

Year 4	Autumn Term		Spring Term		Summer Term	
	September to December 2026		January to March 2027		April to July 2027	
Main Topic	Invasion (History) This project teaches children about life in Britain after the Roman withdrawal. Children will learn about Anglo-Saxon and Viking invasions up to the Norman conquest.		Misty Mountain, Winding River (Geography) This project teaches children about the characteristics and features of rivers and mountain ranges around the world, including a detailed exploration of the ecosystems and processes that shape them and the land around them.		Blue Abyss (Science) This project teaches children about the human uses and physical features of the sea, developing their knowledge of ocean layers, sea exploration, food chains, habitats and pollution.	
English Core Texts	Beowulf by Rob Lloyd Jones	How to Train Your Dragon by Cressida Cowell	A Bear Grylls Adventure 5: The River Challenge by Bear Grylls	King of the Cloud Forest by Michael Morpurgo	Treasure Island by Henry Brook	Song of the Dolphin Boy by Elizabeth Laird
English SPaG	Revision Use wider range of subordinating ... after, while, when, if, because, although) Express time, place and cause using conjunctions (when, before, after, while, because) Express time, place and cause using prepositions (before, after, during, in, because of) Vary sentences openers for effect eg adverbs, preposition phrases and subordinate clauses Use the forms a or an according to whether ... next word begins with a consonant or a vowel Organise paragraphs around a theme Build cohesion within a paragraph Link ideas across paragraphs using ... time, place and number or by varying tense	Apply previous skills, and explicitly teach: Punctuate direct speech with inverted commas Use fronted adverbials (adverbs, phrases and subordinate clauses) Use commas after fronted adverbials Broaden range of figurative language to include metaphors, personification and repetition	Apply previous skills, and explicitly teach: Choose nouns/pronouns accurately for clarity and cohesion Use simple organisational devices eg headings, sub-headings	Apply previous skills, and explicitly teach: Use simple organisational devices eg headings, sub-headings	Apply previous skills, and explicitly teach: Know the difference between Standard/non-Standard English (formal/informal letters) Broaden range of figurative language to include metaphors, personification and repetition	Apply and embed previous skills. Close gaps. Use apostrophe for plural possession
Maths	- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. - Count in multiples of 6, 7, 9, 25 and 1000. - Estimate and use inverse operations to check answers to a calculation. - Find 1000 more or less than a given number. - Find the area of rectilinear shapes by counting squares. - Identify, represent and estimate numbers using different representations. - Order and compare numbers beyond 1000. - Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value. - Recall multiplication and division facts for multiplication tables up to 12×12. - Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens, and ones). - Round any number to the nearest 10, 100 or 1000. - Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.		- Multiply and divide whole numbers and those involving decimals by 10, 100 and 1000. - Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing one-digit numbers or quantities by 10. - Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators. - Add and subtract fractions with the same denominator. - Compare numbers with the same number of decimal places up to two decimal places. - Convert between different units of measure (for example, kilometre to metre; hour to minute). - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths. - Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. - Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.		- Recognise angles as a property of shape or a description of a turn. - Add and subtract fractions with the same denominator. - Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. - Compare numbers with the same number of decimal places up to two decimal places. - Complete a simple symmetric figure with respect to a specific line of symmetry. - Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. - Describe movements between positions as translations of a given unit to the left/right and up/down. - Describe positions on a 2-D grid as coordinates in the first quadrant. - Estimate, compare and calculate different measures, including money in pounds and pence. - Identify acute and obtuse angles and compare and order angles up to two right angles by size. - Identify lines of symmetry in 2-D shapes presented in different orientations.	

