St Peter's CE Primary & Nursery School
Dream • Believe • Achieve • Flourish

Year 4 Curriculum Overview 2025/2026

Term	Autumn		Spring		Summer	
Class Readers	Paws by Kate Foster (friendship, change, autism and family)	The miraculous Journey of Edward Tulane (friendship, care and loving)	Llama out Loud by Annabelle Sami (family, friendship, resilience and ambition)	Rumaysa a Fairytale by Raiya Hafiza (fairy tales that bend and challenge representation, cultural stereotypes and sexism)	Ariki and the island of wonders by Nicola Davies (Endangered animals, conservation and human intervention)	Varjak Paw by SF Said persecution, cultures, and ancestral wisdom down from our ancestors.)
English - Reading	**Reading skills and strategies** Read expressively using punctuation to guide their reading Know what information they need to look for, before they begin to read non-fiction Determine the meaning of new words by applying their knowledge of roots and affixes (year 3 and 4 spelling word list and rules) Prepare poems and play scripts to read aloud and perform, showing understanding through intonation, tone, volume and action **Comprehension** Independently justify views and opinions about what has been read Identify main ideas drawn from more than one paragraph and summarise these accurately Identify themes and conventions in a wide range of books including plays, legends Discuss words and phrases that capture the reader's interest and imagination Begin to draw inferences from what is read Identify how language, structure, and presentation contribute to meaning Find, retrieve and record information from non-fiction independently (e.g. make clear, accurate notes) **Reading for pleasure** Listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks. Discuss words and phrases that capture the reader's imagination					
English – Writing	Name of text: Counting on Katherine by Helaine Becker Outcomes: To write a fact file about Katherine Johnson, including a short biography. NON-FICTION Non-chronological report/recount POETRY Family Album	Name of text: Greek Myths By Jean Menzies Outcomes: To make a mini-book of their own Odyssey adventure FICTION : Narrative – Myth POETRY The Lost Property Office by Roger McGoug	Name of text: Escape from Pompeii by Christina Balit Outcomes: Write the story from the point of view of one of the children FICTION Historical narrative from character's point of view POETRY The Roman Centurion's Song by Rudyard Kipling	Name of text: Wisp A Story of Hope by Zana Fraillon and Grahame Baker-Smith Outcomes: To write a narrative from the point of view of the Wisp FICTION First Person Recount POETRY Windrush Child by John Agard	Name of text: Alba The Hundred Year Old Fish by Lara Hawthorne Outcomes: To write an information board for an exhibit in an aquarium NON-FICTION Non-chronological report in the form of an information board POETRY Look! by Grace Nichols	Name of text: Blue John by Berlie Docherty Outcomes: To write a letter in role as an expert containing an explanation about cave formation NON-FICTION Explanation POETRY Haiku

	National curriculum skills for this unit: **Spoken language:** • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Participate in discussions, role-play, improvisations and debates **Reading comprehension:** • Read for a range of purposes • Use dictionaries to check the meaning of words • Identify themes and conventions • Explain meaning of words in context • Ask questions to improve understanding of a text • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Predict from details stated and implied • Identify how language, structure and	**National curriculum skills for this unit:** **Spoken language:** • Build vocabulary • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates • Consider and evaluate different viewpoints **Reading comprehension:** • Read for a range of purposes • Discuss words and phrases that capture the reader's interest and imagination • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify how language, structure, and presentation contribute to meaning **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas	**National curriculum skills for this unit:** **Spoken language:** • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Give well-structured descriptions, explanations and narratives • Speak audibly and fluently • Use Standard English • Participate in discussions, presentations, performances, role play, improvisations and debates **Reading comprehension:** • Read for a range of purposes • Discuss words and phrases that capture the reader's interest • Check text makes sense • Ask questions to improve understanding of a text • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Participate in discussion about books **Writing Composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Propose changes to grammar and vocabulary to improve consistency	**National curriculum skills for this unit:** **Spoken language:** • Listen and respond • Ask relevant questions • Give well-structured descriptions, explanations and narratives • Maintain attention and participate actively in collaborative conversations • Participate in discussions, presentations, performances, role-play, improvisations and debates **Reading comprehension:** • Discuss words and phrases that capture the reader's interest and imagination • Ask questions to improve understanding of a text • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify how language structure and presentation contribute to meaning • Retrieve and record information from non-fiction • Participate in discussions about books **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Propose changes to grammar and vocabulary	**National curriculum skills for this unit:** **Spoken language:** • Listen and respond • Ask relevant questions • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Articulate and justify answers • Maintain attention and participate actively in collaborative conversations • Consider and evaluate different viewpoints • Participate in role-play and improvisations • Select and use appropriate registers for effective communication **Reading comprehension:** • Predict from details stated and implied • Use dictionaries to check the meaning of words • Discuss words and phrases that capture the reader's imagination • Explain meaning of words in context • Draw inferences such as inferring characters' feelings, thoughts and motives from their actions • Retrieve and record information from non-fiction • Identify main ideas from paragraphs **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Compose and rehearse sentences orally • Build an increasing range of sentence structures	**National curriculum skills for this unit:** **Spoken language**: • Speak audibly and fluently • Participate in discussions, presentations, performances, role-play, improvisations and debates • Ask relevant questions • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas **Reading comprehension:** • Identify themes and conventions • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Draw inferences (characters' feelings, thoughts and motives); justify with evidence • Predict from details stated and implied • Identify how language, structure and presentation contribute to meaning • Retrieve and record information from non-fiction **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others'

