



**Amherst School**  
**Curriculum Overview – Long Term Planning (2025-2026)**

**MATHS OVERVIEW**

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12
Autumn	Number <b>Place value</b>				Number <b>Addition and subtraction</b>			Measurement <b>Area</b>	Number <b>Multiplication and division A</b>			Consolidation
Spring	Number <b>Multiplication and division B</b>			Measurement <b>Length and perimeter</b>		Number <b>Fractions</b>			Number <b>Decimals A</b>			
Summer	Number <b>Decimals B</b>		Measurement <b>Money</b>		Measurement <b>Time</b>		Consolidation	Geometry <b>Shape</b>		Statistics	Geometry <b>Position and direction</b>	



	AUTUMN	SPRING	SUMMER
<b>MATHS</b>	<p><b>Term 1</b></p> <p><b>Autumn Block 1 – Place Value</b></p> <ol style="list-style-type: none"> <li>1. Represent numbers to 1,000</li> <li>2. Partition numbers to 1,000</li> <li>3. Number line to 1,000</li> <li>4. Thousands</li> <li>5. Represent numbers to 10,000</li> <li>6. Partition numbers to 10,000</li> <li>7. Flexible partitioning of numbers to 10,000</li> <li>8. Find 1, 10, 100, 1,000 more or less</li> <li>9. Number line to 10,000</li> <li>10. Estimate on a number line to 10,000</li> <li>11. Compare numbers to 10,000</li> <li>12. Order numbers to 10,000</li> <li>13. Roman numerals</li> <li>14. Round to the nearest 10</li> <li>15. Round to the nearest 100</li> <li>16. Round to the nearest 1,000</li> <li>17. Round to the nearest 10, 100 or 1,000</li> </ol> <p><b>Autumn Block 2 – Addition &amp; Subtraction</b></p> <ol style="list-style-type: none"> <li>1. Add and subtract 1s, 10s, 100s and 1,000s</li> <li>2. Add up to two 4-digit numbers – no exchange</li> <li>3. Add two 4-digit numbers – one exchange</li> <li>4. Add two 4-digit numbers – more than one exchange</li> <li>5. Subtract two 4-digit numbers – no exchange</li> <li>6. Subtract two 4-digit numbers – one exchange</li> <li>7. Subtract two 4-digit numbers – more than one exchange</li> <li>8. Efficient subtraction</li> </ol>	<p><b>Term 3</b></p> <p><b>Spring Block 1 – Multiplication and division B</b></p> <ol style="list-style-type: none"> <li>1. Factor pairs</li> <li>2. Use factor pairs</li> <li>3. Multiply by 10</li> <li>4. Multiply by 100</li> <li>5. Divide by 10</li> <li>6. Divide by 100</li> <li>7. Related facts – multiplication and division</li> <li>8. Informal written methods for multiplication</li> <li>9. Multiply a 2-digit number by a 1-digit number</li> <li>10. Multiply a 3-digit number by a 1-digit number</li> <li>11. Divide a 2-digit number by a 1-digit number</li> <li>12. Divide a 2-digit number by a 1-digit number</li> <li>13. Divide a 3-digit number by a 1-digit number</li> <li>14. Correspondence problems</li> <li>15. Efficient multiplication</li> </ol> <p><b>Spring Block 2 – Length and perimeter</b></p> <ol style="list-style-type: none"> <li>1. Measure in kilometres and metres</li> <li>2. Equivalent lengths (kilometres and metres)</li> <li>3. Perimeter on a grid</li> <li>4. Perimeter of a rectangle</li> <li>5. Perimeter of rectilinear shapes</li> <li>6. Find missing lengths in rectilinear shapes</li> <li>7. Calculate the perimeter of rectilinear shapes</li> <li>8. Perimeter of regular polygons</li> <li>9. Perimeter of polygons</li> </ol> <p><b>Term 4</b></p> <p><b>Spring Block 3 – Fractions</b></p> <ol style="list-style-type: none"> <li>1. Understand the whole</li> <li>2. Count beyond 1</li> <li>3. Partition a mixed number</li> <li>4. Number lines with mixed numbers</li> <li>5. Compare and order mixed numbers</li> </ol>	<p><b>Term 5</b></p> <p><b>Summer Block 1 – Decimals B</b></p> <ol style="list-style-type: none"> <li>1. Make a whole with tenths</li> <li>2. Make a whole with hundredths</li> <li>3. Partition decimals</li> <li>4. Flexibly partition decimals</li> <li>5. Compare decimals</li> <li>6. Order decimals</li> <li>7. Round to the nearest whole number</li> <li>8. Halves and quarters as decimals</li> </ol> <p><b>Summer Block 2 – Money</b></p> <ol style="list-style-type: none"> <li>1. Write money using decimals</li> <li>2. Convert between pounds and pence</li> <li>3. Compare amounts of money</li> <li>4. Estimate with money</li> <li>5. Calculate with money</li> <li>6. Solve problems with money</li> </ol> <p><b>Summer Block 3 – Time</b></p> <ol style="list-style-type: none"> <li>1. Years, months, weeks and days</li> <li>2. Hours, minutes and seconds</li> <li>3. Convert between analogue and digital times</li> <li>4. Convert to the 24 hour clock</li> <li>5. Convert from the 24 hour clock</li> </ol> <p><b>Term 6</b></p> <p><b>Summer Block 4 – Shape</b></p> <ol style="list-style-type: none"> <li>1. Understand angles as turns</li> <li>2. Identify angles</li> <li>3. Compare and order angles</li> <li>4. Triangles</li> <li>5. Quadrilaterals</li> <li>6. Polygons</li> <li>7. Lines of symmetry</li> <li>8. Complete a symmetric figure</li> </ol>



