

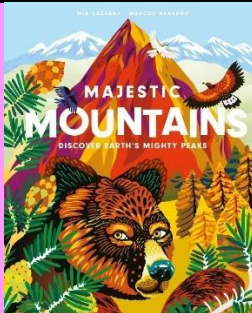


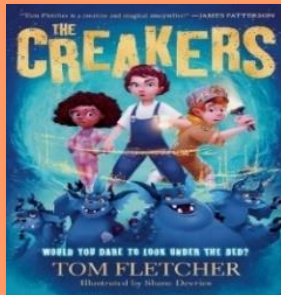
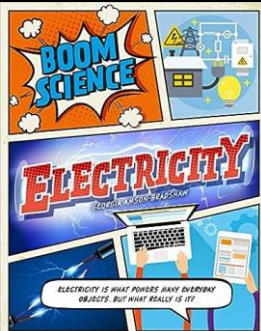
YEAR 4 CURRICULUM MAP 2026-2027

	Week 1 Wednesda y 02.09.26	Week 2 07.09.26	Week 3 14.09.2 6	Week 4 21.09.26	Week 5 28.09.26	Week 6 05.10. 26	Week 7 12.10.26	Week 8 19. 10.26		Week 1 02.11.26	Week 2 09.11.26 Start 1:1s for assessment week	Week 3 16.11.26 Assessment week	Week 4 23.11.26 Progress week	Week 5 30.11.26 Progress week	Week 6 07.12.2 6 Provision	Week 7 14.12.26	
AUTUMN TERM (ex. History sticky starters)	Geography - Mountains				Poetry week with art focus	Science		t	Narrative - The Creakers				Science - Electricity and Sound			Christma s (21.12.2 6- 01.01.27)	
Main curriculum areas	Enquiry question: Where can mountains be found? How are mountains made? Sticky starter -I can describe where the UK is located, and name and locate its four countries. I can name and locate significant UK mountains and mountain ranges I can describe and understand key aspects of physical geography, including mountains, and the water cycle. I can describe a mountain environment using key vocabulary, for example, valley, summit, foot, slope, outcrop, ridge, tree line, snow line etc. I can describe the layers that make up the Earth. I can describe, in simple terms, how tectonic plates move to create mountains. I can describe what the weather is like on a mountain and the risks this poses. I can describe the positive and negative effects of living on or near a mountain I can locate famous mountains and mountain ranges from around the world using a globe or atlas. I can sketch a mountain range, identifying its key features, based on photographs taken during fieldwork. I am beginning to use four-figure grid references.					Enquiry question: How do materials change state? - 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 <u>TAPS</u> - States of matter - dunking biscuits (evaluate) (At what temperature do different chocolates melt?)			The writing process-immersion in text-planning-writing - editing-drafting - Plan my writing by: discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas. - Organise paragraphs around a theme. - Evaluate and edit by assessing the effectiveness of my writing and suggesting improvement.				Enquiry question: How does electricity move around a circuit? - Identify common appliances that run on electricity. - Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. - Identify whether or not 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 or not a lamp lights in a simple series circuit. - Recognise some common conductors and insulators, and associate metals with being good conductors. <u>TAPS</u> - Electricity - electrical conductors (interpret and report) Enquiry question: What is the journey of sound? How does sound travel? - Identify how sounds are made, associating some of them with something vibrating. - Recognise that vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound and features of the object that produced it - Find patterns between the volume of a sound and the strength of the vibrations that produced it. - Recognise that sounds get fainter as the distance from the sound source increases.				

