

RE



Galilee to Jerusalem
Desert to Garden
Collective worship

P.E

Gymnastics, Dance, Fitness

develop flexibility, strength, technique, control and balance [for example, through athletics and gymnastics]

perform dances using a range of movement patterns

use running, jumping, throwing and catching in isolation and in combination

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ART/DT

Spring 1: Mechanical cars

Make and design mechanical cars that use different methods of movement.

Spring 2: Sculpture and 3D: Mega materials

To create sketch books to record their observations and use them to review and revisit ideas

to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]

about great artists, architects and designers in history

English

Power of reading: Jemmy Button; Varjak Paw



- Writing in role
- Diary entry
- Poetry
- Argument
- Letter writing
- Story
- Write own myth
- Character and setting description
- Newspaper report
- Spellings
- GAPS
- Daily guided reading sessions – VIPERS, Bug Club, CGP

Maths

Multiplication and Division

Recall and use multiplication and division facts for multiplication tables up to 12×12 . 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. Recognise and use factor pairs and commutativity in mental calculations. Multiply two digit and three digit numbers by a one digit number using formal written layout. 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

Measurement – Area

Find the area of rectilinear shapes by counting squares

Fractions

Recognise and show, using diagrams, families of common equivalent fractions. Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. Add and subtract fractions with the same denominator

Decimals

Recognise and write decimal equivalents of any number of tenths or hundredths. Find the effect of dividing a one or two digit number by 10 or 100, identifying the value of the digits in the answer as ones, tenths and hundredths. Solve simple measure and money problems involving fractions and decimals to two decimal places. Convert between different units of measure [for example, kilometre to metre]



Year 4 Curriculum Map – Spring Term 2026

Mrs Nikolli and Miss Taylor



Science

Spring 1: Sound

- 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
- Recognise that sounds get fainter as the distance from the sound source increases

Spring 2: 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 common conductors and insulators, and associate metals with being good conductors



Computing



Spring 1: Logo

- design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts
- use sequence, selection, and repetition in programs; work with variables and various forms of input and output
- use logical reasoning to explain how some simple algorithms work and to detect and correct errors in algorithms and programs

Spring 2: Sound Stories

- 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



Spring 1: Stop!

Spring 2: Lean on Me

- Appreciate and understand a wide range of high-quality live and recorded music drawn from different traditions and from great composers and musicians
- Listen with attention to detail and recall sounds with increasing aural memory
- Play and perform in solo and ensemble contexts, using their voices and playing musical instruments with increasing accuracy, fluency, control and expression

Geography

Spring 1: Rainforest

Children will learn why rainforests are important to us.

History

Spring 2: Anglo – Saxon

Children will learn how life in Britain changed after the Anglo-Saxons arrived, including new home: laws, and ways of living.



