



SUBJECT: ENGLISH

CURRICULUM THIS HALF TERM:

Throughout the autumn term, young people deepen their understanding of reading by making thoughtful inferences, summarising key ideas and considering how authors use language to influence readers. They explore characters, settings and themes through a range of high-quality texts.

Writing develops through carefully structured paragraphs, detailed character and setting descriptions and purposeful writing for different audiences. Learners begin using fronted adverbials confidently and improve cohesion across their writing.

Grammar teaching secures apostrophes, Standard English and sentence accuracy while vocabulary teaching encourages young people to explain and justify their ideas using increasingly ambitious language.

VOCABULARY:

- Author - The writer of a text.
- Intent - The writer's purpose.
- Language - Words chosen by the writer.
- Summarise - Give the main points briefly.
- Infer - Key English term.
- fronted adverbial - A phrase at the start of a sentence.
- Cohesion - How writing links together.
- Audience - Who the writing is for.
- Describe - Give detailed information.
- Evidence - Words from the text.

RECOMMENDED TALKING POINTS:

What are you reading at the moment?

What new vocabulary have you learnt this week?

How has the writer created an effect?

Which writing have you enjoyed most?





SUBJECT: MATHEMATICS

CURRICULUM THIS HALF TERM:

Our focus is Place Value. This unit develops pupils' confidence and fluency in working with numbers to 10,000, providing the essential foundations for all subsequent learning in mathematics. Throughout the unit, pupils learn to read, write, represent and partition numbers in different ways, recognising that the value of each digit is determined by its position within a number. They use place value charts, counters, number lines and other representations to deepen conceptual understanding before moving towards more abstract methods. Pupils count forwards and backwards in a range of step sizes, including multiples of 6, 7, 9, 25 and 1,000, identifying patterns and making connections between different counting sequences. They compare and order numbers using the symbols $<$, $>$ and $=$, explaining their reasoning with increasing precision and using appropriate mathematical vocabulary.

Pupils develop a secure understanding that numbers can be partitioned in more than one way while maintaining the same overall value, and they explore how moving a digit changes its value by a factor of ten. They apply this knowledge when estimating, identifying the position of numbers on number lines and rounding to the nearest 10, 100 and 1,000. Reasoning and problem-solving activities encourage pupils to justify their thinking, identify misconceptions and explain alternative methods. As their confidence grows, they become increasingly efficient at recognising patterns, spotting errors and selecting appropriate strategies to solve mathematical problems. By the end of the unit, pupils demonstrate secure knowledge of place value to 10,000, understand the relationships between digits and the significance of their position, and confidently apply these skills across a range of contexts. This strong conceptual understanding supports accuracy, mathematical fluency and resilience, ensuring pupils are well prepared for the four operations and other areas of the Year 4 curriculum where secure place value knowledge underpins successful learning and effective problem solving.

VOCABULARY:

- digit value
- round(ing)
- ascending order
- descending order
- number line
- multiple
- greater than ($>$)
- less than ($<$)

RECOMMENDED TALKING POINTS:

How do you know the value of each digit in a number?

Can you represent the same number in different ways?

How can you decide which of two numbers is greater or smaller?

When is it useful to round a number, and how do you decide whether to round up or down?





SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Changes of State, which is a chemistry topic. Children have previously learnt about the suitability of a variety of everyday materials for particular uses, based upon their properties (Year 2 Chemistry – Uses of everyday materials) and how temperature can be measured using a thermometer (Year 2 Biology – Plants)

In this topic children will explore how everyday materials change form when they are heated or cooled. They will be taking their skills further by learning how to sort everyday items into three main categories: solids, liquids, and gases. They will observe first-hand how heating and cooling cause materials to change between these states—like ice melting into water or water boiling into steam—and they will research the exact temperatures in degrees Celsius where these changes happen. Designing simple comparative and fair tests, where they make careful observations and take accurate measurements using standard units and specialist tools like thermometers and electronic data loggers. Children will use and develop their skills, working scientifically to gather, organize, and classify this information using clear scientific language, labelled diagrams, tables, and bar charts. Finally, they communicate their findings through spoken and written presentations, using their results to spot patterns, draw simple conclusions, make future predictions, and suggest ways to improve their experiments.

