



CURRICULUM OUTLINE - SPRING TERM 2026

YEAR 4

English	<p>Writing: producing detailed, descriptive pieces of writing, using ambitious vocabulary. Developing knowledge of sentence structure. Focusing on planning to ensure that story writing involves three well-linked paragraphs and events are sequenced. Writing recounts, poems, instructions, stories and book reviews and learning to summarise information.</p> <p>Comprehension: emphasis on inferential comprehension. Writing answers that are more succinct, using quotes and evidence from the passage to support inference. Taking a closer look at poetry and reading through a range of different poems.</p> <p>Grammar: revising nouns, verbs and adjectives and continuing to practise punctuating sentences, introducing more advanced punctuation. Using modal verbs and connectives. Looking at figures of speech and how they connect / contribute to poetry.</p> <p>Handwriting: encouraging the use of the 'tripod' grip.</p>
Maths	<p>Working with multiplication and division of numbers up to 4-digits by 2-digits, understanding square numbers and applying formal written methods of column multiplication and short division for numbers up to 4-digits by 2-digits.</p> <p>Time in both 12 and 24-hour format and converting between the two. Common fractions and equivalent fractions of an amount and converting. Higher order thinking skills will be a focus, with greater concentration on problem solving and word problems.</p>
Science	<p>Sound and Hearing: learning how sounds are made when objects vibrate and investigating how sounds travel through solids, liquids and gases. Learning about the parts of the ear and investigate how hearing aids work. Considering how well sound travels through different materials and discovering how a variety of different instruments make sounds. Experimenting to change the pitch and volume of different sounds.</p> <p>Teeth and Digestion: exploring the functions of the main organs in the digestive system. Identifying the types of teeth and their functions. Constructing basic food chains.</p>
Computing and ICT	<p>Coding: creating user-input action conditions; creating and using variables to store values and use operator functions to perform calculations and comparing user responses.</p> <p>Creating and Publishing: learning the difference between screen documents and hard copies and then use a range of tools to create a screen document for a purpose, including the use of internal and external hyperlinks.</p> <p>Data Handling: learning and applying complex functions in Excel, including ranged formulae and graphical modelling.</p> <p>Animation: creating stop animation videos.</p>
History	<p>Anglo-Saxons and Vikings: looking at what life was like in Britain in AD 400 – 1066, learning where they came from and how they used the land to live and survive, areas of arts and culture which they brought to Britain and their legacy.</p>
Geography	<p>Rainforests: looking at where they are located, the layers of a rainforest, creatures and other inhabitants of rainforests and discussing the negative human impact on rainforests.</p>
RE	<p>Focus on Islam and how it relates to everyday life. Looking at the Story of Muhammad and the teachings of the Quran. Family Life: Duties, prayers and the five pillars of Islam. Community Life: Learning about the Mosque and festivals. Identifying similarities between various other religions and beliefs. Easter and how it is celebrated.</p>

PSHEE	Theme of internet safety and exploring the benefits and risks of sharing information online. Exploring living in the wider world through topics such as being a good citizen and how to care for the environment.
French	Continuing to practise and reinforce basic vocabulary through a variety of interactive activities. House and home will be revisited, and new topics include giving a weather report, simple physical and character descriptions and expressing opinions about different hobbies. Key grammar points will also be highlighted.
Reasoning	Skills covered include: using a letter code, word analogies and definitions of words including words in a sentence, translating and combining images, matching images and following the folds.
Music	Gamelan and Indian Music: Development of ensemble and listening skills with Tabla playing and world music appreciation. Ensemble composition with new instruments and techniques, fitting with the genre of Gamelan.
Drama	Linking learning in drama to the geography unit by exploring how humans use and have changed the rainforest and considering the question, 'Who is the rainforest for?' Continuing to build a repertoire of dramatic skills such as thought tunnels and freeze frames and extend this to look at split stage, character monologues and performance poetry.
Art	Impressionism: looking at examples from different artists across the movement. Exploring still-life using collage materials. Tunnel Books: creating a 3D illustration of a scene.
Games/PE	Hockey and / or girls' football and tag rugby and hockey for the boys this term. Weekly swimming and PE / fitness lessons. Dance lessons in the second half term focusing on developing core strength, balance, motor skills and sequence memory.