



# CURRICULUM INFORMATION

## Summer 2026

### YEAR 4

#### RE

#### To the Ends of the Earth

The children will explore how Jesus appeared to Peter after the Resurrection and established him as the foundation of the Church. They will learn about the Pope as Peter's successor and discover how the Church—guided by the Holy Spirit—continues Jesus' mission today. Through the Apostles' Creed, they'll summarise key Christian beliefs, while also reflecting on Mary's role as Mother of the Church. Children will examine art and prayers honouring Mary, discuss how the Church serves others globally, and consider how they too can follow Jesus' example of love and service in their communities.

#### Dialogue and Encounter:

In Year 4, children discover St. Paul as Christianity's first global missionary, tracing his journeys across the Roman world and exploring how he bridged cultures to spread the Gospel. They'll learn about the diversity of the Catholic Church today, from local parishes to global traditions, while also deepening their understanding of Islam through its Five Pillars (e.g., prayer, charity, or Ramadan). The unit blends scripture, maps, and interfaith encounters to show how faith inspires both unity and service across communities.

#### English

##### Letter:

Sender's address in top-right corner & Date under the sender's address Recipient's address on left-hand side Start with 'Dear...' or 'To whom it may concern...' Sign off with 'Yours sincerely...' or 'Yours faithfully...' (depending on whether you know their name) if more formal letter

##### Non-Chronological Report:

Captions and labels to add information to illustrations Index to guide reader to know how to find something specific they might be looking for Glossary to provide definitions in a quick and easy guide for the reader A-Z guide to provide more detail in an accessible way for the reader to look for more information about the contents

##### Poetry:

Specific structures of poems can include exploring surprising and/or unusual word combinations to experiment with expressive and figurative language

##### Narrative:

Build upon use of story shapes (fall, then rise; rise-fall-rise; fall-risefall) to help guide the plot structure Story openings: usually open with either: action, dialogue or description of setting or character Story endings: can end with a moral message, happy ending, surprise or cliff-hanger

**Class book:** Boy at the Back of the Class

##### Key texts:

Malala's Magic Pencil by Malala Yousafzai and Kerascoët  
Greta and the Giants by Zoe Tucker and Zoe Persico  
Texts provided by HFL Education

#### Maths

- Money
- Money word problems
- Fractions
- Formal written multiplication
- Formal written division
  - Time
  - Problem Solving
  - Negative numbers
  - Angles
- Properties of triangles
- Rectilinear shapes

Stars with Flaming Tails by Valerie Bloom and Ken Wilson-Max  
The Girl Who Stole an Elephant by Nizrana Farook  
Marshmallow Clouds by Ted Kooser and Connie Wanek

## Geography

### Rivers

Geography – Children will be looking at the geography of the local River, the River Lea. We will be looking at how rivers are formed, how they are used. Children learn about the features and courses of a river and how they are used by humans, before studying a local river to spot these features. Children will also explore the different ways water is stored and moves. They will develop an understanding of the water cycle and name major rivers both in the UK and globally through map work.



## History

How did the achievements of the ancient Maya impact their society and beyond?

Children will explore the challenges faced by the ancient Maya when settling in the rainforest. They will then move onto how the ancient Maya valued and used cacao by exploring historical artefacts. Children will explore the role of Maya gods and goddesses and make deductions about ancient Maya cities by exploring the remains. They will also look at the factors for what caused the decline of the ancient Maya cities by evaluating historians' claims.



