



**Curriculum Overview for Parents  
2024-2025**

Year Group:	4
-------------	---

**English**

<b>Term</b>	<b>Key Texts / Topics</b>	<b>What We Are Learning</b>
Autumn	Odd Frost Giant- Narrative The Promise- Persuasive Leaflet Wonder – Poetry The miraculous journey of Edward Tulane – writing in role Jabberwocky - poetry	Narrative (legends) Persuasive writing Poetry – Acrostic poem, linked to celebrating difference Writing in role – story mapping Poetry
Spring	Autobiography  Tar Beach Varjak Paw	Autobiography – Ancient Egyptians Playscript- Tar Beach Narrative Newspaper report
Summer	The Boy at the Back of the Class One plastic bag	One plastic bag – non-chronological report, persuasive letter





**Curriculum Overview for Parents**  
**2024-2025**

	<p>Measurement: Length and Perimeter</p> <p>Calculation: Multiplication and division</p>	<p><b>Step 9</b> Estimate answers <b>Step 10</b> Checking strategies</p> <p><b>Step 1</b> Measure in kilometres and metres <b>Step 2</b> Equivalent lengths (kilometres and metres) <b>Step 3</b> Perimeter on a grid <b>Step 4</b> Perimeter of a rectangle <b>Step 5</b> Perimeter of rectilinear shapes <b>Step 6</b> Find missing lengths in rectilinear shapes <b>Step 7</b> Calculate the perimeter of rectilinear shapes <b>Step 8</b> Perimeter of regular polygons <b>Step 9</b> Perimeter of polygons</p> <p><b>Step 1</b> Multiples of 3 <b>Step 2</b> Multiply and divide by 6 <b>Step 3</b> 6 times-table and division facts <b>Step 4</b> Multiply and divide by 9 <b>Step 5</b> 9 times-table and division facts <b>Step 6</b> The 3, 6 and 9 times-tables <b>Step 7</b> Multiply and divide by 7 <b>Step 8</b> 7 times-table and division facts <b>Step 9</b> 11 times-table and division facts <b>Step 10</b> 12 times-table and division facts <b>Step 11</b> Multiply by 1 and 0 <b>Step 12</b> Divide a number by 1 and itself <b>Step 13</b> Multiply three numbers</p>
--	--	--



**Curriculum Overview for Parents**  
**2024-2025**

Spring	Number: Decimals	<b>Step 1</b> Tenths as fractions <b>Step 2</b> Tenths as decimals <b>Step 3</b> Tenths on a place value chart <b>Step 4</b> Tenths on a number line <b>Step 5</b> Divide a 1-digit number by 10 <b>Step 6</b> Divide a 2-digit number by 10 <b>Step 7</b> Hundredths as fractions <b>Step 8</b> Hundredths as decimals <b>Step 9</b> Hundredths on a place value chart <b>Step 10</b> Divide a 1- or 2-digit number by 100
	Number: Fractions	<b>Step 1</b> Understand the whole <b>Step 2</b> Count beyond 1 <b>Step 3</b> Partition a mixed number <b>Step 4</b> Number lines with mixed numbers <b>Step 5</b> Compare and order mixed numbers <b>Step 6</b> Understand improper fractions <b>Step 7</b> Convert mixed numbers to improper fractions <b>Step 8</b> Convert improper fractions to mixed numbers <b>Step 9</b> Equivalent fractions on a number line <b>Step 10</b> Equivalent fraction families <b>Step 11</b> Add two or more fractions <b>Step 12</b> Add fractions and mixed numbers <b>Step 13</b> Subtract two fractions <b>Step 14</b> Subtract from whole amounts <b>Step 15</b> Subtract from mixed numbers
	Calculation: Multiplication and division	<b>Step 1</b> Factor pairs <b>Step 2</b> Use factor pairs <b>Step 3</b> Multiply by 10 <b>Step 4</b> Multiply by 100





