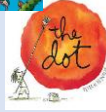


## English & Reading:



### Books this term:

**The Boy Who Grew Dragons** – Andy Shepherd  
**The Dot** – Peter H Reynolds  
**The Boy Who Biked the World** – Alastair Humphreys  
**Home Sweet Home** (short film)

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 from the Schofield & Sims Comprehension scheme. We will read for fluency and comprehension, learning to scan for information, retrieve and discuss vocabulary and wider themes.

**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, with different purposes and audiences, so children will have to think about how to entertain and inform. This term we will be working on:

- Writing non-chronological reports using the key features (purpose – to inform)
- Writing and performing poetry (purpose – to entertain)
- Writing narratives using key features (purpose – to entertain)
- Writing and presenting leaflets using key features (purpose – to inform)

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

- Developing our understanding of the features of fiction and non-fiction texts and using these in our writing.
- Writing with accurate and varied punctuation.
- Plan our writing with the audience in mind to effectively use the structural and language features of different texts.
- 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" and our morning quick write sessions, where we explore and use different sentence structures.



St. Peter's  
Church of England Primary School



Yorkshire  
Causeway  
SCHOOLS TRUST

Love, Learn, Shine

## Year 4 Curriculum Learning Overview – Summer 2026

### Enrichment Opportunities:

Y4 Residential trip to Herd Farm, Wonderlab Trip, First Aid Workshop, Harrogate Library & Roman-in-school Experience

### 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 and record what they have read and any comments in their reading record. This is checked weekly.
- Support your child to read up on our topics e.g. Romans for history. This will help build confidence. The local libraries have a wealth of non-fiction books to help you
- Support your child to practise their times tables regularly. In June, 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 'EdShed' to support this.
- Support them in completing their maths homework – this will consist of one page per week.

### History- The Roman Empire and its Impact on Britain

#### How did the Romans influence the culture of people living in Britain?

In this unit we will learn about:

- The Roman Empire and its expansion, including the invasion of Britain.
- The Roman impact on Britain.
- Changes in Britain from the Stone Age to the Iron Age and beyond.
- How historical periods are connected and influence later life.

## Maths:

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

### Units 8 and 9 - Fractions

- Add and subtract fractions with the same denominator.
  - Extend the use of the number line to connect fractions, numbers and measures.
  - Recognise mixed numbers and improper fractions and convert from one form to the other.
  - Write mathematical statements using  $>$ ,  $<$  and  $=$ .
- For example,  $2/5 + 4/5 = 6/5 = 1 \frac{1}{5}$ .

### Unit 10 – Symmetry in 2D shapes

- Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.
- Identify lines of symmetry in 2-D shapes presented in different orientations.
- Complete a simple symmetric figure with respect to a specific line of symmetry.

### Unit 11 – 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.

### Unit 12 – Division with remainders

- Recall multiplication and division facts for multiplication tables up to  $12 \times 12$ .

**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 secure in.**

## **Computing: Data Handling: Investigating Weather**

In this unit we will learn to:

- Collect, analyse, evaluate and present data and information.
- Use search technologies effectively and keep results relevant.
- Use technology purposefully to create, organise, store, manipulate and retrieve data.
- Use technology safely and responsibly.

As always in Computing, we will also learn about privacy and security, online safety and our digital footprint.

## **Art: Digital Media (Street Art)**

In this unit we will learn to:

- Use sketchbooks to record observations and develop ideas.
- Improve mastery of art and design techniques, including graffiti lettering, using layering, gradients and shadow.
- Learn about why artists create street art.
- Use digital tools to create a street art composition that reflects the location.
- Evaluate and develop work using art-specific vocabulary.

## **Science: Forces**

In this unit we will learn to:

- Identify different types of forces, such as gravity, air resistance, water resistance and friction.
- Understand that forces can cause objects to start moving, slow down, stop or change direction.
- Explore the effect of surface types on friction.
- Recognise that gravity pulls objects towards the Earth.
- Compare how objects move on different surfaces or through air and water.

## **PSHCE (Personal, Social, Health & Citizenship Education)**

### **How can we manage our feelings?**

In this unit we will learn to:

- Recognise and name a range of different emotions.
- Understand that feelings affect behaviour and can change.
- Learn simple strategies to manage strong emotions.
- Show empathy and respect for others' feelings.
- Know who to talk to when emotions feel overwhelming.

### **How can we manage risk in different places?**

In this unit we will learn to:

- Identify risks in different environments.
- Understand that some risks can be reduced through safe choices.
- Learn and follow basic safety rules and routines.
- Know who can help in unsafe or worrying situations.
- Begin to take responsibility for personal safety.

## **Physical Education:**

Wednesday (Sporting Influence):

- Cricket
- Athletics

Friday:

- Dodgeball
- Rounders

## **Music: Holst's The Planets**

In this unit we will learn to:

- Learn and perform rhythms, playing with body percussion and a range of tuned and untuned percussion.
- Use and understand staff and other musical notations appropriate to their stage.
- Play and perform in solo and ensemble contexts, using voices and instruments with increasing accuracy and control.
- Listen with attention to detail and respond to music using musical vocabulary.
- Appreciate and understand a wide range of high-quality recorded music from different traditions and historical periods.

## **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. How do festivals and family life show what matters to Jewish people?
2. How and why do people try to make the world a better place?

## **Geography: Why are the Yorkshire Dales a National Park?**

In this unit we will learn to:

- Use fieldwork to observe, measure, record and present the human and physical features in the local area.
- Do this by using a range of methods, including sketch maps, plans and graphs, and digital technologies.

## **Design Technology: Electrical Systems**

In this unit we will learn to:

- Design purposeful, functional, appealing products for users.
- Generate, develop, model and communicate ideas through discussion, sketches and diagrams.
- Select and use tools, equipment and materials safely and accurately.
- Evaluate their ideas and products, identifying strengths and areas for improvement.
- Understand and apply technical knowledge, including simple electrical systems.

## **French**

In French, we use the scheme 'Language Angels' to support children's learning. The units we will be learning about are:

- At the Tea Room, At the Café, At the Restaurant
- In the Classroom