Science

Music

<p><b>Living things and their habitats</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• recognise that living things can be grouped in a variety of ways</li> <li>• explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment</li> <li>• recognise that environments can change and that this can sometimes pose dangers to living things</li> </ul> <p><b>Electricity</b></p> <p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>• identify common appliances that run on electricity</li> <li>• construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers</li> <li>• 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</li> <li>• recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit</li> <li>• recognise some common conductors and insulators, and associate metals with being good conductors</li> </ul>		<p>Study how music can be used to reflect emotions.</p> <p>Improvise music for a creation story.</p> <p>Listen to a range of music and discuss.</p> <p>Sing and perform a melody on chime bars.</p> <p>Compose music with two or four parts.</p> <p>Perform and compose music inspired by traditional stories.</p> <p>Improve understanding of rhythms and notation, including triplets.</p> <p>Improvise and identify rhythms.</p> <p>Compose and perform accompaniments for a song.</p> <p>Learn about ternary form and compose a “B” section for a piece. Some children may compose an “A” section also.</p>
<b>Computing</b>	<b>Topic Launch - Activity &amp; Data</b>	<b>PSHE - Jigsaw</b>
<p><b><u>Unit 4.5 - Logo</u></b></p> <ul style="list-style-type: none"> <li>• Learn the language of Logo.</li> <li>• Input simple instructions on Logo.</li> <li>• Use Logo to create letters.</li> <li>• Use the Repeat function in Logo to create shapes.</li> <li>• Use the Build feature in Logo.</li> </ul>	<p><b>Trip over to the local river to investigate – Date to be confirmed</b></p> <p><b>Summer Trip to the National History Museum</b></p> <p><b>VR Experience</b></p>	<p><b><u>Relationships</u></b></p> <p>Identify the web of relationships that we are part of, starting with those closest to me.</p> <p>Identify a loved one and express why they are special to us.</p> <p>Remember people that we no longer see.</p> <p>Express opinions and feelings.</p> <p>Understand how people feel when they love a special pet.</p>

#### Unit 4.6 - Animation

To discuss what makes a good animated film or cartoon and what their favourites are. To learn how animations are created by hand. To find out how 2Animate can be created in a similar way using the computer. To learn about onion skinning in animation. To add backgrounds and sounds to animations

#### Unit 4.7 - Effective Hardware

To locate information on the search results page and to use search effectively to find out information.

#### Unit 4.8 - Hardware investigators

To understand the different parts that make up a computer and recall this.

#### Unit 4.9 - Making Music

To identify and discuss the main elements of music –To understand and experiment with rhythm and tempo. To create a melodic phrase. To compose a piece of music.

Show love and appreciation to people who are special to me.

### RSE

#### Summer 1:

**Sharing online** - This session focuses on how quickly things can be shared around the world online, including photos, passwords and other personal information. Children will discuss how this can be damaging and/or dangerous, and will learn steps to keep themselves safe

**Chatting online** - This session focuses particularly on chatting and cyberbullying; it helps children to know how they can report and get help if they encounter inappropriate messages or material.

**Safe in my body** – This session follows on from the previous two internet safety sessions, by moving into the real world and considering what physical contact is appropriate and inappropriate.

**Drugs, alcohol, tobacco** - pupils will learn some key information and facts about drugs, alcohol and tobacco, the teaching is underpinned with the religious understanding that consuming these substances is harmful to our bodies, and therefore God's creation.

**First aid hero** – Children will pupils will learn how First Aid, quick reactions and staying calm during an emergency can make the difference between life and death.

#### Summer 2:

**A community of love** - developing understanding of the community aspect of the Holy Trinity and be encouraged to think about what the Holy Trinity means for them and their communities.

**What is the Church?** - children will learn about the wider Church and its mission to reflect the Holy Trinity through love

		<p>for others. This session will also introduce the principles of Catholic Social Teaching</p> <p><b>How do I love others?</b> – This session explores how we can put love into action in the communities we live in. Pupils will look at how the Church has grown out of God’s love for us and how it can be an example and a means of loving and caring for others.</p>
<b>Art</b>	<b>Spanish</b>	<b>PE</b>
<p><b><u>Every Picture tells a story</u></b></p> <p>Analysing works of art, using inference and prediction to explore what might be depicted and intended by the artists. Creating photo collages and abstract art inspired by the work explored.</p>	<p><b><u>Quel temps fait-il?</u></b></p> <p><b><u>What is the weather like?</u></b></p> <p>By the end of this unit pupils will have the knowledge and skills to describe the weather and to also present a weather forecaster pretending to be on television. This enables us to link the weather vocabulary with map work, compass points and general geography. This unit improves both language and cultural knowledge.</p>	<p><b>Summer 1 and Summer 2: Swimming</b></p> <p><b>Mrs Gunn will be teaching: Yoga and Dance</b></p>
<b>DT</b>		
<p><b><u>Electrical Systems:</u></b></p> <p>Children will be designing and making a torch with a working electrical circuit and switch, whilst giving consideration to the target audience and creating both design and success criteria focusing on features of individual design ideas.</p>	<p><b><u>As-tu un animal?</u></b></p> <p><b><u>Have you a pet?</u></b></p> <p>By the end of this unit pupils will have the knowledge and skills to present both orally and in written form about the pets they have and/or do not have in French. They will move from 1st person singular to 3rd person singular verb usage so they are able to say what the pet is called and use conjunctions more confidently.</p>	