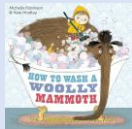


English Reading:



Books this term:

How to Wash a Woolly Mammoth – Michelle Robinson & Kate Hindley
Revolting Rhymes – Roald Dahl
The Uncorker of Ocean Bottles – Michelle Cuevas
One Christmas Wish – Katherine Rundell

As well as spending time reading individually and as a class, we will be continuing to develop our reading skills using VIPERS (Vocabulary, Inference, Prediction, Explanation, Retrieval and Summary) in our Guided Reading and English lessons. This term, our Guided Reading sessions will be focussed on a range of shorter texts and extracts from texts that can be read and explored within a few lessons. These will include non-fiction accounts and information texts, instructions, poems and extracts from longer narratives.

Writing: Over the term, we will be looking at the books above as models for our own writing. We will be writing different text types based on these. These will be written for different purposes and audience, so children will have to think about how to entertain and to inform.

This term we will be working on:

- Correct and accurate understanding and use of punctuation and grammar.
- Features of instruction writing.
- Features of poems.
- Features of narrative writing.

More generally across all these units, we will be working on developing the following within our writing:

- Develop our understanding of the features of fiction and non-fiction texts and use these effectively in our writing.
- Plan our writing with the audience in mind to effectively use the structural and language features of different text types.
- Use writing as models for our own.
- Improving our ability to proofread our work to ensure accuracy with spellings, punctuation and sense. We will also develop our understanding of how to improve and revise our own work.
- Building our confidence using a range of sentence structures (including fronted adverbials and expanded noun phrases) and varied vocabulary. This will be encouraged through active reading strategies as we explore our texts, as well as our "Word of the week."



St. Peter's
Church of England Primary School



Yorkshire Causeway
SCHOOLS TRUST

Love, Learn, Shine

Year 4 Curriculum Learning Overview – Autumn 2025

Enrichment Opportunities:

Y4 Residential trip to Herd Farm, Christmas pantomime, library visits

How can I help with my child's learning?

- Listen to your child read as often as you can. Ask them questions about what they have read
- Support your child to read up on our topics e.g. history and science. This will help them to develop their knowledge and build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. Towards the end of year 4, they will have their Times Tables check. Encourage them to log on to TT Rockstars at home
- Support your child to learn their spellings every week and encourage them to use Spelling Shed to complete their homework
- Support them in completing their maths homework – this will consist of 1 page per week.

History- Stone Age Britain: what do archaeologists think they know about it?

As historians, we will be investigating the following:

- The chronology of the earliest humans in Britain (and how our understanding of this is constantly evolving).
- What archaeologists think they know about the Palaeolithic Era and the evidence it is based on.
- How archaeologists know about Homo sapiens' early settlement of Britain.
- How humans lived in the Mesolithic Era.
- Why archaeologists think humans began to farm in Britain during the Neolithic Era (link to Skara Brae).
- Place evidence that archaeologists have found from the different periods of the Stone Age in Britain on a timeline.

Maths:

This term, we will be mastering the following in maths:

Unit 1 – Number: Addition and Subtraction

- Estimate the answer to a calculation and use inverse operations to check answers.
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtractions where appropriate.
- Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.

Unit 2 – Number and Place Value

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 1000 more or less than a given number.
- 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.

Unit 3 – Measure

- Measure the perimeter of simple 2-D shapes.
- Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.
- Convert between different units of measure [for example, kilometre to metre; hour to minute].
- Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres.
- Distinguish between regular and irregular polygons based on reasoning about equal sides and angles.

Unit 4 – Number: Multiplication and Division

- Recall and use multiplication and division facts for the 3, 4 and 8 multiplication tables.
- Recall multiplication and division facts for multiplication tables up to 12×12 .

We will also be focusing on consolidating times tables knowledge and number facts recall. These are very important areas of maths to feel confident and be secure in.