VOCABULARY:

- boil: to change from liquid to gas, when the liquid is heated to a specific temperature known as its boiling point; occurs throughout the liquid
- boiling point: the temperature at which a liquid turns into a gas
- bubble: a ball of gas within a liquid
- carbon dioxide: a gas in the air
- change of state: moving between solid, liquid and gas as a result of heating or cooling
- cloud: a visible group of small droplets of water or ice floating in air
- compress: to make something smaller by squeezing it
- condense/condensation: to change from gas to liquid
- evaporate/evaporation: to change from liquid to gas; occurs at the surface of the liquid
- expand: to change in shape and volume to fill a space
- freeze: to change from liquid to solid, due to cooling (used at lower temperatures)
- freezing point: the temperature at which a liquid becomes a solid
- gas: a state of a material where it changes in shape and volume to fill the space it is in; gases flow
- granule/granular: a small piece or grain
- heat-sensitive: responsive to changes in temperature
- helium: a gas that is lighter than air and doesn't have any colour, taste or smell
- ice: water in a solid, frozen state
- liquid: a state of a material where it flows freely and takes the shape of its container
- melt: to change from a solid state to a liquid state
- melting point: the temperature at which a solid becomes a liquid
- oxygen: a gas in the air which most living things need to survive
- powder: fine, loose grains that are made when a solid material has been ground/crushed
- rain: drops of water which fall to Earth when clouds become saturated with water droplets
- snow: water in clouds that is frozen and falls to Earth as crystals



RECOMMENDED TALKING POINTS:

Can you find three examples of a solid, a liquid, and a gas right here in our kitchen?

What happens to water at 0°C , and what happens when it heats up to 100°C ?

If you leave a puddle on the pavement on a hot day, where does the water go?

Why do the windows get foggy and covered in water drops when you take a hot bath?

Does water evaporate faster on a warm, sunny day or a cold, cloudy day? Why?

If we melt chocolate into a liquid, can we turn it back into a solid? How?

How do rainclouds form, and how does that water eventually get back down to the ground?





CURRICULUM THIS HALF TERM:

This half term, Year 4 pupils will study Ancient Greek civilisation and begin to explore the question: What do we know about Ancient Greece? The unit will introduce children to the key features of life in Ancient Greece and help them to understand how this civilisation has influenced the modern world.

Pupils will learn about what life was like in Ancient Greece, including the differences between life for rich and poor people. They will investigate how people lived, focusing on daily routines, family life, food, work, education, and leisure. Children will also study the variety of jobs people did, such as farming, fishing, trade, pottery making, teaching, and being soldiers or craftsmen.

The unit will examine what homes were like in Ancient Greece. Pupils will compare simple houses with larger homes, and consider how homes were built, what materials were used, and how living conditions differed between towns and the countryside. They will also explore how people dressed, including the clothing worn by men, women, and children, and how fabric, jewellery, and sandals reflected a person's status and role in society.

Pupils will develop their historical enquiry skills by using artefacts, pictures, maps, and written sources to build a clearer picture of Ancient Greek life. They will also begin to understand that much of what we know today comes from evidence discovered by historians and archaeologists. Throughout the unit, children will make simple comparisons between Ancient Greece and modern life, identifying both similarities and differences.

VOCABULARY:

- Civilisation – A developed society with cities, laws, customs, and organised ways of living.
- Ancient – Very old; from a long time ago.
- Evidence – Information or objects that help us learn about the past.
- Citizen – A person who belongs to a town, city, or country and has rights and responsibilities.
- Temple – A building used for worship in Ancient Greece.

RECOMMENDED TALKING POINTS:

What do we already know about Ancient Greece?

Why is Ancient Greece considered an important civilisation?

How do we think everyday life in Ancient Greece was similar to or different from our lives today?

What jobs might people have done in Ancient Greece, and why were these jobs important?





SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This geography unit helps pupils explore the diversity of local and national landscapes through the study of land use. Children begin by identifying and comparing human and physical features across the UK, learning how landscapes are shaped by both natural processes and people's activities. They investigate examples such as coasts, mountains, rivers, farmland, towns and transport routes, developing an understanding of how different places serve different purposes.

A key part of the unit is studying land use in the locality of the school. Pupils observe and map how nearby land is used, noticing areas for housing, shops, roads, green spaces, industry and public services. They compare the school's surroundings with other parts of the UK, helping them to recognise similarities, differences and patterns in how land is developed and managed.

Children also learn about farming in the UK, including the role of agriculture in rural landscapes and food production. They explore different types of farming and consider how physical geography, such as climate and relief, influences land use. This leads into a broader study of different types of land use in the UK, where pupils examine how land is used for settlement, leisure, transport, energy, farming and conservation.