	- Solve number and practical problems that involve all of the above and with increasingly large positive numbers. - Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.		- Recall multiplication and division facts for multiplication tables up to 12×12. - Recognise and show, using diagrams, families of common equivalent fractions. - Recognise and use factor pairs and commutativity in mental calculations. - Recognise and write decimal equivalents of any number of tenths or hundredths. - solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. - Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers.		- Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. - Plot specified points and draw sides to complete a given polygon. - Read, write and convert time between analogue and digital 12- and 24-hour clocks. - Recognise and write decimal equivalents of any number of tenths or hundredths. - Recognise and write decimal equivalents to $\frac{1}{4}$, $\frac{1}{2}$, $\frac{3}{4}$. - Round decimals with one decimal place to the nearest whole number. - Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. - Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days. - Solve simple measure and money problems involving fractions and decimals to two decimal places.
History	- Compare and contrast two civilisations - Construct a narrative, chronological or non-chronological account of a past civilisation, focusing on their features and achievements. - Create an in-depth study of the characteristics and importance of a past or ancient civilisation or society (people, architecture, religion, culture, art, politics, hierarchy). - Describe the significance and impact of power struggles on Britain. - Construct a profile of a significant leader using a range of historical sources. - Describe a series of significant events, linked by a common theme, that show changes over time in Britain. - Explain the cause, consequence and impact of invasion and settlement in Britain. - Describe and explain the impact of a past society on a local settlement or community. - Describe the 'Romanisation' of Britain, including the impact of technology, culture and beliefs. - Explain how the design, decoration and materials used to make an artefact can provide evidence of the wealth, power and status of the object's owner. - Identify bias in primary and secondary sources. - Interpret a primary source and understand how the context in which it was written influences the writer's viewpoint. - Explain in detail the multiple causes and effects of significant events. - Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. - Sequence significant dates about events within a historical time period on historical timelines.				Present a thoughtful selection of relevant information in a historical report, fictional narrative, in-depth study or by answering a range of historical questions. Chatham Historic Dockyard This project teaches children about the history and significance of Chatham Dockyard. They explore how it developed into one of Britain's most important naval dockyards, investigate the people and ships connected to it, and discover how it has shaped the local area through historical enquiry, fieldwork and design.
Science	Food and the Digestive System This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.	Sound This project teaches children about sound, how sound is made and how sound travels as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.	States of Matter This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.	Grouping and Classifying This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.	- Ask relevant scientific questions, independently, about the world around them and begin to identify how they can answer them. - Compare, sort and group living things from a range of environments, in a variety of ways, based on observable features and behaviour. - Construct and interpret a variety of food chains and webs to show interdependence and how energy is passed on over time. - Explain how adaptations help living things to survive in their habitat. - Explain how unfamiliar habitats, such as a mountain or ocean, can change over time and what influences these changes. - Gather, record, classify and present observations and measurements in a variety of ways (pictorial representations, timelines, diagrams, keys, tables, charts and graphs).

					- Take accurate measurements in standard units, using a range of equipment. - Use scientific vocabulary to report and answer questions about their findings based on evidence collected, draw simple conclusions and identify next steps, improvements and further questions. Electrical Circuits and Conductors This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.
Art & Design	Contrast and Complement This project teaches children about colour theory by studying the colour wheel and colour mixing. It includes an exploration of tertiary colours, warm and cool colours, complementary colours and analogous colours, and how artists use colour in their artwork.	Warp and Weft This project teaches children about the artform of weaving and how it has developed over time, including the materials and techniques required to create woven patterns and products.	Vista This project teaches children about the techniques that artists use when composing landscape images, such as colour and atmosphere.	Animal This project teaches children about the historical and cultural portrayal of animals in art. They study the visual qualities of animals through sketching, printmaking and clay modelling.	- Develop techniques through experimentation to create different types of art. Observe aquatic creatures closely and create detailed observational drawings using pencil, pen and ink. - Draw cross-sectional diagrams and create a 3-D model of the ocean zones. - Use clay to create a detailed or experimental 3-D form. - Explore and develop three-dimensional art that uses the human form, using ideas from contemporary or historical starting points. - Create a series of sketches over time to develop ideas on a theme or mastery of a technique. - Represent the detailed patterns found in natural phenomena, such as water, weather or animal skins. - Explore how artists represent mood, movement and depth in seascape paintings and drawings before creating a large-scale seascape.
