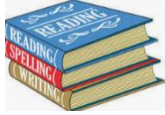













Year 4
Curriculum Map
Summer I 2026

<p style="text-align: center;"><u>English</u></p>  <p><u>Stories with a fantasy setting: The Firework Maker's Daughter</u></p> <p>An innovated fantasy narrative based on The Fire Work maker's daughter.</p> <p>Reading objective – prediction from front cover that will feed into a setting description. Focus on characterization and description directly from the text.</p> <p>We will consider another character's point of view and write in role, make informed and plausible predictions and justify our ideas using evidence from the text.</p> <p>To recap the role of paragraphs within this narrative writing.</p> <p>Recap on the use of different adverbial phrases to give the story cohesion – time, place and manner.</p> <p>Pupils draft their own stories and then develop these through editing towards a published piece. To explicitly teach children how to edit their writing to make it more adventurous.</p>	<p style="text-align: center;"><u>Maths</u></p>  <p>The term starts as always with revision on place value and the four operations of number.</p> <p>Topics taught will include:-</p> <p>Fractions – equivalent fraction families</p> <p>Multiplication and division – short written methods</p> <p>Dividing 1 and 2-digit numbers by 10 and 100</p> <p>Symmetry</p>	<p style="text-align: center;"><u>Science – Living things in their habitats</u></p>  <p>Initially children will recap on previous knowledge:-</p> <p>Animals can be grouped into vertebrates (and then further into fish, reptiles, amphibians, birds and mammals) and invertebrates.</p> <p>Animals can be grouped into carnivores, herbivores and omnivores.</p> <p>The differences between the teeth of carnivores and herbivores.</p> <p>The names of some common wild and garden plants and deciduous and evergreen trees.</p> <p>Examples of habitats (including microhabitats) and the animals and plants that can be found there.</p> <p>Living things depend on each other to survive.</p> <p>How food chains and food webs work.</p> <p>How land use has changed over time and the effects this has on the environment (e.g. urban development).</p>
<p style="text-align: center;"><u>P.E</u></p> <p><u>Swimming</u> All swimming will now take place on a Monday morning at Darwen Lesiure Centre.</p> <p><u>PE</u> Mr Pilkington will also be teaching a PE lesson on a Monday morning.</p> <p>Teaching staff will teach a PE session on a Wednesday.</p> <p><i>Please make sure that children come to school in correct PE kits on Monday and that children DO NOT</i></p>	<p style="text-align: center;"><u>History</u></p> <p style="text-align: center;"><u>Not taught this term.</u></p>	<p style="text-align: center;"><u>Geography</u></p>  <p><u>Rivers</u></p> <p>The definition of a river is:-</p> <p>A river is the path that water takes as it flows along a channel downhill with banks on both sides and a bed at the bottom. If there is lots of rain, snow or melting ice, rivers often overflow beyond the top of their banks and begin to flow onto floodplains at either side.</p>

<p>wear earrings/sharp hair accessories on a PE day.</p>		<p>We will learn all about the journey of a River – using new vocabulary such as source, meander, mouth, delta.</p>
<p><u>Music</u> </p> <p>Ukulele</p> <p>We are fortunate enough to be having extra music lessons from Bolton Music Service teaching the children the basics of the Ukulele ready for their longer sessions next year in Year 5.</p>	<p><u>PSHE – Jigsaw</u> </p> <p><u>Relationships</u> <u>Our Special Relationships</u></p> <p>This unit is about learning more about our feelings and emotions in connection with other people around us. Children will be able to:-</p> <ul style="list-style-type: none"> • Recognise situations which can cause jealousy in relationships. • Identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. • Identify someone I love and can express why they are special to me. • Know how most people feel when they lose someone or something they love. • Tell you about someone I know that I no longer see. • Understand that we can remember people even if we no longer see them. 	<p><u>Computing</u> </p> <p><u>Repetition in games</u></p> <p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p> <p><u>Online Safety</u> <u>Cyber Bullying, Digital Drama and Hate Speech</u></p> <ul style="list-style-type: none"> • Reflect on the characteristics that make someone an upstanding digital citizen. • Recognize what cyberbullying is. • Show ways to be an up stander by creating a digital citizenship superhero comic strip.
<p><u>RE</u></p> <p></p> <p>4.6 Prayer <u>How do people of world faiths pray?</u></p> <p>The aim of this unit is to:</p> <ul style="list-style-type: none"> • ensure that the children know that prayer is a way of communicating with God. • ensure that pupils know that believers across all World Faiths pray in many similar and different ways. • introduce pupils to the religious artefacts and actions associated with the practice of prayer. 	<p><u>Art</u> </p> <p>Roman Mosaics – The children will design and then make a small mosaic using tiles.</p> <p><u>Design Technology</u></p> <p><u>Not taught this half term.</u></p> <p><u>Forest School</u></p> <p>The three forest school sessions this half term will be linked to science – the children will go on a minibeast hunt, pond dipping and learn more about habitats.</p>	<p><u>French</u></p> <p><u>Not taught this half term</u></p> <p></p>

- ensure that pupils to know that Christians believe that God listens and responds_

British Values

Democracy
The rule of law
Individual liberty
Mutual respect
Tolerance of those of different faiths and beliefs

School Values

Compassion
Honesty
Aspiration
Respect
Teamwork
Enthusiasm
Responsibility
Determination