	<p>9. Estimate answers 10. Checking strategies</p> <p><b>Term 2</b> <b>Autumn Block 3 – Area</b></p> <ol style="list-style-type: none"> <li>1. What is area?</li> <li>2. Count squares</li> <li>3. Make shapes</li> <li>4. Compare areas</li> </ol> <p><b>Autumn Block 4 – Multiplication and division A</b></p> <ol style="list-style-type: none"> <li>1. Multiples of 3</li> <li>2. Multiply and divide by 6</li> <li>3. 6 times-table and division facts</li> <li>4. Multiply and divide by 9</li> <li>5. 9 times-table and division facts</li> <li>6. The 3, 6 and 9 times-tables</li> <li>7. Multiply and divide by 7</li> <li>8. 7 times-table and division facts</li> <li>9. 11 times-table and division facts</li> <li>10. 12 times-table and division facts</li> <li>11. Multiply by 1 and 0</li> <li>12. Divide a number by 1 and itself</li> <li>13. Multiply three numbers</li> </ol>	<ol style="list-style-type: none"> <li>6. Understand improper fractions</li> <li>7. Convert mixed numbers to improper fractions</li> <li>8. Convert improper fractions to mixed numbers</li> <li>9. Equivalent fractions on a number line</li> <li>10. Equivalent fraction families</li> <li>11. Add two or more fractions</li> <li>12. Add fractions and mixed numbers</li> <li>13. Subtract two fractions</li> <li>14. Subtract from whole amounts</li> <li>15. Subtract from mixed numbers</li> </ol> <p><b>Spring Block 4 – Decimals A</b></p> <ol style="list-style-type: none"> <li>1. Tenths as fractions</li> <li>2. Tenths as decimals</li> <li>3. Tenths on a place value chart</li> <li>4. Tenths on a number line</li> <li>5. Divide a 1-digit number by 10</li> <li>6. Divide a 2-digit number by 10</li> <li>7. Hundredths as fractions</li> <li>8. Hundredths as decimals</li> <li>9. Hundredths on a place value chart</li> <li>10. Divide a 1- or 2-digit number by 100</li> </ol>	<p><b>Summer Block 5 – Statistics</b></p> <ol style="list-style-type: none"> <li>1. Interpret charts</li> <li>2. Comparison, sum and difference</li> <li>3. Interpret line graphs</li> <li>4. Draw line graphs</li> </ol> <p><b>Summer Block 6 – Position and direction</b></p> <ol style="list-style-type: none"> <li>1. Describe position using coordinates</li> <li>2. Plot coordinates</li> <li>3. Draw 2-D shapes on a grid</li> <li>4. Translate on a grid</li> <li>5. Describe translation on a grid</li> </ol>
<p><b>ENGLISH</b></p>	<p><b>Term 1</b> <b>Unit 1 – <i>Beowulf</i></b> (Michael Morpurgo) (2 weeks)</p> <p><b>Unit 2 – Folk Tales – <i>Aesop’s Fables</i></b> (2-3 weeks)</p> <p><b>Unit 3 – <i>The Man Who Walked Between the Two Towers</i></b> (2 weeks)</p>	<p><b>Term 3</b> <b>Unit 6 – Newspaper Reports – <i>Little Red Riding Hood</i></b> (2 weeks)</p> <p><b>Unit 7 – Stories from imaginary worlds – <i>The Chronicles of Narnia</i></b> (C.S. Lewis) (2 weeks)</p> <p><b>Term 4</b> <b>Unit 8 – Whole-school text</b> (3 weeks)</p>	<p><b>Term 5</b> <b>Unit 10 – Suspense story – <i>Varjak Paw</i></b> (S.F. Said) (3 weeks)</p> <p><b>Unit 11 – Information Texts – <i>The Manchester Ridgeback Dragon</i></b> (2 weeks)</p> <p><b>Term 6</b> <b>Unit 12 – Dragon Poetry</b> (1 week)</p> <p><b>Unit 13 – Playscripts – Shakespeare’s <i>The</i></b></p>