Design Technology	Fresh Food, Good Food This project teaches children about food decay and preservation. They discover key inventions in food preservation and packaging, then make examples. The children prepare, package and evaluate a healthy snack.		Functional and Fancy Fabrics This project teaches children about home furnishings and the significant designer William Morris. They learn techniques for decorating fabric, including block printing, hemming and embroidery and use them to design and make a fabric sample.		Designing Submarines Make a model deep sea submarine that can withstand great pressure and travel to the deepest, darkest places on Earth. Make sure you test it first. Shipbuilding and Maritime Engineering - explore the engineering principles used in shipbuilding and dockyard machinery; - investigate the properties of materials used in historic ship construction, including timber, rope and metal; - investigate how innovation and technological developments transformed shipbuilding at Chatham Dockyard; - design, make and evaluate a product inspired by maritime engineering, applying appropriate construction techniques; - evaluate how engineering solutions met the needs of the Royal Navy and supported Britain's maritime power.
Geography	Interconnected World This essential skills and knowledge project teaches children about compass points and four and six-figure grid references. They learn about the tropics and the countries, climates and culture of North and South America. Children identify physical features in the United Kingdom and learn about the National Rail and canal networks. They conduct an enquiry to prove a hypothesis, gathering data from maps and surveys before drawing conclusions.		- Collect and analyse primary and secondary data, identifying and analysing patterns and suggesting reasons for them. - Create a detailed study of geographical features including hills, mountains, coasts and rivers of the UK. - Identify the topography of an area of the UK using contour lines on a map. - Describe altitudinal zonation on mountains. - Describe and compare aspects of physical features. - Describe and explain the transportation of materials by rivers. - Describe the properties of different types of soil. - Explain how the physical processes of a river, sea or ocean have changed a landscape over time. - Explain ways that settlements, land use or water systems are used in the UK and other parts of the world.		- Identify the location of the Tropics of Cancer and Capricorn on a world map. - Investigate a geographical hypothesis using a range of fieldwork techniques. - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. The River Medway: Transport, Trade and Defence - investigate why Chatham Dockyard was established on the River Medway and how its location supported trade, transport and defence; - use maps, aerial photographs and fieldwork to explore the

			- Identify, describe and explain the formation of different mountain types. - Name, locate and explain the importance of significant mountains or rivers. - Study and draw conclusions about places and geographical features using a range of geographical resources, including maps, atlases, globes and digital mapping. - Use four or six-figure grid references and keys to describe the location of objects and places on a map. - Use specific geographical vocabulary and diagrams to explain the water cycle.		physical and human geography of the dockyard and surrounding area; - investigate how the River Medway has influenced the development of the local area over time; - understand how geographical features contributed to the dockyard's success and lasting significance.	
RE	Islam Does praying at regular intervals help Muslims in their everyday lives? Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim.	Christianity What is the most significant part of the nativity story for Christians today? Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle.	Islam Does completing a pilgrimage make a person a better Muslim? Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim.	Christianity Is forgiveness always possible for Christians? Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him).	Islam What is the best way for a Muslim to live a good life? Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.	Christianity Do people need to go to church to show they are Christians? Uses of the church for worship and other events such as baptism and taking of Holy Communion.
Computing	Staying safe online - Know how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. - Be responsible, competent, confident and creative users of information and communication technology. - Know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). - Know that the same principles apply to online relationships as to face to face relationships, including the importance of respect for others online including when we are anonymous.	Evaluating digital content Understand computer networks including the internet; how they can provide multiple services, such as the world wide web; and the opportunities they offer for communication and collaboration.	Scratch, algorithms and debugging - Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information. - Use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs. - Use sequence, selection, and repetition in programs; work with variables and various forms of input and output. - Design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts.		Programming Select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, analysing, evaluating and presenting data and information.	
