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:

Year 4 Addition and Subtraction

In this unit, Year 4 pupils will build on their previous understanding of addition and subtraction by working with numbers up to 10,000. Children will develop fluency in mental calculations and written methods, using their knowledge of place value to solve increasingly complex problems. They will learn to add and subtract numbers with up to four digits using efficient column methods, including exchanging where necessary.

Throughout the unit, pupils will be encouraged to estimate answers before calculating and use inverse operations to check their work. They will apply their skills to a variety of reasoning and problem-solving tasks, including real-life contexts and multi-step word problems. Children will also develop confidence in explaining their mathematical thinking using appropriate mathematical vocabulary.

By the end of the unit, pupils should be able to accurately add and subtract four-digit numbers, choose suitable strategies for different calculations, and use their understanding to solve a range of problems independently.

Year 4 Multiplication and Division

In this unit, Year 4 pupils will deepen their understanding of multiplication and division and develop rapid recall of multiplication facts up to 12 × 12. Children will explore the relationship between multiplication and division and learn how these operations can be used to solve a variety of mathematical problems.

Pupils will practise multiplying and dividing by 10 and 100, recognising the effect this has on place value. They will use known multiplication facts to solve more challenging calculations and learn formal written methods for multiplication. Children will also investigate factor pairs, identify patterns in times tables and use efficient strategies to solve division calculations, including those with remainders.

Throughout the unit, reasoning and problem-solving are a key focus. Pupils will be encouraged to explain their methods, compare strategies and apply their understanding to real-life situations. By the end of the unit, children should be confident recalling multiplication facts, using formal methods where appropriate, and solving multiplication and division problems accurately and efficiently.

VOCABULARY:

Tier 1: Everyday Words	Tier 2: Academic Vocabulary	Tier 3: Mathematical Vocabulary
Add	Calculate	Addition
Take away	Estimate	Subtraction
More	Compare	Sum
Less	Explain	Difference
Total	Reason	Exchange

Altogether	Method	Partition
Difference	Strategy	Place value
Count	Solve	Digit
Number	Represent	Ones
Equal	Check	Tens
		Hundreds
		Thousands
		Column method
		Inverse
		Number sentence

Tier 1: Everyday Words	**Tier 2: Academic Vocabulary**	**Tier 3: Mathematical Vocabulary**
Groups	Calculate	Multiplication
Share	Explain	Division
Equal	Predict	Multiply
Lots of	Compare	Divide
Double	Solve	Product
Half	Reason	Quotient
Count	Pattern	Factor
Times	Strategy	Multiple
Split	Investigate	Array
Left over	Represent	Remainder
		Times table
		Commutative
		Inverse
		Short multiplication

		Place value
		Equal groups

RECOMMENDED TALKING POINTS:

Addition and Subtraction:
Parents can support their child's learning in addition and subtraction by encouraging regular practice of number facts and mental maths skills. Everyday activities such as shopping, cooking and handling money provide excellent opportunities to add, subtract, estimate and check answers. Encourage your child to explain their methods and reasoning, as talking through their thinking helps to deepen understanding and build confidence. Short, frequent practice sessions and a positive attitude towards mistakes as part of learning will help children develop fluency and accuracy with addition and subtraction.

Multiplication and Division
Parents can support learning at home by regularly practising times tables, encouraging quick recall of known facts and discussing everyday situations where multiplication and division are used, such as sharing, grouping, measuring and calculating costs. Talking through methods and reasoning helps to strengthen mathematical understanding and confidence.



SUBJECT: SCIENCE

CURRICULUM THIS HALF TERM:

During this half term children will explore Electricity Circuits, which is a physics topic.

Children have previously learnt that materials are chosen for particular uses based on their properties (Year 2 Chemistry – Uses of everyday materials).

In this module, your child will begin by exploring how everyday home appliances work, including the difference between items that plug into the wall and those that run on batteries. They will get hands-on experience connecting real components like batteries, wires, bulbs, switches, and buzzers to build their own working circuits. Through this practical work, they will discover that electricity needs an unbroken loop to travel, allowing them to solve circuit mysteries by predicting whether a bulb will light up or if a gap is blocking the power. They will also learn how switches act like gates to turn lights on and off, and they will test different objects to see how metals act as helpful conductors that let electricity flow while materials like plastic or rubber act as protective insulators. Alongside these core concepts, your child will develop vital scientific thinking and investigation skills as they practice gathering information, sorting items based on their properties, and showing what they have discovered using labelled diagrams, tables, and bar charts. Instead of just memorising facts, they will use their test results to explain what happened, make smart guesses about future experiments, and suggest ways to improve their work. Finally, they will sharpen their observation skills by spotting patterns, similarities, and differences whenever they change their science setups

