

# Year 4 Ashfield Junior School Curriculum Overview 2025 – 2026

Autumn 2025	Spring 2026	Summer 2026
<p><b>English CUSP Reading</b></p> <ul style="list-style-type: none"> <li>The Queen’s Nose</li> <li>The Raven</li> <li>The Girl Who Stole an Elephant</li> </ul>		
<p>Throughout the year, the children will continue to learn to use the skills of retrieval, inference, predicting, comparing and summarising; will learn to discuss the author's intent and will respond to texts with their own ideas and feelings.</p>		
<p><b>English CUSP Writing</b> Strong Start Sentence Composition</p> <ul style="list-style-type: none"> <li>Persuasive writing (adverts)</li> <li>First person diary entries</li> <li>Poems which explore form</li> <li>Third person adventure stories</li> <li>News reports</li> </ul>	<ul style="list-style-type: none"> <li>Stories from other cultures</li> <li>Explanatory texts</li> <li>Persuasive writing (adverts)</li> <li>First person diary entries</li> </ul>	<ul style="list-style-type: none"> <li>Critical analysis of poetry</li> <li>Poems which explore form (Enrichment)</li> <li>Third person adventure stories</li> <li>News reports</li> <li>Stories from other cultures</li> <li>Explanatory texts</li> </ul>
<p><b>Maths: White Rose &amp; Classroom Secrets</b></p> <p><b>Number: Place Value</b></p> <ul style="list-style-type: none"> <li>Compare and Order Number</li> <li>Read and Write Number</li> <li>Counting and Number Patterns</li> <li>Problem Solving</li> </ul> <p><b>Addition &amp; Subtraction</b></p> <ul style="list-style-type: none"> <li>Use formal written methods (like columnar addition and subtraction)</li> <li>Estimate answers</li> <li>inverse operations (like checking subtraction with addition)</li> </ul> <p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Know multiplication tables: 3, 4, and 8 times tables</li> <li>Use multiplication and division facts</li> <li>Multiply two-digit by one-digit</li> </ul>	<p><b>Multiplication &amp; Division</b></p> <ul style="list-style-type: none"> <li>Solve multiplication and division problems</li> </ul> <p><b>Measurement: Length &amp; Perimeter</b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: lengths (m/cm/ mm)</li> <li>measure the perimeter of simple 2-D shapes</li> </ul> <p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>Counting in Tenths</li> <li>Fractions as Numbers</li> <li>Equivalent Fractions (Small Denominators)</li> </ul> <p><b>Measurement: Mass &amp; Capacity</b></p> <ul style="list-style-type: none"> <li>measure, compare, add and subtract: mass (kg/g); volume/capacity (l/ml)</li> </ul>	<p><b>Fractions</b></p> <ul style="list-style-type: none"> <li>add and subtract fractions with the same denominator within one whole.</li> </ul> <p><b>Measurement: Money</b></p> <ul style="list-style-type: none"> <li>add and subtract amounts of money to give change, using both £ and p in practical contexts</li> </ul> <p><b>Measurement: Time</b></p> <ul style="list-style-type: none"> <li>Reading the Time</li> <li>Estimating and Measuring Time</li> </ul> <p><b>Geometry: Properties of Shapes:</b></p> <ul style="list-style-type: none"> <li>Shape Construction</li> <li>Angle Recognition</li> <li>Right Angles</li> </ul> <p><b>Statistics</b></p> <p><b>Interpret and present data:</b></p> <ul style="list-style-type: none"> <li>Bar charts</li> <li>Pictograms</li> <li>Tables</li> </ul> <p><b>Use information from:</b></p> <ul style="list-style-type: none"> <li>Scaled bar</li> <li>Pictograms</li> <li>Tables</li> </ul>
<p><b>Science: Mrs Stainton</b></p> <p><b>Living Things and Their Habitats:</b></p> <ul style="list-style-type: none"> <li>Recognise that living things can be grouped in various ways.</li> </ul>	<p><b>States of Matter:</b></p> <ul style="list-style-type: none"> <li>Compare and group materials together based on</li> </ul>	<p><b>Sound:</b></p> <ul style="list-style-type: none"> <li>Identify how sounds are made, associating some with vibrations.</li> </ul>

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<ul style="list-style-type: none"> <li>• Use classification keys to help group, identify, and name a variety of living things.</li> <li>• Understand that environments can change and this can pose dangers to living things.</li> </ul> <p><b>Animals, Including Humans:</b></p> <ul style="list-style-type: none"> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their functions.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators, and prey</li> </ul>	<p>whether they are solids, liquids, or gases.</p> <ul style="list-style-type: none"> <li>• Observe that some materials change state when heated or cooled, and measure or research the temperature at which this happens.</li> <li>• Understand the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	<ul style="list-style-type: none"> <li>• Recognise that vibrations from sounds travel through a medium to the ear.</li> <li>• Find patterns between the pitch of a sound and the 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> <p><b>Electricity:</b></p> <ul style="list-style-type: none"> <li>• Identify common appliances that run on electricity.</li> <li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches, and buzzers.</li> <li>• Recognise that a switch opens and closes a circuit and associate this with whether 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>
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Here are the scientific enquiry skills taught in Year 4 according to the national curriculum:  
**Asking Questions: Setting Up Enquiries: Observations and Measurements: Data Handling: Reporting Findings: Drawing Conclusions: Identifying Patterns: Using Evidence:**