# Year Group 4



	<p><b>Term 2</b>  <b>Unit 4</b> – Whole-school text (3 weeks)</p> <p><b>Unit 5</b> – Nature Poetry – <i>Coming Home</i> (Michael Morpurgo) (3 weeks)</p>	<p><b>Unit 9</b> – Stories from other cultures – <i>The Firework Maker’s Daughter</i> (Philip Pullman) (2 weeks)</p>	<p><i>Tempest</i> (3 weeks)</p>
<p><b>READING</b>          Daily whole-class and independent reading.</p> <p>Comprehension skills taught within daily Guided Reading sessions.</p> <p>Vocabulary will be pre-taught for class texts.</p>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Beowulf</li> <li>• Aesop’s Fables</li> <li>• The Man Who Walked Between the Two Towers</li> <li>• + Class Novel chosen by teacher</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Whole-school text</li> <li>• Coming Home</li> <li>• + Class Novel chosen by teacher</li> </ul>	<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• The Lion, the Witch and the Wardrobe</li> <li>• + Class Novel chosen by teacher</li> </ul> <p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>• Whole-school text</li> <li>• The Firework Maker’s Daughter</li> <li>• + Class Novel chosen by teacher</li> </ul>	<p><b>Term 5</b></p> <ul style="list-style-type: none"> <li>• Varjak Paw</li> <li>• + Class Novel chosen by teacher</li> </ul> <p><b>Term 6</b></p> <ul style="list-style-type: none"> <li>• The Tempest</li> <li>• + Class Novel chosen by teacher</li> </ul>
<p><b>GRAMMAR AND PUNCTUATION</b></p>	<p><b>Term 1</b></p> <ul style="list-style-type: none"> <li>• Recap word classes: nouns, verbs, adjectives, adverbs, prepositions, conjunctions</li> <li>• Inverted commas for speech</li> <li>• Apostrophes: plurals vs possession (‘s’)</li> <li>• Fronted adverbials + commas</li> <li>• A/an (including exception words)</li> <li>• Present tenses (simple, progressive, perfect)</li> </ul> <p><b>Term 2</b></p> <ul style="list-style-type: none"> <li>• Pronouns (simple and possessive)</li> <li>• Synonyms (using a thesaurus)</li> <li>• Expanded noun phrases (poetry focus)</li> <li>• Subject and object in sentences</li> </ul>	<p><b>Term 3</b></p> <ul style="list-style-type: none"> <li>• Adverbials (including fronted adverbials)</li> <li>• Types of nouns: proper, common, abstract</li> <li>• Standard English forms (was/were, did/done, etc.)</li> <li>• Commas (lists + subordinate clauses)</li> <li>• Recap of word classes</li> </ul> <p><b>Term 4</b></p> <ul style="list-style-type: none"> <li>• Determiners</li> <li>• Subordinating vs coordinating conjunctions (revision + independent use)</li> <li>• Sentence types: statement, command, question, exclamation</li> <li>• Progressive tenses (past, present, future)</li> <li>• Present perfect tense</li> </ul>	<p><b>Term 5</b></p> <ul style="list-style-type: none"> <li>• Prepositional phrases (identify + use in writing)</li> <li>• Organising texts with paragraphs (TIPTOP)</li> <li>• Capital letters (advanced contexts)</li> <li>• Speech punctuation (recap + split speech for greater depth)</li> </ul> <p><b>Term 6</b></p> <ul style="list-style-type: none"> <li>• Parts of a sentence: phrases, main clauses, subordinate clauses</li> <li>• Non-fiction features: headings, sub-headings, bullet points</li> <li>• Supporting verbs (‘to be’ and ‘to have’)</li> <li>• Apostrophes for contraction and possession</li> </ul>