VOCABULARY:

- battery: a component that can be used to provide electricity
- bulb: a device that requires electricity to light up
- buzzer: a component that makes a sound
- cell: the scientific name for a single battery
- circuit: the circular arrangement of components required to enable electricity to flow
- closed circuit: a circuit that creates a complete loop, so the electricity can flow
- connection points: the places on electrical components where wires can be attached
- electrical appliance: an object that needs electricity to do its job
- electrical component: an object making up part of a circuit
- electrical conductor: a material that allows electricity to flow through it
- electrical insulator: a material that does not allow electricity to flow through it
- electricity: what is required to make an electrical appliance work
- mains: electricity that can be used by plugging an electrical device into a socket
- motor: a component that has a part that turns
- open circuit: a circuit that does not create a complete loop, so the electricity cannot flow
- switch: a component that turns another component on or off, by opening or closing a circuit, controlling whether the electricity can flow or not

RECOMMENDED TALKING POINTS:

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

Let's look around the kitchen—can you spot three things that plug into the wall and three things that run on batteries?
Why do you think a television needs to plug into the wall instead of just using a small battery like a TV remote?
What do you think the switch inside this toy is actually doing to the electrical loop when we click it off?
If we built a circuit using a metal spoon, do you think the bulb would light up? What if we used a wooden spoon?

SUBJECT: HISTORY

CURRICULUM THIS HALF TERM:

Ancient Greek civilisation: what is its most significant legacy?

In this unit, pupils develop their understanding of **historical significance** whilst examining the legacy of ancient Greek civilisation. They build knowledge of various facets of ancient Greek civilisation: its philosophers, the Olympics, Athenian democracy, its language and architecture. The unit is designed to support pupils in making comparisons, identifying continuity and change, and considering which aspects of Ancient Greece have had the greatest long-term impact.

Lesson Sequence

- **The Trojan War and the Iliad**
- **Famous Ancient Greek philosophers**
- **The Ancient Greek Olympics**
- **Athenian democracy**
- **Language and architecture**
- **The most significant legacy of Ancient Greece**

Intended Learning

Pupils will explore how Ancient Greek ideas, beliefs and achievements continue to influence the modern world. They will investigate key individuals and institutions, and evaluate evidence to judge which contribution may be considered the most significant legacy. By the end of the unit, pupils should be able to explain their reasoning using historical knowledge and appropriate subject vocabulary.

VOCABULARY:

- civilisation
- legacy
- philosopher
- democracy
- architecture

RECOMMENDED TALKING POINTS:

Which Ancient Greek achievement has had the greatest influence on life today?
How did Athenian democracy differ from democracy in the modern world?
Why might language, philosophy or architecture be considered a lasting legacy?

SUBJECT: GEOGRAPHY

CURRICULUM THIS HALF TERM:

This half-termly Geography unit for Year 4 explores the water cycle and why it is important to people and places. Pupils will learn what the water cycle is and how water moves through evaporation, condensation and precipitation. They will also investigate why water flows around buildings, why water is essential for life, and the challenges of accessing fresh water around the world.

The unit also develops understanding of water supply and demand in the UK, water ownership, and the importance of United Nations Global Goal 6: clean water and sanitation. Through map work, discussion, enquiry and case studies, pupils will begin to recognise that water is a shared resource that must be managed carefully.

Lesson 1: What is the water cycle?
Pupils identify the main stages of the water cycle and describe how water changes state and moves between land, air and sea.

Lesson 2: Why does water flow around buildings?
Pupils explore runoff and drainage, considering how hard surfaces affect the movement of water in towns and cities.

Lesson 3: Why is water essential?
Pupils investigate how water is used in homes, farming, industry and for hygiene, and why it is vital for living things.

Lesson 4: Access to fresh water around the world
Pupils examine global differences in access to safe, clean water and consider the challenges faced by communities in different locations.

Lesson 5: Water supply and demand in the UK
Pupils look at how water is collected, treated and supplied, and how demand changes across places and times of year.

Lesson 6: Water ownership and Global Goal 6
Pupils discuss who owns water resources, how they are managed, and why clean water and sanitation are central to fairness, health and sustainability.

VOCABULARY:

- evaporation
- condensation
- precipitation
- runoff

- sanitation

RECOMMENDED TALKING POINTS:

Why is water essential for people, animals and plants?
What problems can happen when some places do not have enough clean water?
How can people use water responsibly at home, at school and in the wider community?



SUBJECT: COMPUTING

CURRICULUM THIS HALF TERM:

Creating Digital Stories

Pupils will combine different types of media to communicate a simple story or message. They will use images, text and possibly recorded sound to create a short digital presentation or story.