The unit develops map skills through the use of grid references to identify land use on maps. Pupils practise locating features accurately and using map evidence to describe what a place is like. They also investigate changing land use, considering how places have developed over time and why land use changes in response to population growth, economic needs and environmental concerns.

By the end of the unit, pupils will have a stronger understanding of how varied UK landscapes are and how land is used for many different purposes. They will be able to describe and compare landscapes, use maps to identify land use, and explain why land use changes over time.

VOCABULARY:

- Land use
- Landscape
- Human features
- Physical features
- Locality

RECOMMENDED TALKING POINTS:

How is the land used near our school and why do you think that is?

What are the different ways land is used across the UK?

Why might land use change over time in a place?





SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

VOCABULARY:

RECOMMENDED TALKING POINTS:





SUBJECT: ART

CURRICULUM THIS HALF TERM:

This half term, pupils will explore sculpture and learn how artists create three-dimensional artwork that can be viewed from different angles. They will develop their understanding that sculpture takes up space and can be made from a range of materials, including clay, wood, stone and metal.

Pupils will be introduced to Henry Moore, a famous British sculptor known for large outdoor sculptures, often depicting abstract human figures and natural forms. They will explore how Moore's work is not always realistic, focusing instead on shape, form and feeling.

The unit will introduce techniques including shaping, joining, carving and modelling. Pupils will experiment with clay and other malleable materials, developing their control, creativity and confidence. They will explore how materials can be manipulated to create different forms, textures and effects.

Children will investigate organic shapes found in nature and learn how Moore was inspired by bones, stones and landscapes. They will observe natural objects and use these ideas to develop their own sculptural designs.

Pupils will also explore the importance of space and form. They will look at how Moore used holes, gaps and curved spaces within his sculptures, understanding that empty space can be as important as solid form. They will consider how sculptures are displayed and how size, location and materials can affect the way artwork is experienced.

Finally, pupils will design and create their own sculpture inspired by Henry Moore. They will experiment with shape, form and materials, developing their ideas through practical work. They will reflect on their finished sculptures and explain the choices they have made.

Throughout the unit, activities will support the development of fine motor skills, creativity, observation and confidence, helping pupils enjoy working in three dimensions and understand how sculpture connects art with the natural and wider world.

VOCABULARY:

- **Sculpture** – A type of art that is three-dimensional (3D) and can be seen from all sides.
- **Abstract** – Art that does not try to look exactly like real life.
- **Form** – The shape and structure of something in 3D.
- **Shape** – The outline of an object (can be simple or complex).
- **Carving** – Cutting or shaping a material like stone or wood.
- **Modelling** – Shaping a soft material like clay with your hands.
- **Malleable** – A material that can be easily shaped (like clay).

RECOMMENDED TALKING POINTS:

What do you notice about Henry Moore's sculptures, and how are they different from real people?

Why do you think Henry Moore made his sculptures so large?

What shapes can you see in the sculptures, and are they smooth or uneven?





SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

Singing together – How stories are shared through song

This unit helps pupils develop the skill of storytelling through song. Across six lessons, they listen to a wide range of songs with clear narratives or strong emotional content, and begin to understand how music can communicate story and character. The unit focuses on songs from theatre and opera, helping pupils explore how dynamics, tempo and pitch shape meaning and affect the listener's understanding.

In the first lesson, pupils listen closely to a song and identify part of the story being told. They then move on to consider how songs are used in theatre to reveal important details about characters and events. This builds their awareness of the different ways music can support dramatic storytelling.

The third lesson introduces opera, giving pupils the chance to discuss what it is and how it tells a story through music, voice and performance. This leads into more practical work, where pupils explore how to use their own voice and body to express a character's feelings and emotional journey.

As the unit progresses, pupils build confidence in performing as part of an ensemble. They learn to use musical and dramatic skills together to portray character through song, demonstrating their understanding of how opera can communicate meaning. In the final lesson, pupils share their learning by performing a song in character, showing how effectively they can tell a story through music and performance.

Overall, the unit combines listening, discussion and performance to deepen pupils' understanding of how songs can convey narrative and emotion. It encourages creativity, confidence and expressive performance, while helping pupils recognise the powerful role music plays in storytelling.