<p><b>SPELLING</b></p> <p>One weekly spelling lesson teaching spelling rules, to ensure full coverage of the National Curriculum.</p>	<p><b>Terms 1 &amp; 2</b></p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> <li>Words with the letter string 'sure'</li> <li>Possessive apostrophe for singular proper nouns</li> <li>Homophones – several lessons</li> <li>Prefixes in, il, im, ir</li> <li>Long vowel 'a' spelt: ei, eigh, ey</li> <li>ch sounding sh</li> </ol>	<p><b>Terms 3 &amp; 4</b></p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> <li>Short vowel 'u' sound spelt ou, oo, oe</li> <li>Suffixes ing, er, en, ed</li> <li>'g' spelt gu</li> <li>'ture'</li> <li>Possessive apostrophe for plurals</li> <li>Possessive apostrophe for irregular plural words</li> <li>Revision of apostrophes</li> <li>Prefixes 'inter' and 'anti'</li> </ol>	<p><b>Terms 5 &amp; 6</b></p> <p>Weekly spelling lessons to include:</p> <ol style="list-style-type: none"> <li>Revision of prefixes: 'un-', 'dis-', 'in-', 're-', 'sub-', 'inter-', 'super-', 'anti-', 'auto-'</li> <li>Endings that sound like /jən/ spelt '-cian', '-sion', '-tion' and '-ssion'</li> <li>'s' spelt 'sc'</li> <li>'ous' suffix</li> <li>Suffix 'ly' words ending y, le and ic</li> <li>Recap/revisit/any areas of need</li> </ol>
	<p><u>Term 1: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> <li>answer</li> <li>believe</li> <li>certain</li> <li>continue</li> <li>experiment</li> <li>imagine</li> <li>natural</li> <li>position</li> <li>recent</li> <li>surprise</li> </ul> <p><u>Term 2: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> <li>accident(ally)</li> <li>caught</li> <li>consider</li> <li>describe</li> </ul>	<p><u>Term 3: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> <li>address</li> <li>centre</li> <li>disappear</li> <li>exercise</li> <li>favourite</li> <li>increase</li> <li>island</li> <li>minute</li> <li>possess</li> <li>strength</li> </ul> <p><u>Term 4: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> <li>bicycle</li> <li>eight</li> <li>guard</li> <li>material</li> </ul>	<p><u>Term 5: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> <li>recommend</li> <li>relevant</li> <li>restaurant</li> <li>rhyme</li> <li>rhythm</li> <li>secretary</li> <li>shoulder</li> <li>signature</li> <li>sincere</li> <li>soldier</li> </ul> <p><u>Term 6: Weekly Spelling Tests</u></p> <p>To include 10 words which include that week's spelling rule from class as well as words from the statutory list:</p> <ul style="list-style-type: none"> <li>stomach</li> <li>suggest</li> <li>symbol</li> <li>system</li> </ul>