Activities could include:

- Planning a simple story using a storyboard
- Creating characters and backgrounds
- Adding images and text to slides
- Recording a short narration
- Arranging pages/slides in the correct order
- Creating a short digital story
- Presenting their finished work

The emphasis should be on combining media rather than presentation software skills alone.

VOCABULARY:

- Media
- Story
- Storyboard
- Slide
- Image
- Text
- Sound
- Narration
- Character
- Background
- Sequence
- Presentation
- Audience

RECOMMENDED TALKING POINTS:

Which is better for telling your story – a picture, words or sound? Why?

SUBJECT: ART

CURRICULUM THIS HALF TERM:

Reflection is an important part of the artistic process. In this Year 4 Art unit, pupils will learn how artists think carefully about their work, evaluate their ideas and make improvements. Children will explore how reflection helps artists develop new skills, solve problems and create artwork that communicates their intentions more effectively. Pupils will understand that artists do not always achieve their desired outcome on the first attempt and that reviewing and refining work is a valuable part of learning.
Throughout the unit, children will look closely at their own artwork and the work of others. They will discuss what they like, identify strengths and consider what could be developed further. Pupils will learn to use art vocabulary to describe techniques, colours, textures and compositions, supporting their opinions with evidence from the artwork. Reflecting on artistic choices helps children become more confident in expressing ideas and responding thoughtfully to feedback.
Children will also learn that reflection is not about finding mistakes, but about recognising successes and identifying opportunities for improvement. By evaluating their creative journey from initial ideas through to a final piece, pupils develop resilience, critical thinking and a deeper understanding of the artistic process. This helps them appreciate that art is often created through experimentation, adaptation and continual refinement.

VOCABULARY:

- Reflection
- Evaluate
- Feedback
- Strengths
- Improve
- Technique
- Composition
- Refine
- Opinion
- Process

RECOMMENDED TALKING POINTS:

What part of your artwork are you most proud of?
What skills did you use when creating your artwork?
If you could change one thing about your work, what would it be?
What feedback did you receive from others?
How did feedback help you improve your artwork?

SUBJECT: MUSIC

CURRICULUM THIS HALF TERM:

This unit explores the contrasting sounds and feelings associated with major and minor tonality. Pupils listen to, sing and perform a range of songs, including folk songs in both major and minor keys, to help them recognise how tonality can change the mood and character of music. Through this practical approach, they begin to develop a clearer understanding of the difference between the two tonalities and the effect each one creates.

The unit begins with pupils singing major and minor tonality folk songs, giving them the opportunity to hear and compare the two sounds directly. They then explore the major pentachord through folk songs, before moving on to the minor pentachord. These activities help pupils identify the notes and melodic shapes that are typical of each tonality and build their confidence in singing within these musical frameworks.

As the unit progresses, pupils use pitched percussion instruments to add accompaniments to the songs. They learn how to build texture with a melodic ostinato and how to create a minor accompaniment that complements the song being performed. This gives pupils practical experience of layering sounds and understanding how different parts can work together within a piece of music.

The final stage of the unit involves layering accompaniments under major and minor folk songs, allowing pupils to apply their learning in performance. By combining singing with instrumental parts, they deepen their understanding of tonality, texture and ensemble playing.

By the end of the unit, pupils should be able to recognise the sound of major and minor music, describe some of the feelings each may evoke, and perform simple accompaniments with increasing control and awareness. The unit provides a rich musical experience that supports listening, singing and instrumental skills.

VOCABULARY:

- **Folk song** - a song that originates from a particular country, culture or people that is usually passed down orally
- **Tonality** - the organisation of notes around a central note, the tonic, which helps to shape the music's sound and character
- **Dynamics** - how loud or quiet the music is
- **Melodic shape** - up and down movement of pitches in music
- **Major pentachord** - the first five notes of the major scale: do, re, mi, fa, so
- **Solfège** - a system of naming pitches so we can recognise patterns by ear, e.g. so mi do
- **Drone** - a constant, pitched sound that continues throughout a piece of music
- **Minor pentachord** - the first five notes of the minor scale: la, ti, do, re, mi

RECOMMENDED TALKING POINTS:

Listen to a variety of music and discuss how it makes them feel – happy, sad, excited, etc.

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:

Curriculum this half term: Young people will explore the expressive art of dance while developing key skills. They will learn to use dance as a means of communication, taking the lead when working with partners or in groups. Students will collaborate to create, repeat, and improve a dance sequence that includes at least three phases, incorporating a variety of shapes, as well as changes in speed and direction. Emphasis will be placed on working in a controlled manner while performing dances that utilise a range of movement patterns. Throughout the lessons, they will compare their performances with previous ones, demonstrating improvement as they strive to achieve their personal best.