Music	Introduction to keyboards - Pupils will learn the layout of a keyboard and learn how to find the note 'C'. - Pupils will learn a specific hand technique, finger positioning and control of their right hand when playing the keyboard. - Pupils will learn the 'five finger exercise' to use as a warm up to strengthen their hand.	Christmas Performance - Pupils will begin to learn Christmas songs ready for their Christmas performance. - Pupils will apply timing, dynamics. - Pupils will build their confidence for performing.	Introduction to Manuscripts - Pupils will begin to learn and play their first tune as a solo and as a duet. - Pupils will learn to use timing when playing - Pupils will learn lines and spaces. - Pupils will learn the use of the treble clef and how to draw it on a stave.	Scale of C - Pupils will build on their knowledge of the keyboard and hand technique to play 'C Major'. - Pupils will learn the terms 'ascending' and 'descending'. - Pupils will build up to playing as a solo or as a duet.	Applying knowledge to play tunes Pupils will be introduced to 'F#' in order to play 'G Major' using the correct fingering, ascending and descending.	Manuscript - Pupils will apply their knowledge of manuscript in order to play a tune - Pupils will increase their knowledge of note value, timing and dynamics.

			Pupils will place notes on a stave and learn the note names 'A-G'.			
Personal Social Health Education (PSHE)	Being Me in My World Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Celebrating Difference Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Dreams and Goals Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthy Me Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Relationships Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Changing Me Being unique Girls and puberty Circles of change Accepting change Looking ahead
PE	Invasion Games (football) - Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, sending, receiving and dribbling a ball. - They will start by playing uneven and then move onto even sided games. - They learn to work one on one and cooperatively within a team, showing respect for their teammates, opposition and referee. - Pupils will be given opportunities to select and apply tactics to outwit the opposition.	Dance - Pupils focus on creating characters and narrative through movement and gesture. - They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. - Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. Invasion Games (basketball) - Pupils will be encouraged to persevere when developing competencies in key skills and principles such as defending, attacking, throwing, catching and dribbling. - Pupils will learn to use attacking skills to maintain possession of the ball. - They will start by playing uneven and then move onto even sided games. - Pupils will understand the importance of playing fairly and to the rules. - They will be encouraged to think about how to use skills, strategies and tactics to outwit the opposition as well as learn how to evaluate their own and others' performances. Invasion Games (tag rugby) - In this unit pupils will learn to keep possession of the ball using attacking skills. - They will play uneven and then even sided games, developing strategies and social skills to self-manage games. - Pupils will understand the importance of playing fairly and keeping to the rules. - Pupils will think about how to use skills, strategies and tactics to outwit the opposition. - They will learn how to evaluate their own and others' performances and suggest improvements.		Gymnastics - Pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways. - They develop more advanced actions such as inverted movements and explore ways to include apparatus. - They will demonstrate control in their behaviour to create a safe environment for themselves and others to work in. - They work independently and in collaboration with a partner to create and develop sequences. - Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. - In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions. OAA - Pupils develop problem solving skills through a range of challenges. - Pupils work as a pair and small group to plan, solve, reflect and improve on strategies. - They learn to be inclusive of others and work collaboratively to overcome challenges. - Pupils learn to orientate a map, identify key symbols and follow routes. Striking & Fielding (rounders) - Pupils learn how to score points by striking a ball into space and running around cones or bases. - When fielding, they learn how to play in different fielding roles. - They focus on developing their throwing, catching and batting skills. - In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. - Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.		Net & Wall Games (tennis) - In this unit pupils develop the key skills required for tennis such as the ready position, racket control and forehand and backhand groundstrokes. - Pupils learn how to score points and how to use skills, strategies and tactics to outwit the opposition. - Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. Athletics - In this unit, pupils will develop basic running, jumping and throwing techniques. - They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing. - As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.