Year 4
Curriculum Map
Autumn 1 2026

English



During the half term, we will be looking at information texts with the children's final outcome being writing a report for a children's magazine about The Loch Ness Monster.
Our work will involve reading a range of books and texts, which are structured in different ways, for a range of purposes. We will be able to explain the meaning of any technological vocabulary encountered.



Our final piece of work will include - an introduction
- paragraphs to organise the text
- sub-headings.
- present tense verbs (unless it is a historical report)
- being written in the third person
And will end with a summary.

Fiction Texts
The Pied Piper of Hamelin
We will identify and use expanded noun phrases and continue to practise the use of fronted adverbials. We will make inferences based on character and setting and create a section of a new narrative using The Pied Piper of Hamelin as inspiration.



Maths



Place value
- Round numbers to the nearest 10 and 100
- Read and represent numbers in 1000's
- Partition numbers with up to 4-digits and know the value of each digit
- Written methods for addition and subtraction
- Use column addition/subtraction to add and subtract 4 digit numbers with one exchange.

- Fluency, reasoning and problem solving built into daily maths lessons.

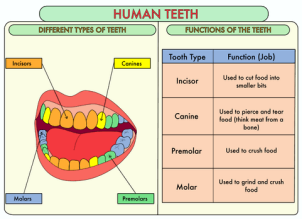
- Regular practise of times tables, individually and with TT Rockstars.
-Arithmetic practise on a weekly basis based on the mastery approach taught outside of the daily maths lesson.



Science – Teeth and Digestion



This half term we will learn all about teeth and the human digestive system. We will be able to:-
* describe the simple functions of the basic parts of the digestive system in humans.
* identify the different types of teeth in humans and their simple functions.
* construct and interpret a variety of food chains, identifying producers, predators and prey.



History

Not taught this half term

P.E

Invasion games

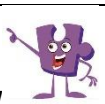
-Use running, jumping, throwing and catching in isolation and in combination
-play competitive games
-Develop flexibility, strength, technique, control and balance

Geography



Passport to Europe

This is the key learning for each of our lessons in Geography this half term.
- To know how the major European countries and their capital cities on a map of Europe.

-Use simple tactics to outwit an opponent -Travel with a ball effectively for a purpose -To apply basic principles suitable for attacking -To evaluate and recognise their own success Each class will have a PE day, details will be sent out once timetables have been finalised. **<u>Swimming</u>** starts this term and will continue throughout the year on a Monday morning. Children are encourgaed to wear PE kits for this as it is much easier to get changed into and be comfortable in for the rest of the day. ***Please make sure that children come to school in correct PE kits and that children DO NOT wear earrings/sharp hair accessories/watches on a PE day.***		• Know the names of and locate at least eight European countries. • Know the names of and locate at least eight major capital cities across Europe. • Know key countries in Europe. • Know key mountains in Europe. • Know key rivers in Europe. • Recognise that people have differing quality of life living in different locations and environments.
 **<u>Music</u>** Continuing using Sing UP as our scheme of work we start the year with a series of lessons entitled Spain. The learning objectives of the unit are - to create music inspired by Spain - to learn a habanera rhythm, - perform a triplet rhythm, - be able to fit two rhythms together, - to be able to count musically, - to structure their ideas. Our next unit this half term is called <u>This Little Light of Mine</u> It is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible. This unit also contains the	 **<u>PSHE – Jigsaw</u>** <u>Me in My World</u> Following on from last years programme but with new revised materials we start the year with looking at ourselves and how we fit into this world. -Coming together again -Being a school citizen -Rights, responsibilities and democracy -Rewards and consequences Our learning charter Owning our learning charter	 **<u>Computing</u>** <u>Computing systems and Networks</u> In computing our focus is understanding how messages are sent from one machine to another and how the World Wide Web operates. We will investigate safe websites and learn where they are based and how fast information can travel between them. <u>Computing - E-Safety</u> Carrying on from last years E-safety work we look at the internet in more detail. Tackling issues such as:- -Cyberbullying -Understand that although information posted on the internet might not always be true or accurate, it lasts forever -How to use the internet safely -Develop a positive and responsible attitude towards technology and internet use.

first of three progression snapshots that will be returned to and developed in Terms 2 and 3 in order to collect evidence of pupils' progress.		
R.E Prayer How do people of world faiths pray? Pupils will examine different faiths and their place of worship, learning about differences and similarities between them. They will also learn that a place of worship is not always essential for the act of prayer and also that these buildings mean so much more than simply for prayer.	**Art/DT** **Art** We will be focusing on different drawing and painting techniques to create our own interpretation of Rene Magritte's paints 'Son of Mcarefully an'. Drawing When drawing we will carefully examine familiar objects and draw with increasingly correct proportions. We will create texture with a wide range of drawing implements and experiment creating, mood and feeling in our work.	**French** **Je me presente** By the end of this unit pupils will have the knowledge and skills to present themselves both orally and in written form in French. This is one of the first units where previously learnt language will be integrated with newly acquired language, encouraging all pupils to use their growing bank of vocabulary. In this unit pupils focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. **Numbers 21 – 30** After having rehearsed our basic numbers vocabulary we will then learn the next lot of numbers and understand how the French repeat vocabulary in order to make sense of the number system.

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**
Wow! Passport to Europe Day – each classroom will become either France, Spain and Greece. Children will 'fly' to each country and learn about customs, traditions, Geography of that country.	