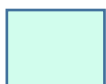


YEAR 4 CURRICULUM MAP 2026-2027

												TAPS - Sound - string telephones (identifying differences and similarities relating to simple scientific ideas and processes).			
Educational visits/ experiences	Trip- Snowdon Mountain Railway														
Voting Machine							Vote for family								
Writing opportunities	1:1 edit to take place Non-chronological report - Mountains							Scientific writing: Scientific write-up with the focus on evaluating							
Key text	 Majestic Mountains Mia Cassany														
Grammar foci	Nouns						Verb	Verb							
Computing	Computing: The Internet														
Art							Storytelling through drawing								
D.T.															
RE	Hindu Dharma - What do Hindus believe God is like?														
Reading for pleasure															
	Week 1 04.01.27	Week 2 11.01.27	Week 3 18.01.27	Week 4 25.01.27	Week 5 01.02.27	Week 6 08.02.27			Week 1 22.02.27	Week 2 01.03.27 Start 1:1s for assessment week	Week 3 08.03.27 Assessment week	Week 4 15.03.27 Progress week	Week 5 22.03.27 (4 days) Progress week		

				TAPS - Sound - string telephones (identifying differences and similarities relating to simple scientific ideas and processes).	
WC 17.11 - Big question voting machine					
Character description Plot Weave - the opening					
 The Creakers Tom Fletcher				 Boom Science: Electricity Georgia Amson-Bradshaw	
Sentence structure (subject and verb)				Sentence structure (co-ordinating conjunctions)	
Computing: Data Loggers					
				Alarms - Christmas Eve/Present Box - w.b 14.12.26	
Hindu Dharma - What does it mean to be a Hindu in modern Britain today?					

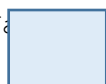
Key:



Science



Native ve



History



Geogr



Geogr



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Computing

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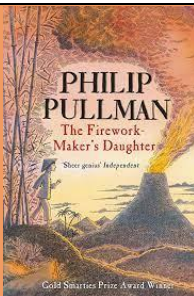
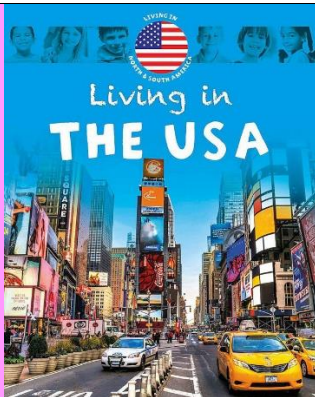


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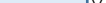
SPRING TERM (ex. Geography sticky starters)	History - The Romans	Narrative- TBC			Geography - USA		
Main curriculum areas	Enquiry question: In what ways have the Romans influenced our lives today? - I continue to develop an understanding of chronologically by placing dates/events on a class time-line, including BC and AD. - Explain the spread of the Roman Empire and know when the Romans conquered Britain. - Explain some keys ways in which Britain changed under Roman occupation. - Begin to understand the legacy left by the Romans on Britain and its impact on our subsequent history. - Analyse a variety of evidence and artefacts and use these to support conclusions about what life was like during the periods studied.	The writing process- immersion in text- planning-writing - editing-drafting - Plan my writing by: discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas - In narratives, create settings, characters and plot. - Organise paragraphs around a theme. - Evaluate and edit by assessing the effectiveness of my writing and suggesting improvement. - Read my own writing aloud to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Half term (15.02.27-19.02.27)	Poetry week with art focus	Enquiry question: Why make a road trip around America? - Locate the world's countries, using maps to focus on North America, concentrating on environmental regions, key physical and human characteristics, countries, and cities. - Name and locate the world's seven continents and five oceans - revisit. - Locate North and South America in relation to the Poles and the Equator. - Locate the countries of North America. - Identify states in the USA and some of their physical and human features using a map. - Locate New York City, recognising key features and characteristics of the city. - Understand how New York's location made it favourable for development. - Compare different climatic regions of the USA using climate graphs.		Easter (26.03.27-09.04.27)
Educational visits/ experiences	Dewa - Roman Experience						
Voting Machine	WC - 19.01 - What would be your favourite Roman weapon?				WC - 23.03 - Why would you like to visit America?		
Writing opportunities	Discussion: In what ways have the Romans influenced today?	Writing - Characterisation of speech Innovation of the story			Persuasion - Persuasive leaflet visit New York		

