display a photo, write a letter

- To recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends

Knowledge - To know how to manage when I fall out with friends:
Tell a grown up
Listen to each other

- To understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older
- To know how to show love and appreciation to the people and animals who are special to me

Knowledge - To be able to say one reason you appreciate a special person
*I appreciate* _____ *because* _____
To know at least one way to make a new friend:
Help them
Be a good listener
Be kind
Find things you both enjoy

## PE

**Athletics**

- To develop stamina and an understanding of speed and pace in relation to distance.
- To develop power and speed in the sprinting technique.
- To develop technique when jumping for distance.
- To develop power and technique when throwing for distance.
- To develop a pull throw for distance and accuracy.
- To develop officiating and performing skills.

I can demonstrate the difference in sprinting and jogging techniques.
I can explain what happens in my body when I warm up.
I can identify when I was successful and what I need to do to improve.
I can jump for distance with balance and control.
I can throw with some accuracy and power to a target area.
Rules: know and understand the rules to be able to manage our own events.
-Undertake different roles within a group
-Adapt rules to make games safe and fair, and to keep a game going
-Support peers in a positive manner
-Demonstrate leadership skills

**Swimming**

- To develop surface dives, submersion and handstands.
- To develop head above water breaststroke technique.
- To develop head above water breaststroke technique.
- To develop basic skills in water safety and floating.
- To learn techniques for personal survival.
- To develop water safety skills and an understanding of personal survival.

I can swim competently, confidently and proficiently over a distance of at least 25 metres
I can use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
I can perform safe self-rescue in different water-based situations
Social: communication
Social: supporting and encouraging others
Social: keeping myself and others safe
Emotional: confidence

## Music - Favourite song

**Sing and Play:**

- Sing with expression and a sense of the style of the music
- To know that a *chord* is when 3 or more notes are played simultaneously
- To know that a triad is a chord made up of just 3 notes
- To know the difference between major and minor keys (major keys sound positive and happy, minor keys sound sad and thoughtful)
- To be able to play C, F, G major, and A minor triads
- Play an instrumental part as part of a whole-class performance
- Sing a part in a partner song, rhythmically and from memory

**Listen and appraise:**

- Identify similarities and differences between pieces of music in a folk/folk-rock style
- To know that *folk* music uses acoustic instruments and rock music uses electric instruments and drum kit

## What was it like to live in Saxon Britain and how had it changed since Roman occupation?

- Understand the Saxons came from: Denmark, Germany, and Netherlands (find these paces on a map).
- The Anglo-Saxons were made up of three tribes: the Angles; Saxons; and Jutes
- The Scots originally came from Ireland. They invaded the country now known as Scotland and along with the Picts who already lived there, tried to invade England.
- For a long time, England was not one country. Anglo-Saxon kings ruled lots of small kingdoms across the land.
- The name 'Angles' eventually became 'English' and their land, 'Angle-land', became 'England'.
- C&C – to describe and make links between main events, situations and changes
- from the Romans to the Anglo Saxons and Vikings
- Understand how the Anglo Saxons lived
- Understand what a Hillfort is and what it was used for.
- HS – regularly address historically valid questions
- C&C - Describe how the Anglo Saxons affect and influence life today.
- Understand the mystery of Sutton Hoo
- S&E - To identify and use a wide range of primary and secondary sources to find out about the Anglo Saxons
- Understand the Anglo Saxon Religion and beliefs
- Know who King Alfred the Great was his impact on life in Wessex
- The Anglo-Saxon period ended when the Normans conquered Britain in 1066.

| Computing and Design and technology |
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| *Problem: A theme park needs a prototype for a new amusement ride that changes throughout the experience*<br><br>A count-controlled loop is a form of repetition in which a set of commands are carried out a **specific number of times**.<br>A condition-controlled loop is a form of repetition in which a set of commands stop being carried out when a condition is met.<br>*1.To be able to control a simple circuit connected to a computer.*<br>To know what a Crumble is and how it works<br>• To be able write a program which includes count-controlled loops.<br>• To be able to explain that a loop can stop when a condition is met.<br>• To be able to explain that a loop can be used repeatedly check whether a condition has been met.<br>• To be able to investigate, analyse and evaluate existing amusement rides.<br>• To know pioneers in amusement ride engineering.<br>• To be able to generate ideas by carrying out survey, interview or questionnaire with client<br>• To be able to design a physical project that includes selection<br>• Communicate ideas through annotated sketches, pictorial representations of electrical circuits or circuit diagrams, including the microcontroller, interface box or standalone box to be used.<br>• To be able to use a 3D computer aided design tool to communicate ideas.<br>• To use skills I have learnt to produce detailed list of tools, equipment and materials and formulate step by step plans.<br>• To use all the skills I have learned to make my amusement ride.<br>• To be able to create a program that controls my amusement ride.<br>• To compare the final product to the original design specification and identify improvements.<br>• To be able to test the system to demonstrate its effectiveness for the intended user and purpose. |