	<ul style="list-style-type: none"> <li>• enough</li> <li>• guide</li> <li>• interest</li> <li>• library</li> <li>• peculiar</li> <li>• separate</li> </ul>	<ul style="list-style-type: none"> <li>• occasion</li> <li>• purpose</li> <li>• quarter</li> <li>• question</li> <li>• straight</li> <li>• although</li> </ul>	<ul style="list-style-type: none"> <li>• temperature</li> <li>• thorough</li> <li>• twelfth</li> <li>• vegetable</li> </ul>
<b>HANDWRITING PROGRESSION</b>	<p>Pencil grip and posture</p> <p>The anticlockwise letters: <i>a, c, d, g, o, q</i></p> <p>The tall letters: <i>b, d, f, h, k, l, t</i></p> <p>The long letters: <i>f, g, j, p, q, y</i></p> <p>The lumpy letters: <i>h, m, n, r</i></p> <p>The vowels: <i>a, e, i, o, u</i></p> <p>The other letters: <i>v, w, x, z</i></p> <p>The capital letters: <i>A-Z</i></p>		
<b>SCIENCE</b> Developing Experts	<p><u>Term 1:</u> Animals including Humans: Digestion and food</p> <p><u>Term 2:</u> Energy: Electricity and circuits</p>	<p><u>Term 3:</u> Materials: States of Matter</p> <p><u>Term 4:</u> Energy: Sound</p>	<p><u>Term 5:</u> Living things: Habitats</p> <p><u>Term 6:</u> Living things: Conservation</p>
<b>COMPUTING</b>	<p><u>Term 1: Computing systems and networks – The internet</u> Understand how digital devices connect via the internet, use web browsers to access information, and recognise that online content may not always be reliable.</p> <p><u>Term 2: Coding</u> Course C from <a href="https://studio.code.org/s/express">https://studio.code.org/s/express</a> –</p>	<p><u>Term 3: Touch Typing</u> Learn and practise using BBC’s Dance Mat Typing (<a href="http://www.bbc.co.uk/bitesize/articles/z3c6tfr">www.bbc.co.uk/bitesize/articles/z3c6tfr</a>).</p> <p><u>Term 4: Presentation (PowerPoint)</u> Explore creating and inserting slides, themes, pictures, animations and transitions.</p>	<p><u>Term 5: Coding</u> Continue <a href="http://www.code.org">www.code.org</a> from Autumn 2, progressing onto Courses D &amp; E.</p> <p><u>Term 6: Creating Media (Photo Editing)</u> Explore photo editing techniques (cropping, colour changes, cloning, combining images) and discuss the ethical implications of digital image manipulation.</p>