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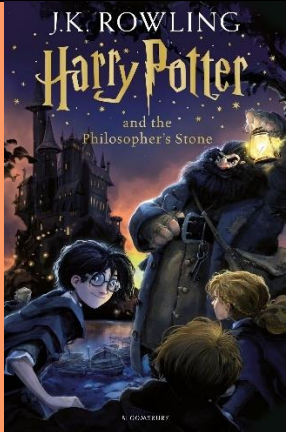
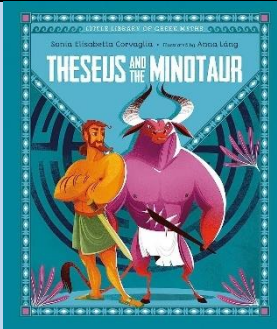
YEAR 4 CURRICULUM MAP 2026-2027

Key text				 The Firework Maker's Daughter Philip Pullman					 Living in the USA Jen Green									
Grammar foci	Sentence structure (subordinating conjunctions) main clause, subordinating clauses			Adverbs and Fronted adverbials					Pronouns, possessive pronouns, expanded noun phrases									
Computing	Computing: Photo editing								Computing: Programming A									
Art									Still life									
D.T.	Food technology - making pizzas w.b 18.1.27																	
RE	Gospel (2a4) What kind of world did Jesus want?								Salvation (1.5) Why do Christians call the day that Jesus died 'Good Friday'?									
Reading for pleasure																		
	Week 1 12.04.27	Week 2 19.04.27	Week 3 26.04.27	Week 4 03.05.27 (Bank holiday Monday)	Week 5 10.05.27 (SATS week)	Week 6 17.05.27	Week 7 24.05.27 (2 days)		Week 1 07.06.27	Week 2 14.06.27 Start 1:1s for assessment week	Week 3 21.06.27 Assessment week	Week 4 28.06.27 Prog week	Week 5 05.07.27 Prog week	Week 6 12.07.27 Provision (Friday=INSET)	Week 7 19.07.27 (4 days)			
SUMMER TERM (ex. Science sticky starters)	Narrative - Harry Potter				Science - Animals including humans				Half term 26.05.27-04.06.27	History - The Greeks		Poetry week with art focus	Science - Living things and their habitats		Transiti on History/ Value Locality study with Pride			
Main curriculum areas	The writing process-immersion in text-planning-writing - editing-drafting - Plan my writing by: discussing writing similar to that which I am planning to write in order to understand and learn from its structure, vocabulary and grammar. - Discuss and record ideas - Draft and write by composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence structures.				Enquiry question: How does the digestive system work to provide me with fuel? What class of animal am I? - 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. - Construct and interpret a variety of food chains,					Enquiry question: How can we possibly know so much about the Ancient Greeks who lived over 2,500 years ago? - Continue to develop a chronologically secure knowledge and understanding of British, local and world history, establishing clear narratives within and across the periods I study.			Enquiry question: - Recognise that living things can be grouped in a variety of ways. - Recognise that environments can change and that this can sometimes pose		A local heritage study Middleport pottery - To explore how Middl eport			



Key:  Science  Nature  History  Geography  Computing     

YEAR 4 CURRICULUM MAP 2026-2027

Key text	 Harry Potter and the Philosopher's Stone J.K. Rowling			 Theseus and the Minotaur					
Grammar foci	Verb inflections	Punctuation, commas for lists, apostrophes for possession or omission		First, second and third person		Tense types			
Computing	Computing: Programming B			E-Safety: Be Brave (Child net) Computing: Audio Production					
Art									
D.T.		Textiles - sew a bag w.b. 24.5.27							
RE	Kingdom of God (2a.6) When Jesus left, what was the impact of Pentecost?			Thematic unit How and why do people mark the significant events of life? Christianity, Islam, Judaism and non-religious world views					
Reading for pleasure									

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