

Year 4 Curriculum Map 2026-2027

Theme and subject Focus	Roman Britain History, Geography and DT	Bright Sparks Science, Computing and DT	Chocolate History, Science and Art	Eurovision Geography, Music, and Art	Dazzling Digestion Science, Computing and Art	Classifying Critters Science, DT and Music
Enrichment opportunities	Peterborough Museum – Roman Britain Day			Residential	Samba Drumming	Samba Drumming Stanwick Lakes Field study – local walk
Literacy Text with writing outcome	Boudicca Diary writing Non-Fiction Instructions (Honey Cake)	Iron Man- Ted Hughes Story Writing (with dialogue) Information text Christmas in the UK	Charlie and The Chocolate Factory Setting Description/Chapter opening The Water Cycle Explanation	Holiday Brochure Scilly Persuasive writing Poetry Cinquain	Film Unit (Narrative) Feast The Digestive System Explanation Text	Fables Animal Tales Information Text Animals
Outdoor Learning	Puddle Measuring	Sustainable / recycling cards	Stone Painting		Yoga in Nature	
PSHE	MMR FF 3/4 Myself and my relationships 11 Family and friends Written outcome: Recipe for good friend	CRRR ¾ Citizenship 8 Rights, rules and responsibilities WB	H and SL DE 3/4 Healthy and safer lifestyles 15 Drug education Written outcome: questions to answer	H and SL PS ¾ Healthy and safer lifestyles 16 personal safety	MMR AB ¾ Myself and my relationships 12 Anti bullying (SNTB) WB Written outcome: mind map of bullying	MMR MC ¾ Myself and my relationships 13 Managing change (RC) WB Written outcome: mind map

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	Online Safety 2 x Project Evolve lesson Privacy and security and Health, well-being and lifestyle	Written outcome: Matching rights with responsibilities activity Online Safety 2 x Project Evolve lesson Online bullying	Online Safety 2 x Project Evolve lesson Self-image and identity	Written outcome: description of a safe place Online Safety 2 x Project Evolve lesson Managing online information	Online Safety 2 x Project Evolve lesson Online reputation And Online relationships	Online Safety 2 x Project Evolve lesson Copyright and ownership RSE Healthy & Safer Lifestyles Relationships and Sex Education (RS 4) a. What are the main stages of the human life cycle? NC Science/DB b. How did I begin? Sex Ed c. What does it mean to be grown up? DB d. What am I responsible for now and how will this change? DB e. How do different families care for
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						their children physically and emotionally? FP
Science		Electricity • 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	States of Matter • 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 the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics. Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Sounds • 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.	Animals incl. humans Digestive system, teeth • 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, identifying producers, predators and prey.  	Living things and their habitats • Recognise that living things can be grouped in a variety of ways. • Explore and use classification keys, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to specific habitats.   

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		common conductors and insulators, and associate metals with being good conductors. Investigation: Conductors and insulators. Working scientifically – set up simple, practical enquiries and comparative and fair tests. 	Investigation: evaporation 	• Recognise that sounds get fainter as the distance from the sound source increases. Investigation: Sound proofing 		
History	Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ. Suggest causes and consequences of some of the main events and changes in history. Give a broad overview of life in		Understand the concept of change over time, representing this, along with evidence, on a timeline Compare some of the times studied with those of other areas of interest around the world. Describe the characteristic features of the past, including ideas, beliefs, attitudes and			

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	Britain from ancient until medieval times. Compare some of the times studied with those of other areas of interest around the world. Describe the social, ethnic, cultural or religious diversity of past society. -What was Boudicca really like? - How do we know what life was like in Roman Britain? - When, how and why did the Romans invade Britain? - What was Britain like before the Romans came? - What did the Romans do for us?		experiences of men, women and children. Use appropriate historical vocabulary to communicate, including: dates, time period, era, change, chronology. - How can we discover what the Ancient Maya civilisation was like? - What important discoveries have been made about the Maya civilisation? - What happened to the Maya? - What was everyday life like for men, woman and children? - How did the Ancient Maya worship?			
Geography	Human geography – including settlements and land use.		Use maps, atlases, globes and digital/computer mapping	Name and locate the countries of Europe and identify their main physical and human characteristics.		Use fieldwork to observe and record the human and physical features in the local area using a