**Curriculum Overview for Parents  
2024-2025**

	Measurement: Money	<b>Step 1</b> Write money using decimals <b>Step 2</b> Convert between pounds and pence <b>Step 3</b> Compare amounts of money <b>Step 4</b> Estimate with money <b>Step 5</b> Calculate with money <b>Step 6</b> Solve problems with money
	Geometry: Shape	<b>Step 1</b> Understand angles as turns <b>Step 2</b> Identify angles <b>Step 3</b> Compare and order angles <b>Step 4</b> Triangles <b>Step 5</b> Quadrilaterals <b>Step 6</b> Polygons <b>Step 7</b> Lines of symmetry <b>Step 8</b> Complete a symmetric figure
	Geometry: Position and Direction	<b>Step 1</b> Describe position using coordinates <b>Step 2</b> Plot coordinates <b>Step 3</b> Draw 2-D shapes on a grid <b>Step 4</b> Translate on a grid <b>Step 5</b> Describe translation on a grid
	Statistics	<b>Step 1</b> Interpret charts <b>Step 2</b> Comparison, sum and difference <b>Step 3</b> Interpret line graphs <b>Step 4</b> Draw line graphs

**Science**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Animals Including Humans Sound	<ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> </ul>



**Curriculum Overview for Parents**  
**2024-2025**

		<ul style="list-style-type: none"><li>• Identify the different types of teeth in humans and their simple functions</li><li>• Construct and interpret a variety of food chains, identifying producers, predators and prey</li><li>• <i>Recognise that living things can be grouped in a variety of ways (LT)</i></li><li>• <i>Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment (LT)</i></li><li>• <i>Recognise that environments can change and that this can sometimes pose dangers to living things (LT)</i></li><li>• Identify how sounds are made, associating some of them with vibrating</li><li>• Recognise that vibrations from sounds travel through a medium to the ear</li><li>• Find patterns between the pitch of a sound and features of the object that produced it</li><li>• Find patterns between the volume of a sound and the strength of the vibrations that produced it</li><li>• Recognise that sounds get fainter as the distance from the sound source increases</li></ul>
Spring	States of Matter Properties and changes of materials	<ul style="list-style-type: none"><li>• Know that materials are solids, liquids or gases</li><li>• Compare and group materials together, according to whether they are solids, liquids or gases</li><li>• 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</li><li>• Define evaporation and condensation</li><li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li></ul>
Summer	Living things and their habitats Electricity	<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>



**Curriculum Overview for Parents  
2024-2025**

		<ul style="list-style-type: none"> <li>• <i>Construct and interpret a variety of food chains, identifying producers, predators and prey (AIH)</i></li> <li>• Identify a variety of common appliances that run on electricity</li> <li>• Able to 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>
--	--	--

**Geography**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	The Shape of the Land Volcanoes	<ul style="list-style-type: none"> <li>• to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li> <li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> </ul> <ul style="list-style-type: none"> <li>• to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle</li> <li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li> <li>• To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li> </ul>
Spring	Earthquakes and Tsunamis	<ul style="list-style-type: none"> <li>• to describe and understand key aspects of physical geography, including:</li> </ul>



**Curriculum Overview for Parents**  
**2024-2025**

	Water and the Watercycle	<p>climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</p> <ul style="list-style-type: none"><li>• to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied.</li><li>• to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world.</li><li>• to describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle.</li><li>• to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water.</li><li>• to use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li></ul>
Summer	Celebrating the world Climate environment- Global warming and Renewable energy	<ul style="list-style-type: none"><li>• extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America.</li><li>• Know the location and characteristics of a range of the world's most significant human and physical features.</li><li>• develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge.</li><li>• What different sources does our electricity come from?</li><li>• What human features of the landscape in the UK are linked to energy production?</li><li>• Which countries produce the most solar energy?</li><li>• Which countries produce other forms of renewable energy?</li><li>• Describe sources and uses of energy.</li><li>• Define renewable and non-renewable energy.</li></ul>



