Curriculum Journey

Year 4 – Summer 2 2026

Areas of learning

As historians, we will investigate the life and influence of the Vikings in Britain

As scientists, we will investigate animals including humans- the digestive system and diet contributions to tooth erosion.

The world of animation will be explored in computing.







5Cs focus	
Care	We will continue to develop our self-care through PSCHE as well as caring for others in our lives.
Challenge	Challenge ourselves as we develop our swimming skills and styles from individual starting points
Collaboration	We will work collaboratively when performing as a year group in our sharing assembly.
Courage	We will show and develop courage as we think to the next phase of our schooling in the Upper junior Department
Creativity	Use animation on paper and within computing to create sequences of movement.

<table>
<tr><th colspan="2">ENGLISH -</th></tr>
<tr><td><u>Reading</u>
As part of our English lessons, will be reading the following texts:
How to train your dragon by Cressida Cowell
The Butterfly Lion by Michael Morpurgo
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.
developing our reading comprehension skills through guided reading sessions.
working to develop our love of reading
Each class will be read a book of their choice by the class teacher daily.</td><td>Writing
We will be writing:
A set of instructions based on our visual literacy unit on Lego
A non-chronological report based on How to train your dragon
A narrative in the 1st person based on the Butterfly Lion
Some of the skills we will learn are:
Showing knowledge of how to engage the reader.
Showing paragraphing in independent work
Using a wider range of subordinate conjunctions
Beginning our sentences with different sentence starters
Using effective synonyms to up-level our work
Punctuating Direct speech correctly
Using the correct tense and person throughout a piece of work.</td></tr>
<tr><td>Spelling
We will be learning to spell words from the Year 3 and 4 statutory National Curriculum List .
Spelling patterns focusing on:
Root morpheme 'ord'
Root morpheme 'spec'
Root morpheme 'image'
Root morpheme 'pare'</td><td>Grammar
Use a variety of sentence types and lengths for effect in my writing.
To apply what I have learnt about sentence type to my writing: vary start of sentences, vary the position of subordinate clause, use conjunctions to form adverbial complex sentences with correct comma use.
Punctuate dialogue correctly
Commas in adverbial complex sentences
Pronoun/ noun use is accurate and avoids repetition
' for plural possession</td></tr>
<tr><td colspan="2">Handwriting
We will be improving our overall presentation and continuing to work towards achieving our pen licence this half term. To receive a pen licence we will have to prove that:
Letters are joined correctly and sit on the line
Capital letters are not joined, are the correct height
Ascenders are the correct height and consistent in size
Descenders are the correct length and consistent in size
Mid-zone letters are consistent in size
Mistakes are crossed out using a single line</td></tr>
</table>

MATHS	
Multiplication and division: Division with remainders • Objects can be divided into equal groups, sometimes with a remainder; objects can be shared equally, sometimes with a remainder; a remainder can be represented as part of a division equation • If the dividend is a multiple of the divisor, there is no remainder; if the dividend is not a multiple of the divisor, there is a remainder. The remainder is always less than the divisor. • When solving contextual problems involving remainders, the answer to a division calculation must be interpreted carefully to determine how to make sense of the remainder.	**Measurement - Time:** • 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. **Geometry: Symmetry** • Complete a symmetrical pattern • Compose symmetrical shapes from two congruent shapes • Investigate lines of symmetry in 2D shapes by folding 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

PSHE	Computing
Changing Me L1- I understand that lots of things make up a person's identity and this is what makes them unique L2 –To be able to describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this L4 – RSE I know how the circle of change works and can apply it to changes I want to make in my life L5 - I can identify changes that have been and may continue to be outside of my control that I learnt to accept L6 - To be able to identify what I am looking forward to when I move to a new class	Sum 1 Photo editing (Teach Computing) To know that the composition of digital images can be changed by rotating and cropping To know that colours can be changed in digital images To know that a cloning tool can be used to alter photo composition and to retouch a photo To know that images can be combined To be able to combine images for a purpose To be able to evaluate how changes can improve an image

Science	History
Animals, including Humans • Identify and name the parts of the human digestive system • Know the functions of the organs in the human digestive system • Identify the different types of human teeth • Know the functions of different human teeth • Use and construct food chains to identify producers, predators and prey Identify, and describe the following parts and name one basic function of each • **Oesophagus** – This connects the mouth to the stomach. • **Stomach** – breaks food down into small pieces. • Digested food is absorbed in to the **small intestine** • The leftover waste, goes on to the **large intestine.** You get rid of this waste when you go to the toilet! • **Mouth** - The mouth is the opening to the digestive system. • **Tongue** - helps us eat • **Premolars** – help you chew and crush your food. • **Canines** – sharpest teeth to tear our food. • **Incisors** – Help you bite into your food • **Molars** – powerful teeth for crushing and grinding of food To record findings using keys, bar charts and tables To gather, record, classify and present data in a variety of ways To use results to make predictions for new values, suggest improvements and raise further questions	**Vikings** **What was Viking life like and why did the Vikings invade Britain?** • Know where the Vikings originated from and show this on a map • Vikings 700 to 1100 • Not all Vikings were warriors. Many came in peace and become farmers, living more like Celts than Romans • Identify where the Vikings travelled from and how they arrived in Britain (The Vikings travelled thousands of miles across the sea in boats from Scandinavia where they were farmers, fishermen, seafarers and traders). • Viking invaded Britain for: • better land • more land • treasures to make them rich • Know the Vikings and Anglo Saxons were often in conflict • Know why the Vikings frequently won battles with Anglo Saxons **French** Les nombres/Quelle heure est-il? • To recognise numbers up to 100. • To say numbers up to 31. • To ask and answer questions about time using the following vocabulary: Quelle heure est-il? Il est….heure. Il est midi. Il est minuit. • To say half past, quarter past, quarter to eg: Il est neuf heures et demie. It est neuf heures quart. Il est neuf heure moins quart. • To read the time and match the written word to pictures. • Using a template children can write the correct time below drawn clocks • To understand that in French you say the hour first and then the minutes (eg: It est deux heures dix = it is 10 past 2) • To understand that il est means it is and if that this is reversed in the question est-il. To understand why the hyphen is used and that the 't' is pronounced because it is next to a vowel.

PE	
Tennis To develop hitting the ball using a forehand To develop returning the ball using a forehand To develop the backhand and understand when to use it. To work cooperatively with a partner to keep a continuous rally going To use simple tactics in a game to outwit an opponent To demonstrate honesty and fair play when competing with others. I can return to the ready position to defend my own court. I can sometimes play a continuous game. I can use a range of basic racket skills. I share ideas and work with others to manage our game. I understand the rules of the game and I can use them often and honestly. - 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