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	Describe key physical aspects of geography: Volcanoes, positives and negatives. Name and locate the countries of Europe and identify their main physical and human characteristics. Describe geographical similarities and differences between countries. Describe aspects of: human geography, including: settlements and land use.		g to locate countries and describe features. Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones. Describe some of the characteristics of these geographical areas. The Water Cycle	Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe geographical similarities and differences between countries. Describe geographical similarities and differences between countries. Describe some of the characteristics of these geographical areas.		range of methods including sketch maps, plans, graphs and digital technologies. Ask and answer geographical questions about the physical and human characteristics of a location. Explain own views about locations, giving reasons. Use maps, atlases, globes and digital/computer mapping to locate countries and describe features. Describe some of the characteristics of these geographical areas. Use 8 points of a compass, four-figure grid references, symbols and key to
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						communicate knowledge of the United Kingdom and the wider world.
Religious Education Knowledge Organisers	Buddhism Enquiry Question: Is it possible for everyone to be happy? In this enquiry, the children talk about the story of the Buddha. They consider the choices he made and the outcomes of his actions and reflect on these from a Buddhist's point of view as well as their own. -What does the story of the Buddha tell me?	Christianity Enquiry Question: What is the most significant part of the nativity story for Christians today? This enquiry investigates the significance and symbolism of elements of the Christmas story to Christians today. -What symbols are meaningful to me? -What could I use as symbols to portray things that are important to me in my life? -Is it important that others understand my symbolism or is it something personal that	Buddhism Enquiry Question: Could the Buddha's teachings make the world a better place? This enquiry focusses on key teachings given by the Buddha and the children have the opportunity to consider how they could apply some of these to their own life. -What do I think would make the world a better place? -How could I use Right Speech? -What Right Actions could I do?	Christianity Enquiry Question: Is forgiveness always possible for Christians? This enquiry investigates how Jesus' life, death and resurrection impacts on a Christian's understanding of forgiveness. -How do I feel about forgiving people? Is it something I find easy to do or do I find it difficult? -Is it easier to forgive some actions than others? Do I think some people deserve forgiveness and some don't?	Buddhism Enquiry Question: What is the best way for a Buddhist to lead a good life? In this enquiry, the children talk about how Buddhists try to lead a good life according to the Buddha's teachings. They reflect on how this may impact on their own lives if they chose to follow these teachings themselves. -Do I lead a good life?	Christianity Enquiry Question: Do people need to go to church to show they are Christians? This enquiry looks at some of the rites (or Sacraments) that are performed in churches (the Christian place of worship) and investigates how and why Christians might choose to worship in a church (rather than e.g. just pray at home). -Do I have a special place? -Are there actions or events that can only happen in my special

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	-Why wasn't the rich prince happy? -What sort of things can't be bought? -Who is precious to you? -What do you think is the meaning of life?	only I comprehend?	-How do I feel about changes in life?	-What might I need to be forgiven for?	-Could any of these teachings help me improve as a person? -Which of these teachings would I need help with? -How could I get help to improve?	place? Why? What is special about them to me? -Does it feel better to celebrate something or to do something special with other people who feel the same way as I do, or do I prefer to have special moments in private?
Computing	CODING: Refresher 3 Lessons this term. EXP-Just recap Level 3 Lesson 1: Stepping through Space Lesson 2: Space Maze Lesson 3: Hungry snake	COMMUNICATE: 5 Lessons this term. Design a PP on Google Slides to show learning.	CODING: Introduction to Variables 6 Lessons this term. Lesson 1: Pop Game Lesson 2: Catch the coconuts Lesson 3: Healthy Eating Lesson 4: Tablet Till Lesson 5: Pirate Gold Lesson 6: Debugging: Variable	COMMUNICATE: 6 Lessons this term. Photo Editing Teachcomputing.org unit	COLLECT: 6 Lessons this term. Data Logging Teachcomputing.org unit	CODING: Repetition and Loops 4 Lessons this term. Lesson 1: Bugs in the garden Lesson 2: Driving me loopy Lesson 3: Astronaut orbit Lesson 4: Hot air balloon show
	Project Evolve Online safety assemblies: Privacy and security Health, well-being and lifestyle	Project Evolve Online safety assemblies: Online bullying	Project Evolve Online safety assemblies: Self-image & identity	Project Evolve Online safety assemblies: Managing online information	Project Evolve Online safety assemblies: Online reputation Online relationships	Project Evolve Online safety assemblies: Copyright and ownership