	presentation contribute to meaning • Identify main ideas drawn from more than one paragraph and summarise • Retrieve and record information from non-fiction • Participate in discussions about books **Writing composition:** • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency • Proofread for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	• In narratives, create settings, characters and plot • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors	• Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so the meaning is clear	to improve consistency, including accurate use of pronouns in sentences • Proofread for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Discuss and record ideas • In non-narrative material, use simple organisational devices • Assess the effectiveness of own and others' writing • Proofread for spelling and punctuation errors	
Poetry	National curriculum skills for this unit: **Spoken language:** • Listen and respond • Give well-structured descriptions, explanations and narratives • Participate in discussions, presentations, performances, role play, improvisations	National curriculum skills for this unit: **Spoken language:** • Build vocabulary • Gain, maintain and monitor the interest of the listeners • Select and use appropriate registers for effective communication **Reading comprehension:**	National curriculum skills for this unit: **Spoken language:** • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Speak audibly and fluently • Participate in discussions, presentations,	National curriculum skills for this unit: **Spoken language**: • Gain, maintain and monitor the interest of the listeners • Use spoken language: imagining and exploring ideas • Build vocabulary • Select and use appropriate registers for effective communication	National curriculum skills for this unit: **Spoken language:** • Listen and respond • Build vocabulary • Use spoken language: speculating, hypothesising, imagining and exploring ideas • Maintain attention and participate actively in collaborative conversations **Reading comprehension:**	National curriculum skills for this unit: **Spoken language:** • Listen and respond • Ask relevant questions • Build vocabulary • Articulate and justify answers • Use spoken language: speculating, hypothesising, imagining and exploring ideas **Reading comprehension:**

	and debates • Gain, maintain and monitor the interest of the listeners **Reading comprehension:** • Prepare poems and play scripts to read aloud and perform • Show understanding through intonation, tone, volume and action • Ask questions to improve understanding of a text • Identify how language, structure, and presentation contribute to meaning **Writing composition:** • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear.	• Use dictionaries to check the meaning of words • Prepare poems and play scripts to read aloud and perform • Recognise different forms of poetry • Show understanding through intonation, tone, volume and action • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Ask questions to improve understanding of a text **Writing composition:** • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	performances, role play, improvisations and debates **Reading comprehension:** • Prepare poems and play scripts to read aloud and perform • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Identify how language, structure and presentation contribute to meaning **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Proof-read for spelling and punctuation errors • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	**Reading comprehension:** • Use dictionaries to check the meaning of words • Prepare poems and playscripts to read aloud and perform • Show understanding through intonation, tone, volume and action • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Ask questions to improve understanding of a text **Writing composition:** • Plan writing by discussing the structure, vocab and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns in sentences • Read aloud own writing using appropriate intonation and controlling the tone and volume so that the meaning is clear	• Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination • Explain meaning of words in context • Identify how language, structure and presentation contribute to meaning **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors	• Use dictionaries to check the meaning of words • Recognise different forms of poetry • Discuss words and phrases that capture the reader's interest and imagination • Identify how language, structure and presentation contribute to meaning **Writing composition:** • Plan writing by discussing the structure, vocabulary and grammar of similar writing • Discuss and record ideas • Compose and rehearse sentences orally • Assess the effectiveness of own and others' writing • Proof-read for spelling and punctuation errors • Read aloud own writing to a group or the class, using appropriate intonation and controlling the tone and volume so that the meaning is clear
Maths	**Place value** **Addition and subtraction** **Measurement- area** **Multiplication and division**		**Multiplication and division** **Measurement – length and perimeter** **Fractions** **Decimals**		**Decimals** **Measurement – money** **Measurement – time** **Geometry – shape** **Statistics**	