**Curriculum Overview for Parents**  
**2024-2025**

		<ul style="list-style-type: none"> <li>• Provide examples of common types of renewable and non-renewable resources.</li> <li>• Understand and explain general ways to save energy at a personal, community and global level.</li> <li>• Describe some general characteristics of solar power, hydropower and wind power.</li> <li>• Understand the benefits and disadvantages to using renewable resources.</li> <li>• Measure and monitor to investigate the best sites in the school grounds for different sources of capturing renewable energy.</li> </ul>
--	--	--

**History**

<b>Term</b>	<b>Topics</b>	<b>What We Are Learning</b>
Autumn	Battling for Britain- The Viking and Anglo Saxon struggle for the Kingdom of England to the time of Edward the Confessor.	How did Britain get its name? Vikings: were they raiders or traders? What was the significance of the Danelaw? What was life under the Vikings like? Who was the stronger ruler: Alfred the Great or Athelstan? How did the Anglo-Saxon and Viking rule of Britain come to an end?
Spring	Ancient Egyptians- The achievements of the earliest civilisations with a depth study on the Ancient Egyptians. The children had a strong focus Tutankhamun.	How can we discover what Ancient Egypt was like over 5,000 years ago? How can we learn about the past? What is the significance of the pyramids? How did daily life in Ancient Egypt compare to the modern day? What did the Ancient Egyptians give us? What did Ancient Egypt have in common with other ancient civilisations at the time?
Summer	Terrifying Tudors- A local history study of a site dating from a period beyond 1066 that is significant in the	Which key figures in history utilised Hampton Court Palace? How was Hampton Court Palace utilised under Tudor England? What does Hampton Court Palace tell us about the Tudor period? How did Hampton Court Palace change from 1530-1838?



**Curriculum Overview for Parents  
2024-2025**

	locality. The children learnt all about the Tudor period, including Henry VIII and his six wives, Tudor punishments, shields, Hampton Court then and now.	What were Tudor schools like? What were Tudor punishments? Who were Henry VIII's wives?
--	---	---

**Art & Design / DT**

Term	Projects	Skills We Are Developing
Autumn		
Spring		
Summer		

**PSHE / RSE**

Term	Focus Areas	Key Objectives
Autumn	<p>What makes a good learner?</p> <p>What makes a good classmate? What makes a good friend? How can I manage my feelings? How can my actions affect others? Celebrating Difference Week How can I resolve conflict? Where do I belong?</p>	<ul style="list-style-type: none"> <li>• How to set goals for ourselves.</li> <li>• How to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking. (Growth Mindset).</li> <li>• How to model being polite and courteous in different situations and recognise the respectful behaviour we should receive in return.</li> <li>• What makes a healthy friendship and how we make people feel included.</li> <li>• How to respond proportionately to, and manage, feelings in different circumstances.</li> <li>• Ways of managing feelings at times of change.</li> <li>• How to access advice and support to help manage our own or others' feelings. Who we can speak to if we need help with our feelings.</li> <li>• How people's behaviour affects themselves and others, including online.</li> </ul>



**Curriculum Overview for Parents**  
**2024-2025**

		<ul style="list-style-type: none"> <li>• What cyber bullying is and the impact this can have on others.</li> <li>• How people can be influenced by our peers’ behaviour and by a desire for peer approval; how to manage this influence.</li> <li>• Why name How to respond if this happens in different situations.</li> <li>• How to recognise personal qualities and individuality.</li> <li>• To develop self-worth by identifying positive things about themselves and our achievements.</li> <li>• How our personal attributes, strengths, skills and interests contribute to our self-esteem</li> <li>• What discrimination and inclusion mean.</li> <li>• That everyone should feel included, respected and not discriminated against.</li> <li>• How to respond if we witness or experience exclusion, disrespect or discrimination.</li> <li>• How to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</li> <li>• To understand what equality and diversity mean.</li> <li>• How we belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</li> <li>• How the community helps everyone to feel included and values the different contributions that people make.</li> </ul>
Spring	<p>How can we look after other living things? What effect do we have on our environment?</p> <p>How can we look after our environment? <i>School based project e.g.</i></p>	<ul style="list-style-type: none"> <li>• How to show care and concern for others (people and animals).</li> <li>• About the relationship between rights and responsibilities.</li> <li>• The rights that children have and why it is important to protect these.</li> <li>• How people have a shared responsibility to help protect the world around us.</li> <li>• How our everyday choices can affect the environment.</li> <li>• How what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity).</li> </ul>