<u>Computing</u> <u>Spring 1 Logo</u> - To know key commands and input simple instructions. - To use a variety of commands to create shapes using multi-line mode. - To use the Repeat command. - To change the line thickness and colour. - To use procedures to write instructions. <u>Sound Stories</u> - To understand what makes audiobooks effective and identify the key features that make them engaging. - To plan and write a script for an engaging audiobook. - To record clear narration and add sound effects to an audiobook. - To edit, improve and finalise an audiobook using recording and sound design tools.	<u>PE – Get Set 4 PE</u> <u>Gymnastics</u> - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can identify some muscle groups used in gymnastics activities. - I can plan and perform using appropriate language relating to the lesson. - I can provide feedback using appropriate language relating to the lesson - I can safely perform balances individually and with a partner. - I can watch, describe and suggest possible improvements to others’ performance and my own. - I understand how body tension can improve the control quality of my movements. <u>Dance</u> - I can choose actions and dynamics to convey a character or idea - I can copy and remember set choreography - I can explain what happens to my body when I exercise and how this helps to make me healthy - I can provide feedback using appropriate language relating to the lesson - I can respond imaginatively to a range of stimuli relating to character and narrative - I can use changes in timing and spacing to develop a dance. - I can use counts to keep in time with others and the music. - I can use simple movement patterns to structure dance phrases on my own, with a partner and in a group	<u>PE – Get Set 4 PE</u> <u>Fitness</u> - I can collect and record personal fitness data and identify areas I need to improve - I can explain what happens to my body when I exercise and how this helps to make me healthy. - I can use key points to help me to improve my sprinting techniques. - I can share ideas and work with others to manage activities. - I show balance when changing direction at speed. - I can show control when completing activities to improve balance. - I can show determination to continue working at over a period of time. - I understand there are different areas of fitness and that each area challenges my body differently.	<u>Music</u> <u>Spring 1: Stop!</u> TBAT Listen and appraise the song Stop! And other songs: Stop! – Grime, Gotta Be Me performed by Secret Agent 23 Skidoo (Hip Hop), Radetzky March by Strauss (Classical), Ho Gaya Sharabi by Panjabi MC (Bhangra and Hip Hop), Libertango by Astor Piazzolla (Tango), Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) Musical Activities: Warm up Games, Flexible Games, Learn to Sing/Rap the Song & Compose your own lyrics with the Song. Perform the Song <u>Spring 2: Lean on Me</u> TBAT Listen and appraise the song Lean on Me and other gospel-based songs: Lean On Me by Bill Withers, He Still Loves e by Walter Williams and Beyoncé, Shackles by Mary Mary, Amazing Grace by Elvis Presley, Ode to Joy Symphony No 9 by Beethoven, Lean on Me by the ACM Gospel Choir Musical Activities: Warm up Games, Flexible Games, Learn to Sing/Rap the Song & Compose your own lyrics with the Song. Perform the Song
<u>ART/DT</u> <u>Spring 1: Mechanical cars</u> - Describe key design improvements in the history of the automobile. - Measure and compare the distance travelled by different mechanical cars. - Choose and use appropriate tools and materials to make mechanical cars. - Draw exploded diagrams and annotated sketches of my different mechanical cars. - Use a problem statement to identify the design criteria. - Assess the product against the design criteria. - Conduct market research into existing products. - Provide specific feedback and adjust my design to incorporate customer feedback. <u>Spring 2: Sculptures</u> - To create an image using an artistic process - To recreate a traditional design style - To create a small scale sculpture - To paint in the style of a famous artist - To understand the role of a curator and to create an exhibit - To arrange and draw a still-life image from observation	Year 4 Curriculum Map Spring Term 2026 – Learning Intentions <u>Science</u> <u>Spring 1 Sound</u> - Identify how sounds are made, associating some of them with something vibrating. - Recognise how vibrations from sounds travel through a medium to the ear. - Find patterns between the pitch of a sound produced from an object. - Find patterns between the volume of a sound and the strength of the vibrations that is produced. - Recognise that sounds get fainter as the distance from the sound source increases. <u>Spring 2: Electricity</u> - Explain ways in which Electricity is generated. - Essential and non-essential uses of electricity. - Identify various electrical appliances and the types of electricity they use. - Predict and test complete and incomplete circuits. - Conductors and insulators. - Explain how a switch works and why it is needed.		<u>Geography</u> <u>Spring 1: Rainforest</u> - Describe a biome and give an example. - State the location and some key features of the Amazon rainforest. - Name and describe the four layers of tropical rainforests. - Understand that trees and plants adapt to living in the rainforest and give an example. - Define the word indigenous and give an example of how indigenous peoples use the Amazon’s resources. - Name one way in which the Amazon is changing. <u>History</u> <u>Spring 2: Anglo – Saxon</u> - Explain how the Britons felt when the Romans left Britain. - Suggest reasons for the Anglo-Saxon invasion of Britain. - Name the key features of Anglo-Saxon settlements. - Identify changes and continuities in settlements from prehistoric Britain. - Make inferences about artefacts. - Describe how Anglo-Saxon beliefs changed.