Computer Science: Further coding with Scratch

By the end of this unit we will be able to:

- Recognise that Scratch is a coding application.
 - Understand how to create a simple script.
 - Add or change a sprite and prevent it from rotating.
 - Use decomposition to identify key features and understand how to decipher actions that make a quiz game work.
 - Understand and use a variable
 - Use "say" and "ask" blocks.
- We always cover safety during computing units:
- Know how to keep ourselves safe online and how to ask for help when needed.

Geography: Climate Zones – What are they and why do they matter?

As Geographers, we will be investigating the following:

- Understand the position of the Earth in space in relation to the sun and how this affects climate.
- Understand what the main climate zones are and describe where they are found.
- Read information from climate graphs and identify patterns in data
- Understand and explain the difference between climate zones and biomes.
- Understand how plants and animals have adapted to live in different biomes.
- Recognise that sudden changes in climate have an effect on living things.

Science: States of Matter

This term we are focussing on Solids, Liquids and Gases and how matter can change its state by melting, freezing, evaporating or condensing. We will be planning and carrying out plenty of investigations. We will be developing our scientific skills too by learning how to compare, carry out fair tests, use secondary sources and present data.

PSHCE (Personal, Social, Health & Citizenship Education)

1 - What strengths, skills and interests do we have?

In this unit we will be learning about:

- I am different and unique.
- My strengths are qualities that I possess which helps me to overcome difficult situations.
- Self esteem is how we value ourselves or our pride in ourselves and our abilities.
- I can set goals that are SMART.
- When I don't achieve my goals, I will learn from mistakes made and remember that I haven't achieved it yet.
- Growth mindset is believing that your brain can grow, and you can learn many new things. You are not born smart; you become smart.
- A fixed mindset is the opposite of growth mindset. It is believing that you cannot learn new things.

2 – How do we treat each other with respect?

- Everyone has rights and a British Value is 'mutual respect'.
- To go to a trusted adult to share information if they feel people are not being respected and are being discriminated against.
- Respect people online and share with a trusted adult if concerned.
- Consent is the giving of permission.
- Respectful behaviour can be seen online and offline.
- Children know how to model being polite and courteous in the playground.

Physical Education:

We are extremely lucky to have Sporting Influence teaching Starlings class on a Wednesday this year. Our other session of the week will happen on a Tuesday. This term we will be learning:

- Multi-skills
- OAA
- Real Dance
- Handball

Music: Changes in Pitch, Tempo & Dynamics (Rivers)

This term we will be studying the unit on changes in pitch, tempo and dynamics, using the overall theme of rivers to guide our learning. Throughout the unit we will learn how to sing in tune and harmony with each other, developing breath control; explain how a piece of music makes us feel; and create and perform an ostinato (a short musical phrase repeated throughout a composition). We will be using percussion instruments as well as our voices.

Religious Education:

In RE lessons, each unit explores a big question that we unpick as a class throughout each half term. This term, we will be reflecting and focusing our learning on the following two big questions:

1. What kind of world did Jesus want?
2. What is the trinity and why is it important for Christians?

Art: Cave Paintings – sketching skills

In this unit we will be developing our ideas and mastering techniques such as cross-hatching and stippling in our sketching. We will also learn about adding texture through printing and rubbing. We will be studying cave paintings for inspiration (drawing on our history topic) and then creating our own using modern materials.

Design Technology: Cooking and Nutrition (Eating Seasonally)

We teach Design Technology using a scheme of learning called Kapow. Our unit this term is Eating Seasonally. We will learn that fruit and vegetables grow in different countries based on their climate. We will also learn about the different seasons that fruit and vegetables grow in, and how eating seasonally positively impacts the environment. Finally, we will design and make a tart using our knowledge of seasonal ingredients.

French: I'm Learning French

In French, we use the scheme Language Angels to support children's learning. In this unit, we will recap finding France on a map and identifying some other Francophone countries. We will also learn to use key greetings and how to introduce ourselves in French. We will learn our numbers to 10 and 10 colours.