



Year 4 Curriculum Map 2026-27

Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
RE/British Values	People Judaism – The Torah Called	Hinduism – Vedas and Bhagavad- Gita Gift	Community Building bridges	Self-discipline	Giving and receiving New life	Islam – The Qu’ran God’s People Sikhism – Guru Granth Sahib
Phonics	Children needing phonic interventions will use ‘All Aboard Phonics+’ - see manual for lesson plans					
English	<u>Writing</u> Character description Setting description Narrative	<u>Writing</u> Poetry Non-Chronological Report Biography Narrative	<u>Writing</u> Narrative Non-Chronological report Journalistic report	<u>Writing</u> Poetry Narrative Holy Week	<u>Writing</u> Poetry Debate Narrative	<u>Writing</u> Poetry (Writing) Playscript Narrative
Key texts	<u>Class Novel</u> Charlie and the Chocolate Factory by Roald Dahl	<u>Class Novel</u> - Little People, Big Dreams: Rosa Parks - Ma’at’s Feather	<u>Class Novel</u> - The Journey by Francesca Sanna - How to train your dragon- Cressida Cowell	<u>Class Novel</u> The Firework Maker’s Daughter by Philip Pullman	<u>Class Novel</u> Text linked to Shakespeare project.	<u>Class Novel</u> Race to the Frozen North by Catherine Johnson
Spelling	<u>Statutory Spelling Rules</u> - Prefix in- - Prefix il- - Prefix im- - Prefix ir- - The prefix sub- - The prefix inter-	<u>Statutory Spelling Rules</u> - Words with the /j/ sound spelt ch (mostly French in origin) (e.g. chef, brochure) - Words with the /s/ sound spelt sc (Latin in origin) (e.g.	<u>Statutory Spelling Rules</u> Words with endings sounding like /ʒə/ or /tʃə/ (e.g. measure, adventure)	<u>Statutory Spelling Rules</u> The suffix –ous	<u>Statutory Spelling Rules</u> Homophones and near homophones: accept/except, affect/effect, brake/break, fair/fare, knot/not, medal/meddle, missed/mist, peace/piece,rain/rein/reign, whose/who’s	<u>Statutory Spelling Rules</u> (Revision) Monday, Tuesday, Wednesday, Thursday, Friday, Saturday, Sunday, January, February, March, April, May, June, July, August, September,



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		science, scene) • Words ending with the /g/ sound spelt –gue and the /k/ sound spelt –que (French in origin) (e.g. league, tongue)				October, November, December
Grammar and punctuation	<u>Grammar</u> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Use of paragraphs to organise ideas around a theme - Expressing time, place and cause using conjunction, adverbs or prepositions - Use of the present perfect form of verbs instead of the simple past - Simple past and present	<u>Grammar</u> - Standard English forms for verb inflections instead of local spoken forms - Fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Determiners - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Nouns - Adjectives - Verbs	<u>Grammar</u> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Use of paragraphs to organise ideas around a theme - Expressing time, place and cause using conjunction, adverbs or prepositions - Use of the present perfect form of verbs instead of the simple past - Simple past and present - Past and present progressive - Co-ordination using and/but/or	<u>Grammar</u> - Standard English forms for verb inflections instead of local spoken forms - Fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Determiners - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Nouns - Adjectives - Verbs - Statements - Questions - Commands	<u>Grammar</u> - Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases - Use of paragraphs to organise ideas around a theme - Expressing time, place and cause using conjunction, adverbs or prepositions - Use of the present perfect form of verbs instead of the simple past - Simple past and present - Past and present progressive - Co-ordination using and/but/or - Subordination (using when, if, that, because) <u>Punctuation</u> - Apostrophes to mark plural possession - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list	<u>Grammar</u> - Standard English forms for verb inflections instead of local spoken forms - Fronted adverbials - Appropriate choice of pronoun or noun within and across sentences to aid cohesion and avoid repetition - Determiners - Use of the forms a or an according to whether the next word begins with a consonant or a vowel - Nouns - Adjectives - Verbs - Statements - Questions - Commands



