



## Curriculum Map

**Year 4**

**2025-2026**

	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>English</b>	<b>Fiction</b> Historical Settings  <b>Non-Fiction</b> Magazines	<b>Fiction</b> Issues and Dilemmas  <b>Non-Fiction</b> Advertisements	<b>Fiction</b> Chatterboxes <i>Imaginary Worlds</i>  <b>Non-Fiction</b> Explanation	<b>Fiction</b> Other Cultures  <b>Poetry</b> Creating Images	<b>Non-Fiction</b> Traditional Tales <i>Hansel and Gretel</i> <i>Newspapers</i>  <b>Poetry</b> Exploring Form	<b>Non-Fiction</b> Formal Persuasion  <b>Fiction</b> Plays
<b>Maths</b> <i>This long term is a guide. Some topics will cross over half-terms and terms.</i>	<b>Number</b> Place Value	<b>Number</b> Addition & Subtraction  <b>Measurement</b> Length & Perimeter	<b>Number</b> Multiplication & Division  <b>Measurement</b> Area	<b>Number</b> Fractions  <b>Number</b> Decimals	<b>Number</b> Decimals  <b>Measurement</b> Money  <b>Measurement</b> Time	<b>Statistics</b>  <b>Geometry</b> Property of Shapes  <b>Geometry</b> Position & Direction



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<b>Science</b>	<b>States of Matter</b>	<b>Animals, including Humans</b>	<b>Sound</b>	<b>Living Things and their Habitats</b>	<b>Electricity</b>	<b>The History of Science</b>
<b>Art &amp; Design</b>	<b>Drawing and Sketchbooks</b> Developing Drawing: Mark Making – Where the Wild Things Are		<b>Surface and Colour</b> Painting and Collage: Painting with scissors		<b>Working in 3D</b> Sculpture: Sculptural food – Feasts!	
<b>Computing</b>	<b>Unit 4:1</b> Branching Databases <i>Online Safety</i>	<b>Unit 4:2</b> Repetition and Forever Loops	<b>Unit 4:3</b> Designing a Game	<b>Unit 4:4</b> Making a Special Effects movie	<b>Unit 4:5</b> Smarter Searching and Online Safety	<b>Unit 4:6</b> Pixel Art
<b>Design &amp; Technology</b>	<b>Electrical Systems</b> Simple circuits and switches ( <i>including programming and control</i> )		<b>Food</b> Food and Nutrition <i>Healthy and varied diet including cooking and nutrition requirements for KS2</i>		<b>Textiles</b> 2D shape to 3D shape product	
<b>Geography</b>	<b>Biomes and Trade</b> <i>Where does our food come from?</i>		<b>Rainforests</b> <i>Why are rainforests important to us?</i>		<b>Rivers</b> <i>What are rivers and how are they used?</i>	



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<b>History</b>	<b>Children</b> <i>How have children's lives changed?</i>		<b>Anglo-Saxons &amp; Scots</b> <i>How hard was it to invade and settle in Britain?</i>		<b>Ancient Maya</b> <i>How did the achievements of the Ancient Maya impact their society and beyond?</i>	
	<b>Hinduism</b> <i>What does it mean to be a Hindu in Britain today?</i>		<b>Multi-faith</b> <i>Why are festivals important to religious communities? (Christians, Hindus, Muslims and Jewish people)</i>		<b>Christianity</b> <i>Why is Jesus inspiring to some people?</i>	
<b>Religious Education</b>	<b>Self, Family and Friends</b>		<b>The World Around Us</b>		<b>Leisure</b>	
<b>Languages</b>	<b>Guitars</b> <i>Play and perform in solo and ensemble contexts/use and understand staff and other musical notations</i>		<b>Guitars</b> <i>Experiment with, create, select and combine sounds using the inter-related dimensions of music</i>		<b>Guitars</b> <i>Playing musical instruments with increasing accuracy, fluency, control and expression</i>	
<b>Music</b>	<b>Across the Year</b> <i>Music by 'Great Composers' should be listened to and discussed. Cross curricular links may be made e.g. 40's music listened to as part of World War II / music from other cultures/time periods etc.</i>					
<b>Physical Education</b>	<b>Hockey</b>	<b>Athletics</b>	<b>Football Dance</b>	<b>Ball Skills Y3/4</b>	<b>Tennis Gymnastics</b>	<b>Sports Day Practice/ Gymnastics</b>



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<b>PSHE</b>	<b>Caring Relationships</b> <i>How do we treat each other with respect?</i>	<b>Healthy Relationships</b> <i>How can I identify risky relationships?</i>	<b>Media literacy and Digital Resilience</b> <i>What is the media?</i>	<b>Money and Work</b> <i>How do I budget my money?</i>	<b>Healthy Body</b> <i>How do our choices affect our bodies?</i>	<b>Keeping Safe</b> <i>How can I keep myself safe outside of school?</i>
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