**Curriculum Overview for Parents  
2024-2025**

	<p><i>gardening, making items out of recycled materials</i> Children’s Mental Health Week and Safer Internet Day</p> <p>(In line with the annual theme) What/who helps me to keep safe in our community and online? How do I keep myself safe? <i>*Link to independence and responsibility</i></p> <p>Keeping Safe Week</p> <p>(Police visit where possible)</p>	<ul style="list-style-type: none"> <li>• How we can take small steps to protect the environment around us.</li> <li>• What is mental health?</li> <li>• How can our behaviour impact on the mental health of others?</li> <li>• That rules, restrictions and laws exist to help people keep safe.</li> <li>• How to respond if we become aware of a situation that is anti-social or against the law.</li> <li>• How to recognise, predict, assess and manage risk in different situations including online.</li> <li>• That different apps and websites have age restrictions to keep us safe.</li> <li>• How to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about).</li> <li>• About the right to privacy and how to recognise when a secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt).</li> </ul>
<p>Summer</p>	<p>What does being ‘healthy’ mean and what can I do to keep myself healthy? How can I regulate my emotions? How can I take care of myself, including online? How can I cope with change and loss? MY MONEY WEEK What happens when we grow up? How do I manage change?</p>	<ul style="list-style-type: none"> <li>• How to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>• How regular physical activity benefits our bodies and feelings.</li> <li>• How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</li> <li>• How, when and where to ask for advice and help about healthy eating and dental care.</li> <li>• To understand how my behaviour impacts and affects others.</li> <li>• How not eating a balanced diet can affect our health, including the impact of too much sugar/acidic drinks on dental health.</li> <li>• How people make choices about what to eat and drink, including who or what influences these.</li> <li>• Ways to boost our mood and improve emotional wellbeing.</li> </ul>



**Curriculum Overview for Parents  
2024-2025**

		<ul style="list-style-type: none"> <li>• Who to speak and what to do to if I access something online, that makes me worried.</li> <li>• Ways of managing feelings at times of loss, grief and change.</li> <li>• How to access advice and support around these feelings.</li> <li>• How companies encourage customers to buy things and why it is important to be a critical consumer.</li> <li>• How having or not having money can impact on a person’s emotions, health and wellbeing.</li> <li>• About the role that money plays in people’s lives, attitudes towards it and what influences decisions about money.</li> <li>• About value for money and how to judge if something is value for money.</li> <li>• About puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams.</li> <li>• How puberty can affect our emotions and feelings.</li> <li>• How personal hygiene routines change during puberty.</li> <li>• How to ask for advice and support about growing and changing and puberty.</li> </ul>
--	--	--

**Computing**

<b>Term</b>	<b>Topics</b>	<b>Skills We Are Learning</b>
Autumn	Computing Systems and Network – The Internet	Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

**Curriculum Overview for Parents  
2024-2025**



	Creating Media	Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.
Spring	Programming – repetition in shapes  Data and information	This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.  In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.
Summer	Coding  Creating media – photo editing	Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.  Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.



## Curriculum Overview for Parents 2024-2025

### Music

Term	Focus / Experiences
Autumn	Body and Tuned Percussion Theme Rock and Roll
Spring	Changes in Pitch/Tempo and dynamics (Theme: Rivers) Haiku Music and Performance
Summer	Samba and Carnival Sounds and instruments Adapting and transporting motifs (Theme: Romans)

### PE (Physical Education)

Term	Focus / Activities
Autumn	lexercise/icomunicate
Spring	Dance/Pilates
Summer	icreate/ithink

### Additional Notes

Visits, workshops, enrichment activities, or other highlights to share:

- PGL-sleepover
- British Museum trip
- Author Visit