# Year Group 4



	Students develop their understanding of algorithms, nested loops, conditionals and events. Beyond coding, students learn about digital citizenship.		
<b>HISTORY</b>	<p><u>The Norman Conquest</u></p> <ol style="list-style-type: none"> <li>1. I can sequence key events in history</li> <li>2. I can sequence key events in Norman history</li> <li>3. I can use evidence to form an opinion</li> <li>4. I can explain events from the Battle of Stamford Bridge</li> <li>5. I can re-enact events from the Battle of Hastings</li> <li>6. I can form an opinion based on historical evidence</li> <li>7. I can evaluate different sources</li> <li>8. I can interpret the Bayeux Tapestry</li> <li>9. I can explain the impact of William's rule</li> <li>10. I can investigate the purpose of the Domesday book</li> <li>11. I can describe Norman castles</li> <li>12. I can explain the legacy of the Norman Era</li> </ol>		<p><u>Tudors</u></p> <ol style="list-style-type: none"> <li>1. I can sequence key events in history</li> <li>2. I can sequence key events in Tudor history</li> <li>3. I can explain the events leading up to the Battle of Bosworth</li> <li>4. I can use sources to describe Henry VIII</li> <li>5. I can use a family tree to discuss Henry VIII's wives</li> <li>6. I can compare the lives of rich and poor Tudors</li> <li>7. I can explain Henry VIII's legacy in England</li> <li>8. I can use historical sources to form an opinion</li> <li>9. I can use historical sources to form an opinion</li> <li>10. I can explain how England changed during the rule of Elizabeth I</li> <li>11. I can explain the legacy of the Tudor Era</li> </ol>
<b>GEOGRAPHY</b>		<p><u>Mountains</u></p> <ol style="list-style-type: none"> <li>1. I can explain how mountains are formed</li> <li>2. I can identify the key features of mountains</li> <li>3. I can use the index of an atlas to locate places</li> <li>4. I can locate mountain ranges around the world</li> <li>5. I can describe significant UK mountains</li> <li>6. I can explain the effect of tourism on mountain ranges</li> <li>7. I can compare mountainous environments</li> <li>8. I can recognise and use an 8-point compass</li> </ol>	
<b>PE</b>	Term 1: Dance Term 2: Gymnastics	Term 3: Yoga Term 4: Indoor Athletics	Term 5: Indoor Athletics/Swimming Term 6: Swimming
<b>GAMES</b>	Term 1: Hockey and Football Term 2: Handball	Term 3: Football/Rugby/Netball Term 4: Lacrosse	Term 5: Rugby Term 6: Athletics/Hockey/Summer Sports



<p><b>ART</b></p>	<p><u>Term 1: Drawing Skills</u></p> <ol style="list-style-type: none"> <li>1. I can use pencil sketching techniques</li> <li>2. I can apply sketching techniques to draw realistically</li> <li>3. I can use sketching techniques for observational drawing</li> <li>4. I can use a different medium for observational drawing</li> <li>5. I can explore bird's-eye view perspective</li> <li>6. I can use a vanishing point to add detail</li> <li>7. I can create a city-scape using perspective</li> <li>8. I can evaluate my artwork</li> </ol> <p><u>Term 2: Norman Shields</u></p> <ol style="list-style-type: none"> <li>1. I can explore Norman Shields shown in the Bayeux Tapestry</li> <li>2. I can design a Norman shield</li> <li>3. I can make a clay shield</li> <li>4. I can paint a clay shield</li> <li>5. I can evaluate my artwork</li> </ol>	<p><u>Term 3: Hokusai</u></p> <ol style="list-style-type: none"> <li>1. I can analyse different Hokusai prints</li> <li>2. I can practise drawing in the style of Hokusai</li> <li>3. I can design a tile print in the style of Hokusai</li> <li>4. I can create a printing tile</li> <li>5. I can create artwork using printing tiles</li> <li>6. I can evaluate my artwork</li> </ol>	<p><u>Term 5: Tudor Portraits</u></p> <ol style="list-style-type: none"> <li>1. I can draw different features of a portrait</li> <li>2. I can recreate a Tudor portrait</li> <li>3. I can experiment with different mediums</li> <li>4. I can experiment with different mediums</li> <li>5. I can create a Tudor portrait</li> <li>6. I can create a Tudor portrait</li> <li>7. I can create a 3D frame</li> <li>8. I can evaluate my artwork</li> </ol>
<p><b>DT</b></p>	<p>Sewing Tree Decorations</p>	<p>Gears, Levers &amp; Pulleys</p>	<p>Baking Muffins</p>
<p><b>RE</b></p>	<p><u>Term 1: Christianity, Judaism</u> What can we learn from religions about deciding what is right and wrong?</p> <p><u>Term 2: Christianity, Hinduism, Islam, Judaism</u> Why are festivals important to religious communities?</p>	<p><u>Term 3 &amp; 4: Christianity, Hinduism, Judaism</u> Why do some people think that life is a journey and what significant experiences mark this?</p>	<p><u>Term 5: Hinduism</u> What does it mean to be a Hindu in Britain today?</p> <p><u>Terms 6: Christianity</u> Why is Jesus inspiring to some people?</p>
<p><b>MFL</b></p>	<p><u>Terms 1 &amp; 2</u></p> <ul style="list-style-type: none"> <li>• Phonics 1–2: Practise French sounds and spelling patterns</li> <li>• I Am Able...: Talk about what activities you can do (<i>je peux...</i>)</li> </ul>	<p><u>Terms 3 &amp; 4</u></p> <ul style="list-style-type: none"> <li>• I Know How...: Express skills and knowledge (<i>je sais...</i>)</li> <li>• Fruits: Name, recognise and use vocabulary for fruit</li> </ul>	<p><u>Term 5 &amp; 6</u></p> <ul style="list-style-type: none"> <li>• Vegetables: Name, recognise and use vocabulary for vegetables</li> </ul>