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Design Technology	Kapow: Cooking and nutrition -Adapting a recipe • Prepare ingredients hygienically using appropriate utensils. • Measure ingredients to the nearest gram accurately. • Follow a recipe. • Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).	Kapow: Electrical systems - torches • Create series and parallel circuits Electricals and electronics – create series and parallel circuits.				Kapow – Structure: Pavilions • Cut materials accurately and safely by selecting appropriate tools. • Measure and mark out to the nearest millimetre. • Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs). • Select appropriate joining techniques. • Choose suitable techniques to construct products or to repair items. • Strengthen materials using suitable techniques.
Art and Design			Kapow Art: Sculpture and 3D Mega materials (Linked to the Maya)	Kapow Art: Painting and mixed media – light tone	Kapow Art: Drawing - Exploring tone, texture and proportion	

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			• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials). • Include texture that conveys feelings, expression or movement. • Use wire / clay or other mouldable materials. • Add materials to provide interesting detail. • If longer term -make printing blocks (e.g. from coiled string glued to a block).	Use layers of two or more colours. • Replicate patterns observed in natural or built environments • Use watercolour paint to produce washes for backgrounds then add detail.	Drawing – Powder prints • Use different hardness of pencils to show line, tone and texture. • Annotate sketches to explain and elaborate ideas. • Sketch lightly (no need to use a rubber to correct mistakes). • Use shading to show light and shadow. • Use hatching and cross hatching to show tone and texture.	
Physical Education	Fundamentals Netball (PPA)	Dance Fitness (PPA)	Swimming Ball Skills 3/4 (PPA)	Gymnastics Football (PPA)	Athletics Basketball (PPA)	Hockey Cricket (PPA)
Music	Music Express: Into the past	Music Express: Recycling	Music Express: Around the World	Music Express: Sounds	Samba Drumming	Samba Drumming Exploring

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	-Play a renaissance dance from notations. -Composing a fanfare. -Understand simple musical structures. -Learning a dance and playing music used for celebrations. -Learning a 1960's Pop song. -Creating a performance.	-Making instruments. -Performing verse and chorus structure and repeating rhythms. -Interpreting notation and improvising. -Understanding ABA structure. -Chanting in three parts/ -Exploring sounds. -Performing rondo form.	-Exploring the pentatonic scale, playing leaps, and playing a pentatonic song with leaps. -Reading graphic notation, composing, and notating pentatonic melodies. -Developing listening skills. -Describing music using musical and non-musical terms. -Combining tuned and untuned percussion and singing.	- Learning how sounds are produced and how instruments are classified. Learning about aerophones. - Understanding musical conversation structure -Classify instruments by the sounds produced. -Learn about simple beatboxing sounds and adding these to a song being sung. -Learn about aerophones. -Sing partner songs. -Explore the combined expressive effects of different instrument groups.	- Exploring combinations of different timbres to accompany a song. - Learning how to accompany a song with drone and ostinato on tuned percussion	- combinations of different timbres to accompany a song. - Learning how to accompany a song with drone and ostinato on tuned percussion
Italian	Y4: Greetings & Conventions extended/Times of the Day Reading: Read and understand the main	Y4: Numbers 15-31 Roman Numerals Days/Months Family. Writing: Write a few short sentences using familiar expression	Y4: Weeks/Seasons Weather/Clothes Colours	Y4: School Objects Writing: Express personal experiences and responses. Speaking/listening: Take part in discussions and tasks Culture: Il Carnevale La Pasqua	Y4: Food/Parts of the day Spatial awareness (extended) Reading: Use a translation dictionary or glossary to look up new words Speaking/listening: Demonstrate a growing vocabulary Culture: Italian	Y4: Environment/animals House and furniture Writing: Write short phrases from memory with spelling that is readily understandable Speaking/ listening: Demonstrate a growing vocabulary Culture: Italian

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	points in short written texts. Speaking/Listening: Understand the main points from spoken passages Culture: Describe with some interesting details some aspects of countries or communities where the language is spoken. Halloween/Day of the dead	Speaking/Listening: Ask others to repeat words or phrases if necessary Culture: Il Natale/ La Befana	Reading: Read short texts independently Speaking/Listening: Ask and answer simple questions and talk about interests Culture: Make comparisons between life in countries or communities where the language is spoken and this country. Culture: San Valentino		Geography/landmarks	National Day
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