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	- Past and present progressive - Co-ordination using and/but/or Subordination (using when, if, that, because) <u>Punctuation</u> - Use of inverted commas and other punctuation to indicate direct speech - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun 'I'	- Statements - Questions - Commands - Exclamations <u>Punctuation</u> - Apostrophes to mark plural possession - Apostrophes to mark where letters are missing in spelling - Apostrophes to mark singular possession in nouns - Commas to separate items in a list	- Subordination (using when, if, that, because) <u>Punctuation</u> - Use of commas after fronted adverbials - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I	- Exclamations <u>Punctuation</u> - Use of inverted commas and other punctuation to indicate direct speech - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I		- Exclamations <u>Punctuation</u> - Use of commas after fronted adverbials - Capital letters to demarcate sentences - Separation of words with spaces - Full stops - Question marks - Exclamation marks - Capital letters for names and for the personal pronoun I
Science Checked 25/26	States of Matter	Electricity	Sound	STEM week Eating and Digestion	Great Science share	Living things and their Habitats



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History		Ancient Egyptians		The Shang Dynasty		The Great Siege of Manchester
Geography	Looking at Europe GA unit		A village in India 4-point grid ref GA focus unit		Investigating our town Fallowfield+ Castleton 8-point grid ref GA focus unit	
Art		'Sculpt like an Egyptian' Sculpture Explore the life and work of Agusta Savage (Harlem Resistance) during Black History month		'China Creates!' Printing 'Shakespeare' Digital Media		'Manchester Me Portraits!' Drawing/Painting Artist: Annie Swynnerton (Manchester)
Design and Technology	<u>Food</u> European Salads Describe and link diet, balance and Eat Well Plate to recipes Use savoury ingredients		<u>Textiles</u> Creating an item of clothing – Link to India topic Join different materials/textiles in different ways Choose different materials considering		<u>Simple Programming and control</u> Circuits and switches Use a number of products in a circuit Begin to use a computer to support Create a light using own made switches	



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	Use a range of independent cooking techniques Black-British plant-based chef – Shanice Bryce		appearance and functionality Black-British female designer – Grace Wales Bonner			
PE	Dance Develop flexibility, strength, technique, control and balance (Contemporary)	Invasion Games Mastering dribbling skills and using the correct techniques to outwit opponents (Basketball)	Net & Wall Games Chest passes, Bounce passes, footwork, pivoting, rules of the game (Netball)	Striking and Fielding Competitive Games and apply attacking and defending principles (Kwik-Cricket)	Gymnastics Rolling & travelling	Athletics Track and field events including a run and jump with more than one component, e.g. triple jump, standing long jump. Children increase stamina in running races.
PSHE/ British Values	<u>Being Me in My World</u> Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	<u>Celebrating Difference</u> Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	<u>Dreams and Goals</u> Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	<u>Healthy Me</u> Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	<u>SRE</u> We don't have to be the same What is Puberty?(Amended for Year 4 age) What am I Looking at?	<u>SRE</u> Life Cycles When Things Feel Bad Chatting Online Safe in Body Drugs & Alcohol What is the Church? How do I love others?



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Computing <i>(please see the Computing curriculum map for more detail)</i>	Word processing skills How the internet works Comparing search engines	iMovie Age restrictions Google forms quiz	Flowcharts Now Press Play - Online Safety Control an object along a route	Discovery coding Level 4 - Variables Booster of IT skills	Discovery coding Level 4 - Repetition and loops	Searching using the internet Tri-fold leaflet-Sway or Word Input and output devices
MFL	<u>Je me présente</u> Introducing myself	<u>Ma famille</u> My Family	<u>Boucle d'or et les Trois Ours</u> Goldilocks and the Three Bears	<u>En classe</u> In the Classroom	<u>Au salon de thé</u> At the tea room	<u>Les habitats</u> Habitats
Music	The History of Jazz #1 To learn about how music evolved from spirituals in to blues, gospel, rhythm & blues, and rock and roll	Samba #1 To cement rhythmic learning from last year and be able to play multiple rhythms simultaneously as an ensemble	Ukulele #2 To be more fluent at changing between C and F, and learn the chords of G, Am and D on the ukulele	Glockenspiel #2 To recap C-G on the stave and learn A-C.	Music Written for Events To learn how music can have an impact on an occasion and to learn about how music can impact and influence emotion	Composition To combine the knowledge from this year and create & notate a composition for a purpose, written for glockenspiel