			Position and direction
Science	**States of Matter** Compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Explore a variety of everyday materials and develop simple descriptions of the states of matter. Observe water as a solid, a liquid and a gas and note the changes to water when it is heated or cooled. **Animals including Humans-** **life cycles/ digestion / teeth** 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 and how to care for them. Be introduced to the main body parts associated with the digestive system, for example, mouth, tongue, teeth, oesophagus, stomach and small and large intestine and explore questions that help them to understand their special functions.	**Living things and their habitats** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things. Use the local environment throughout the year to raise and answer questions that help them to identify and study plants and animals in their habitat. Identify how the habitat changes throughout the year. Explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. Begin to put vertebrates and invertebrates into specific groups. Explore examples of human impact (both positive and negative) on environments. **Animals including Humans-** **Food chains** Construct and interpret a variety of food chains, identifying producers, predators and prey. Recognise that living things can be grouped in a variety of ways Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment. Recognise that environments can change and that this can sometimes pose dangers to living things.	**Electricity** Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts. Identify whether a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductor, and associate metals with being good conductors. Construct simple series circuits, trying different components. Draw the circuit as a pictorial representation. Be taught about precautions for working safely with electricity. **Plants** Identify and describe functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers. Explore the requirements of plants for life and growth and how they vary from plant to plant. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. Explore possible ways of grouping a wide selection of living things that include flowering and non-flowering plants. Be introduced to the relationship between structure and function. Explore questions that focus on the role of the roots and stem. Compare the effect of different factors on plant growth. Discover how seeds are formed by observing the different stages of plant life cycles over a period of time and looking for patterns in the structure of fruits that relate to how the seeds are dispersed. Observe how water is transported in plants.

History	**The Roman Empire and its impact on Britain** Enquiry Question – Which of the Roman achievements was the most significant?		**The Ancient Greeks** Enquiry Question – Can we thank the Ancient Greeks for anything in our lives today?
Geography	**Geographical skills** Use maps, atlases and globes to locate countries and describe features studied. Use the eight points of a compass, four figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the UK and the wider world.	**Geographical skills** South America Use maps, atlases and globes to locate countries and describe features studied. **Place/Location Knowledge** **Human/Physical Geography** Locate the world's countries, using maps to focus South America, concentrating on their environmental regions, key physical and human characteristics.	**Geographical skills** Rainforest and the water cycle Use maps, atlases and globes to locate countries and describe features studied. Produce sketch maps, plans and graphs and digital technologies. **Place/Location Knowledge** **Human/Physical Geography** Describe and understand key aspects of physical geography including climate zones and the water cycle. Rainforests and deforestation
Art	**Drawing** Architects: Thomas Farnolls Pritchard, Thomas Telford. Artists: Renee Mackintosh	**Sculpture and Form** Sculptors::Alexander Calder, Elizabeth Berrien, **Pattern and Printing** Printing: Suzi Thompson	**Colour and Painting** Artist: Margaret Mee Georgia O Keeffe
D&T	**Textiles Designing and creating a Christmas Tree decoration#** Evaluate existing products and identify criteria that can be used for their own designs. Generate ideas, consider the purpose and user for which they are designing. Join and combine materials Evaluate their work both during and at the end of the assignment		**Electricity Battery Powered lights** Thinking like a designer to extend the range Disassemble and evaluate familiar products that are run by battery Focused task: make a switch. Design a battery powered light with an intended user in mind Evaluate own design against design criteria
P.E	**Daily Challenge - 15 minutes on track** **Cross country** Improve and investigate running techniques at different speeds Identify what makes a good athlete Say how your body changes when you warm up/cool down Demonstrate good running technique in a competitive situation Utilise all the skills learned in a competitive situation **Basketball/Football** **Hockey/Rugby/Netball** Catch or pass a ball whilst moving Pass accurately to another player by kicking, throwing or striking Work in a small group and help them with ideas	**Daily Challenge - 15 minutes on track** **Dance** Improvise freely on own and with a partner Translate ideas from a variety of stimuli into movement Develop and adapt movement to create longer dances Work safely. Explains changes in body after warm-up and cool down Uses dance vocabulary to compare and improve work **Football /Netball** Catch or pass a ball whilst moving Pass accurately to another player by kicking, throwing or striking Work in a small group and help them with ideas Know some rules and how to score points Know what to do if you are a defender or an attacker Explain why we need a warm up	**Daily Challenge - 15 minutes on track** **Athletics/ Superstars** Improve and investigate running techniques at different speeds Develop a range of techniques in jumping and throwing showing power, accuracy and safety Identify what makes a good athlete Say how your body changes when you warm up/cool down Demonstrate good running technique in a competitive situation Utilise all the skills learned in a competitive situation **Cricket/ Rounders** Throw and catch a ball underarm and overarm Throw a ball towards a target and the receiver tries to stop it Stand in the correct place for batting and hit a ball sometimes Bowl accurately most of the time