VOCABULARY:

- Speed
- Contact
- Communication
- Formation

RECOMMENDED TALKING POINTS:

How did you use dance to communicate your ideas? What movements did you come up with?
What formations have you used? Can you draw these out on paper to show the patterns?
How did you improve your dance?

ANY OTHER KEY INFORMATION:

Suitable footwear
Suitable clothing
Refillable water bottle

SUBJECT: RE

CURRICULUM THIS HALF TERM:

This term in Religious Education, Year 4 children will explore how ancient religious stories continue to shape the celebrations and traditions people observe today. They will investigate the stories behind festivals such as Christmas and Easter in Christianity, Diwali in Hindu traditions, and Passover in Judaism, considering how these accounts are remembered through symbols, food, music, worship and family customs. Children will compare the ways different communities retell important stories and discuss the values and beliefs these celebrations express, including hope, freedom, courage, gratitude and belonging. Through storytelling, discussion, creative activities and reflection, pupils will develop an appreciation of how stories from long ago remain meaningful to people in modern life, while recognising that families and communities may celebrate in different ways.

VOCABULARY:

- Ancient – From a very long time ago.
- Celebration – A special occasion that people mark or enjoy.
- Festival – A special time of celebration, often linked to religion.
- Tradition – A custom passed down through families or communities.
- Sacred – Considered holy or especially important in a religion.
- Belief – Something a person accepts as true or important.
- Symbol – An object, picture or action that represents an idea.
- Christianity – A religion based on the life and teachings of Jesus.
- Christmas – A Christian festival celebrating the birth of Jesus.
- Easter – A Christian festival remembering Jesus' death and resurrection.
- Diwali – A festival of lights celebrated in several religious traditions.
- Hinduism – A religion with many traditions that began in India.
- Judaism – The religion of the Jewish people.
- Passover – A Jewish festival remembering the Israelites' freedom from slavery in Egypt.
- Retelling – Sharing a story again, perhaps in a new way.

RECOMMENDED TALKING POINTS:

Can you name an ancient story linked to a celebration today?
How do symbols, food or traditions help people remember a story?
What similarities and differences can you find between celebrations?
Why might an ancient story still be important to people today?

SUBJECT: PSHE

CURRICULUM THIS HALF TERM:

This Year 4 PSHE unit helps pupils develop the skills needed to assess and manage risk in a range of everyday situations. Children will learn how to identify potential dangers, make informed decisions to help keep themselves and others safe, and understand the difference between positive and negative risks. The unit also explores how friends and peers can influence choices and behaviour, encouraging pupils to recognise when peer pressure may affect their decisions. Through discussions and practical activities, pupils will build confidence in making safe, responsible choices, seeking support when needed, and developing strategies to resist unsafe influences while maintaining healthy friendships.

VOCABULARY:

- Risk
- Peer influence
- Peer pressure
- Personal safety
- Hazard
- Positive influence
- Negative influence
- Assertive
- Risk assessment
- Emergency
- Trusted adult
- Safe choice
- Unsafe situation
- Responsibility for safety
- Decision-making skills

RECOMMENDED TALKING POINTS:

How can we identify and assess risks in different situations so that we can make safe choices?
How can friends and peers influence our decisions, and what can we do if we feel pressured to do something unsafe?
What strategies can we use to keep ourselves safe and seek help from trusted adults when faced with a risky situation?

SUBJECT: MODERN FOREIGN LANGUAGE

CURRICULUM THIS HALF TERM:

In this unit, Year 4 pupils will learn the names of the four seasons in Spanish and explore associated weather, activities, and preferences. Pupils will develop their speaking, listening, reading and writing skills through songs, games, role-play, and simple conversations. They will begin to express opinions and give reasons using familiar language structures.
Pupils will be taught to listen attentively to spoken language and show understanding by joining in and responding. Engage in conversations; ask and answer questions; seek and give information. Speak in sentences using familiar vocabulary, phrases and basic language structures. Develop accurate pronunciation and intonation. Read carefully and show understanding of words, phrases and simple sentences. Broaden vocabulary and develop the ability to understand new words introduced into familiar written material. Write phrases and simple sentences from memory. Understand basic grammar appropriate to the language being studied.

VOCABULARY:

Seasons

- la primavera – spring
- el verano – summer
- el otoño – autumn
- el invierno – winter

Weather

- Hace sol – It is sunny
- Hace calor – It is hot
- Hace frío – It is cold
- Llueve – It is raining

SUBJECT: CAREERS

YEAR 4
AUTUMN 2

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?
Why are different jobs important in keeping a community safe, healthy and well supported?
Can you think of a job you might like to do in the future, and why does it interest you?