VOCABULARY:

- Griot - (pronounced 'gree-oh') a West African storyteller and musician
- Ballad - a form of narrative verse, often put to music
- Musical theatre - a type of theatre with songs, acting and dance
- Ensemble (musical theatre) - a chorus of people on stage sharing the plot or mood
- Opera - a form of storytelling using dramatic singing, acting, costume and design and sometimes dance
- Round - a song structure where multiple groups sing the same melody but start at different times
- Texture - the combination of different layers of sounds

RECOMMENDED TALKING POINTS:

How can songs help tell a story or show how a character is feeling?

What role do dynamics, tempo and pitch play in theatre songs and opera?

How might a pupil use their voice and body to perform a song in character?





SUBJECT: DESIGN TECHNOLOGY

CURRICULUM THIS HALF TERM:

Levers and linkages - interactive books.

In this unit, pupils will learn about mechanisms and how they can be used to create movement in a design. They will explore how levers and linkages work and how these simple mechanisms can be incorporated into an interactive book.

Pupils will build on their Design Technology knowledge by investigating how moving parts can make a book more engaging and enjoyable to use. They will consider the needs of the person using the book and design with a user-centred focus, thinking carefully about how to make their work clear, interesting and effective.

Throughout the unit, pupils will be encouraged to explore how levers and linkages create movement, investigate mechanisms found in books and other products, plan and make their own interactive book, choose suitable materials and components, test their ideas, improve their work and think about the needs of the user when designing.

This unit supports the development of important learning skills, including creativity, problem solving, fine motor skills, accuracy, careful handling of materials, following simple design steps and evaluating and improving their work.

By the end of the unit, pupils will have designed and made their own interactive book and will have a better understanding of how levers and linkages can be used to create movement in Design Technology.

VOCABULARY:

- Tier 1: Book, move, pull, push, lift, turn, open, close, picture, flap, make, use, cut, fold, join, see.
- Tier 2: Mechanism, create, movement, plan, test, improve, select, materials, design, careful, accurate, assemble, evaluate, user, focus, interact.
- Tier 3: Lever, linkage, interactive, mechanism, pivot, movement, component, prototype, design brief, user-centred, connection, slider, hinge, operate.

RECOMMENDED TALKING POINTS:

How do levers and linkages make parts of a book move?

Why is it important to think about the user when designing an interactive book?

What makes an interactive book more interesting or engaging?

How can testing help us improve our design?





SUBJECT: PE

CURRICULUM THIS HALF TERM:

Game Play

Young people will learn to compare their performances with previous ones, with support, to demonstrate improvement and achieve their personal best. Students will have the opportunity to take the lead when working with partners or in groups, while practising controlled movements and varying tactics to adapt their skills during games. They will work on keeping possession of the ball and will develop their throwing and catching abilities, including catching with one hand. Throughout the lessons, they will engage in modified competitive games applying basic principles of attacking and defending. This aims to enhance their physical abilities and foster teamwork.

VOCABULARY:

- Fair Play
- Communication
- Evaluate
- Attack
- Defend
- Shooting
- Positions
- Possession

RECOMMENDED TALKING POINTS:

How do you know if your team is working well together?

Why is it important to communicate with your team?

What does fair play mean?

Why is practice important?

ANY OTHER KEY INFORMATION:

Suitable footwear

Suitable clothing

Refillable water bottle



SUBJECT: RE



CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 4 pupils will explore what Hindu people believe and how these beliefs influence their daily lives. They will learn about key Hindu beliefs, including the importance of Brahman, the Trimurti (Brahma, Vishnu and Shiva), and the ideas of karma and dharma. Pupils will discover how Hindus show their beliefs through worship, festivals, prayer and caring for others. Through discussion, storytelling and the study of Hindu traditions, children will develop their understanding of one of the world's oldest religions and reflect on the values and beliefs that are important to different people.

VOCABULARY:

- **Hinduism** – A major world religion followed by Hindus.
- **Hindu** – A person who follows Hinduism.
- **Brahman** – The supreme spiritual power in Hindu belief.
- **Brahma** – The Hindu god of creation.
- **Vishnu** – The Hindu god who preserves and protects the world.
- **Shiva** – The Hindu god associated with change and transformation.
- **Karma** – The belief that actions have consequences.
- **Dharma** – A person's duty or the right way to live.
- **Puja** – An act of Hindu worship.
- **Mandir** – A Hindu place of worship (temple).

RECOMMENDED TALKING POINTS:

What do Hindu people believe about God?

What is karma?

How do Hindus show their beliefs in everyday life?





SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

In this Year 4 PSHE unit, pupils will build on their previous learning about emotions, friendships and self-regulation. They will develop a deeper understanding of mental health and wellbeing, recognising that everyone has mental health in the same way that everyone has physical health. Children will learn that our thoughts, feelings and behaviours can affect how we feel and how we respond to different situations. Pupils will explore a range of self-regulation strategies that can help them manage their emotions and cope with challenges in a positive way. They will learn practical techniques such as deep breathing, mindfulness, positive self-talk and seeking support from trusted adults when needed. Children will begin to recognise early signs of strong emotions and understand how self-awareness can help them make healthy choices.

The unit also focuses on factors that support wellbeing. Pupils will learn about the importance of healthy habits, including regular physical activity, balanced nutrition, good sleep, spending time outdoors and maintaining positive relationships. They will discuss how these factors contribute to both physical and mental wellbeing.

Through discussion and reflection, children will identify people, places and activities that help them feel supported, safe and happy. They will consider how kindness, resilience and a positive mindset can help them overcome setbacks and manage everyday challenges.

VOCABULARY:

- Wellbeing
- Manage
- Recognise
- Strategies
- Challenges
- Positive
- Balanced
- Relationships
- Reflection
- Confidence

RECOMMENDED TALKING POINTS:

What is mental health and how can we look after our wellbeing?

How can we recognise and manage our emotions effectively?

What factors help us maintain positive wellbeing?





SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In this unit, Year 3 children will learn about “Mi Pueblo” (My Town) in Spanish. The learning is based on the National Curriculum aim of helping pupils understand and communicate in another language. Children will develop their confidence by listening to and repeating key vocabulary for places they may find in a town. These may include la escuela (school), el parque (park), la tienda (shop), la biblioteca (library) and el hospital (hospital).

Pupils will be supported through a range of visual, practical and interactive activities. They will use pictures, symbols, matching games, songs, actions and repetition to help them remember new vocabulary. Learning will be broken down into small steps, allowing children to practise speaking and listening regularly in a supportive environment.

Children will learn to answer simple questions such as ¿Qué hay en tu pueblo? (What is in your town?) and use short responses such as Hay un parque (There is a park). They will also be encouraged to read and recognise familiar words and to copy or write simple labels and phrases with support.

Success will focus on communication rather than perfect pronunciation or spelling. Pupils will be encouraged to participate, repeat vocabulary, identify places in a town, and use simple Spanish phrases with growing confidence. Opportunities for overlearning and revisiting vocabulary will be built into lessons to support memory and retention.

By the end of the unit, children should be able to recognise and say several places in a town, understand simple spoken and written Spanish related to towns, and use basic language to describe what is in their own town. They will develop confidence, enjoyment and curiosity when learning Spanish and communicating with others.

VOCABULARY:

- la escuela – school
- el parque – park
- la tienda – shop
- la biblioteca – library
- el hospital – hospital
- la estación – station
- el supermercado – supermarket
- la piscina – swimming pool
- el cine – cinema
- la cafetería – café
- la oficina de correos – post office
- el museo – museum
- el polideportivo – sports centre

RECOMMENDED TALKING POINTS:

¿Qué hay en tu pueblo? (What is in your town?)

¿Te gusta el parque? (Do you like the park?)

¿Dónde está la escuela? (Where is the school?)





SUBJECT: CAREERS

CURRICULUM THIS HALF TERM:

This half-term, pupils will develop an early understanding that people have different jobs and work in a range of roles within the local community. They will learn that careers include both paid employment and voluntary work, and that many different adults contribute to everyday life through services such as shops, transport, healthcare, education, emergency services and local businesses. Pupils will be encouraged to recognise that people use a variety of skills, qualities and interests in their work, and that jobs can involve helping others, solving problems, communicating clearly and working as part of a team. The unit will support pupils to begin linking school learning to the wider world of work in a age-appropriate and meaningful way.

VOCABULARY:

- **Career:** the different jobs a person may do during their working life
- **Job:** a type of paid work that someone does
- **Occupation:** the work a person is employed to do
- **Employee:** a person who works for an organisation or employer
- **Employer:** a person or organisation that gives someone a job
- **Community:** the people, places and services in a local area
- **Service:** a useful job or support provided for others
- **Skill:** something a person can do well
- **Teamwork:** working together with other people
- **Volunteer:** a person who helps without being paid

RECOMMENDED TALKING POINTS:

What jobs do people do in our local community, and how do they help others?

Which jobs have you noticed on your journey to school or in your neighbourhood?

What skills might someone need to do a job well, such as listening, teamwork or organisation?