	Know some rules and how to score points Know what to do if you are a defender or an attacker Explain why we need a warm up **Gymnastics** Plan and perform sequence of 3-4 moves with some control Apply compositional ideas to sequences and use appropriate vocabulary Work with others and offer suggestions to improve their work by idea sharing and coaching Understand working safely and the importance of stretching before gymnastics **Orienteering /Team building activity** Use simple maps, on my own and with a partner, at my school to complete an orienteering course Make some contributions to the planning when tackling problem solving tasks		**Orienteering /Team building activity.** Use simple maps, on my own and with a partner, at my school to complete an orienteering course Make some contributions to the planning when tackling problem solving tasks **Swimming** Swim at least 3 different strokes well Swim 25 metres Work well in groups to solve problems in water safety Lead a warm up		Understand the basic rules **Tennis** Move to strike a ball/shuttle consistently and accurately enough to sustain a 10 stroke rally Perform the basic ready position at all times Hit the ball where I want most of the time. **Team building activity/Orienteering**	
PSHE – Character Education	**Being Me in My World** Becoming a Class 'Team' Being a School Citizen Rights, Responsibilities and Democracy Rewards and Consequences Our Learning Charter Owning our Learning Charter **Celebrating Difference** Judging by Appearances Understanding influences Understanding Bullying Problem-solving Special Me Celebrating Difference: how we look		**Dreams and Goals** Hopes and Dreams Broken Dreams Overcoming disappointment Creating new dreams Achieving goals We did it! **Healthy Me** My friends and me Group dynamics Smoking Alcohol Healthy friendships Celebrating my inner strength and assertiveness		**Relationships** Jealousy Love and loss Memories Getting on and falling out Girlfriends and boyfriends Celebrating my relationships with people and animals **Changing Me** Unique me Having a baby Girls and puberty Circles of change Accepting change Looking ahead	
R.E	**GOSPEL** What kind of world did Jesus want? (Digging Deeper)	**INCARNATION** What is the Trinity? (Digging Deeper)	**HINDUISM** What do Hindus believe God is like? Why do Hindus want to be good? (Unit L2.7)	**SALVATION** Why do Christians call the day Jesus dies Good Friday? (Digging deeper)	**KINGDOM OF GOD** When Jesus left, what was the impact of Pentecost?	**THEMATIC STUDY** How and why do people mark the significant events of life? (Unit L2.11)

Music	**Charanga: Mamma Mia** Listening and Appraising Recognise musical styles. Finding the pulse and using accurate musical language to define music. Listen to other ideas about music. Musical Games Begin to realise, understand and show how pulse, rhythm and pitch fit together. Have confidence when singing, playing instruments, and improvising, Understand musical elements. Compose with two or more notes Performing and sharing Practise and perform what they have learnt to others with as much confidence and accuracy as possible.	**Whole class Instrument: The Cornet** Listening and Appraising Listen to other ideas about Music and the cornet. Playing an instrument Play a classroom instrument as part of ensemble and as part of the song being learnt. Play with more knowledge and confidence. Use notation. Continue to respond to basic musical cues from the leader. Continue to treat an instrument with respect and care and play it correctly. Performing and sharing Practise and perform what they have learnt to others with as much confidence and accuracy as possible.	**Charanga: Blackbird** Listening and Appraising Recognise musical styles. Finding the pulse and using accurate musical language to define music. Listen to other ideas about music. Musical Games Continue to realise, understand and show how pulse, rhythm and pitch fit together. Have confidence when singing, playing instruments, and improvising, Understand musical elements. Compose with two or more notes Performing and sharing Practise and perform what they have learnt to others with as much confidence and accuracy as possible.
Computing	Computing systems and networks – The Internet	Programming	Programming
	E safety Anti- Bullying Week	E safety Safer Internet Day	E safety Safety Week
MFL – Spanish	I am learning Spanish Animals	I am able /I know how Presenting myself	Fruit Ice-creams
Outdoor Learning/ Memorable experiences/ Visits & Visitors	Preston Montford Residential	Church Visit Rainforest Day	Wem Library Hindu Temple Visit/ Hindu visitor