English

How can we transform a tin forest? In English, the children will explore *The Tin Forest* by Helen Ward, developing skills in character inference and descriptive writing. They will write a diary entry in role as the old man and create vivid setting descriptions inspired by the story. Assessment will focus on planning, vocabulary choices, character understanding and independent writing.

Sounds Spooky The children will explore *What's So Spooky?* through writing and producing a spooky podcast. They will develop narrative and script-writing skills while learning to use expression, pace, tone and volume to build suspense and atmosphere. Children will rehearse, perform and record their scripts, developing confidence, fluency and awareness of their audience.

Punctuation, Vocabulary and Grammar: The children will develop their understanding of sentence structure by using adverbials of place and time, while revisiting fronted adverbials. They will explore determiners and learn how to use pronouns and possessive pronouns accurately to make their writing clear, varied and cohesive.

Maths

Times Table Focus: Recall multiples of 3, 4and 8 up to 12x in any order including missing number and division facts. Fluently count in 6s up to 12x6

Unit 1: Place value - 4-digit numbers (1)

This unit focusses on a solid understanding of place value using 4-digit numbers. This unit builds on previous learning in Year 3 about place value within 1,000. Children will continue to use these previously learnt skills and apply them when working with 4-digit numbers.

Unit 2: Place value – 4-digit numbers (2)

Consolidating learning from the previous unit, children recap that 4-digit numbers are made up of 1,000s, 100s, 10s and 1s; they will be able to represent these numbers in many different ways. Children will look at 4-digit numbers on a number line up to 10,000 and use their understanding of the number line to help compare and order numbers as well as round numbers to the nearest 10, 100 and 1,000. Children will learn to confidently count on and back on number lines.

Unit 3: Addition and Subtraction

This unit is important because it focuses on learning a range of addition and subtraction strategies, in particular the column method. Mastering this will lead to confidence in many other areas of mathematics, especially when children apply their strategies to word problems and puzzles.

Science

What's that animal?

The children will learn about and describe simple functions of the digestive system in humans. They will identify different teeth in humans and name their functions and will know how to keep teeth healthy. They will identify and compare teeth of carnivores, herbivores and omnivores. The children will construct and interpret a variety of food chains and will identify animal habitats in the locality.

Reading and Spelling

Please continue to read as much as possible and sign your child's journal. For each read, please tick their reading tally which you will find on the back page. Tallies lead to rewards! Spellings will continue to go home in your child's journal every Monday and spelling quizzes will take place the following Monday. Please practise these spellings at home with your child.

Homework:

Maths: Log into Times Tables Rock Stars https://ttrockstars.com/ as much as possible.

Spelling: Log into Emile https://emile-education.com/ as much as possible.

Homework Bingo will be given at the start of each new half term. Completed tasks can be emailed to your child's class teacher and your child will have the opportunity to share their work in class with their peers.

Year 4 Curriculum Map

Autumn 1 2026

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PE and Sport

Rugby - Physical: throw, catch, run, change direction, change speed, balance, jump. Social: support others, inclusion, communication, collaboration, respect. Emotional: determination, honesty, independence, perseverance. Thinking: decision making, comprehension, select and apply, reflection, strengths and areas for development.

Fundamentals- Physical: balance, run, dodge, hop, jump, skip; Social: respect, collaboration, support and encourage others; Emotional: determination, perseverance, honesty; Thinking: select and apply, observation, provide feedback, comprehension

Computing

Unpacking Hardware and Software

In Computing, children will explore the difference between hardware and software and learn about different types of technology. They will identify key computer components and develop an understanding of how hardware, software and systems work together.

2BeSafe – Self-Image and Identity

In E-Safety, children will explore self-image and identity, considering how people may present themselves differently online and offline. They will learn to recognise positive and negative online interactions and understand that people online may not always be who they claim to be.

Religious Education

What is the 'Trinity' and why is it important for Christians? The children will explore the difference between a 'Gospel', and a letter. They will offer suggestions about what texts about baptism and Trinity might mean and give examples of what these mean to some Christians today. They will describe how Christians show their beliefs about God, the Trinity. They will make links between some Bible texts studied and the idea of God in Christianity, expressing clearly some ideas of their own about what the God of Christianity is like.

PSHCE with RSE

How can we solve friendship difficulties? We will explore the qualities of a good friend and strategies for managing friendship problems, whilst maintaining respect, being aware of personal boundaries and the meaning of permission.

Music

Poetry- (Performing)

Develop performances of contrasting poems. Use voices to speak expressively and rhythmically. Discover ways to create ostinato and accompaniments to enhance performances.

Environment- (Composing)

Seasons and the environment provide the stimuli for compositions. Children make descriptive accompaniments and discover how the environment has inspired composers throughout history.

History

What impact did the Vikings have on the North East?

Children will identify different reasons for migration to Britain and will sequence events according to their significance. They will explain where the Vikings came from and why they came to Britain. They will describe parts of a longboat and will describe what the Vikings traded, as well as identifying trading routes. They will describe important events in the Anglo-Saxon and Viking struggle for Britain and will suggest the cause and consequences of events.

MFL – Ice cream

In this unit children will learn 10 flavours of ice-cream and the transactional language required to purchase an ice-cream in the foreign language. By the end of the unit children will have the knowledge and skills to take part in a role-play activity where they will order a cone or cup of ice-cream in the flavour(s) of their choice, specifying how many scoops of each they would like.

DT – How did the Vikings hold their money?

In Design Technology, children will explore how the Vikings carried their money before designing and making their own Viking-inspired coin purse. They will investigate existing products, develop and communicate their ideas, select suitable materials and tools, and learn sewing techniques to join fabrics. Children will evaluate their finished product against their original design criteria.