# Year Group 4



<p><b>MUSIC</b> Kapow Music Scheme</p>	<p><u>Term 1</u> Body percussion and tuned percussion (Rainforests)</p> <p><u>Term 2</u> Glockenspiel Stage 2 Rock and roll</p>	<p><u>Term 3</u> Recorders + changes in pitch, tempo and dynamics (Rivers)</p> <p><u>Term 4</u> Recorders + Haiku music and performance</p>	<p><u>Term 5</u> Recorders + Samba and carnival sounds and instruments (South America)</p> <p><u>Term 6</u> Recorders + adapting/transposing motifs</p>
<p><b>PSHE</b></p>	<p><u>Term 1 – Trust</u></p> <ul style="list-style-type: none"> <li>• Understanding what trust is and how it is shown (in school, at home, in the community).</li> <li>• Responsibilities as we grow older.</li> <li>• Identifying trusted adults (including emergency services).</li> <li>• Environmental responsibility (recycling, reducing waste).</li> <li>• Online safety.</li> </ul> <p><u>Term 2 – Kindness</u></p> <ul style="list-style-type: none"> <li>• Showing kindness in different settings.</li> <li>• Exploring different family structures.</li> <li>• Celebrating difference and avoiding stereotypes (Anti-Bullying Week).</li> <li>• Recognising and responding to the size of a problem.</li> <li>• Understanding peer pressure and how to resist it.</li> <li>• Coping with bereavement and loss.</li> <li>• Online safety.</li> </ul>	<p><u>Term 3 – Determination</u></p> <ul style="list-style-type: none"> <li>• Developing a growth mindset.</li> <li>• Understanding and demonstrating resilience.</li> <li>• Managing worries and developing coping strategies.</li> <li>• Making decisions about money (wants vs needs, budgeting).</li> <li>• Online safety.</li> </ul> <p><u>Term 4 – Politeness</u></p> <ul style="list-style-type: none"> <li>• Speaking and acting politely in different contexts.</li> <li>• Understanding British Values.</li> <li>• Giving and receiving positive praise.</li> <li>• Personal hygiene and healthy routines.</li> <li>• Online safety.</li> </ul>	<p><u>Term 5 – Fairness</u></p> <ul style="list-style-type: none"> <li>• Following rules to ensure fairness.</li> <li>• Children’s rights and responsibilities.</li> <li>• Diversity in Britain (Windrush, immigration, inclusion).</li> <li>• Valuing contributions in a diverse community.</li> <li>• Understanding disability and empathy.</li> <li>• Online safety.</li> </ul> <p><u>Term 6 – Co-operation</u></p> <ul style="list-style-type: none"> <li>• Practising cooperation and teamwork.</li> <li>• Building healthy friendships and resolving disputes.</li> <li>• Benefits of belonging to different social groups.</li> <li>• Strategies for compromise.</li> <li>• Home safety and responsibility.</li> <li>• Reflection on Year 4 and preparation for Year 5.</li> <li>• Online safety.</li> </ul>
<p><b>PROVISIONAL TRIPS / VISITORS</b></p>	<p><u>Autumn 1</u></p> <p><u>Autumn 2</u> Battle Abbey Pantomime</p>	<p><u>Spring 1</u> Science Show (tbc)</p> <p><u>Spring 2</u></p>	<p><u>Summer 2</u> Hampton Court</p>

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