<b><u>Art and Design/ Design and Technology: Kapow</u></b>		
<p><b><u>A: Drawing Skills</u></b></p> <ul style="list-style-type: none"> <li>• Power Prints</li> </ul> <p><b><u>DT: Structures</u></b></p> <ul style="list-style-type: none"> <li>• Pavilions</li> </ul>	<p><b><u>A: Painting &amp; Mixed Media</u></b></p> <ul style="list-style-type: none"> <li>• Light and Dark</li> </ul> <p><b><u>DT: Textiles</u></b></p> <ul style="list-style-type: none"> <li>• Fastenings</li> </ul>	<p><b><u>A: Craft &amp; Design</u></b></p> <ul style="list-style-type: none"> <li>• Fabric of Nature</li> </ul> <p><b><u>DT: Digital World</u></b></p> <ul style="list-style-type: none"> <li>• Mindful Moments Timer</li> </ul>
<b><u>Computing: Teach Computing &amp; Project Evolve</u></b>		
<p><b><u>Project Evolve:</u></b> Online Bullying</p> <p><b>The Internet</b> Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.</p> <p><b>Audio Production</b> Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p>	<p><b><u>Project Evolve:</u></b> Privacy and Security</p> <p><b>Repetition in Shapes</b> Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p><b>Data Logging</b> Recognising how and why data is collected over time, before using data loggers to carry out an investigation,</p>	<p><b>Photo Editing</b> Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.</p> <p><b>Repetition in Games</b> Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p>
<p><b><u>Geography: David Weatherly</u></b> <b><u>History: KeyStage History</u></b></p> <p><u>History</u></p>	<p><u>History</u></p>	<p><u>History</u></p>

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<p><b>Who from our local area would we give a blue plaque to, and why?</b></p> <ul style="list-style-type: none"> <li>• Suggest appropriate criteria for judging significance in history.</li> <li>• Suggest reasons why there have been historic issues of diversity and representation in the Blue Plaque project.</li> <li>• Identify specific types of evidence e.g. monument, stained glass window that demonstrate who has been remembered.</li> <li>• Identify, describe and explain significant parts of a given individual's life.</li> <li>• Apply agreed criteria to evaluate the actions and legacy of national and local individuals.</li> </ul> <p><u>Geography</u>  <b>Why are jungles so wet and deserts so dry?</b></p> <ul style="list-style-type: none"> <li>• Reflect upon how climate has such an important influence upon landscapes, plants animals and human activity on Earth</li> <li>• Investigate different Biomes</li> </ul>	<p><b>What do the discoveries of archaeologists tell us about the beliefs of the Ancient Egyptians?</b></p> <ul style="list-style-type: none"> <li>• Explain the role the River Nile played in the development of Egyptian civilisation.</li> <li>• Identify and describe the religious beliefs of the Ancient Egyptians.</li> <li>• Explore the evidence that exists for life at different levels of society.</li> <li>• Compare and contrast ancient societies in Mesopotamia, the Indus valley and in China with Egypt.</li> </ul> <p><u>Geography</u>  <b>Why do earthquakes cause more damage than others?</b></p> <ul style="list-style-type: none"> <li>• To investigate some key aspects of physical geography, focusing on the major outcome of tectonic activity - Earthquakes</li> </ul>	<p><b>What impact did the arrival of the Romans, Anglo-Saxons and Vikings have on Britain?</b></p> <ul style="list-style-type: none"> <li>• Revisit the features of an empire in greater depth, drawing comparisons between the Roman and Victorian empires as examples.</li> <li>• Identify the key events and reasons for the rise and fall of Roman power in Britain.</li> <li>• Explore the developments brought to Britain and compare with Iron Age life. Investigate the struggle for power in Britain between the Anglo-Saxons and Vikings.</li> <li>• Identify and describe the conversion to Christianity as a pivotal development in the nation's past.</li> <li>• Explore the varying impact and legacies of achievements, travel and trade, settlements, religion and culture.</li> </ul> <p><u>Geography</u>  <b>Beyond the Magic Kingdom: what is the sunshine state really like?</b></p> <ul style="list-style-type: none"> <li>• To enable pupils to understand the physical and human geographical features of a region in North America with which they can compare and contrast the characteristics with a region of the United Kingdom.</li> </ul>
<p>In History and Geography, pupils will develop these key skills throughout Year 3 and 4:  <b>recognise, identify, describe, observe, categorise/classify, sequence, compare and contrast, explain, select, reason/speculate, summarise, synthesise and apply.</b></p>		
<p><b><u>Music – Charanga</u></b></p> <p>Our use of units from the Charanga scheme of work is an integrated approach to music whereby pulse, pitch, rhythm, collaborative singing, playing an instrument, improvisation and composing are threaded throughout units and are progressive as children move through the school. We also study different musicians each month as a whole school focus.</p>		
<p>Autumn 1: Unit – Lean on me</p> <p>Autumn 2: Christmas Performance</p>	<p>Spring 1: Unit – Blackbird</p> <p>Spring 2: Unit – Song &amp; Video Project</p> <p>This is a cross-curricular unit based around a song with a music video outcome. Children learn fact about this topic area during the unit.</p>	<p>Summer 1: Music research project – African music:</p> <ul style="list-style-type: none"> <li>• Origin, genres &amp; instruments</li> <li>• Traditions &amp; dance</li> </ul> <p>Summer 2: Unit – Classroom Jazz 1</p>
<p><b><u>Spanish: Language Angels</u></b></p> <p><b>Phonics</b>  Pupils will learn a selection of the key phonemes to facilitate accurate and authentic pronunciation as part of their language learning experience.</p> <p><b>Seasons</b></p>	<p><b>Vegetables</b>  Pupils will learn 10 common vegetables in their plural form with their definite articles.</p> <p><b>Presenting myself</b>  Pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish.</p>	<p><b>My Family</b>  Pupils will have the knowledge and skills to make a presentation about their own/a fictitious family in both spoken and written form in Spanish.</p> <p><b>In the classroom.</b>  Pupils will have the knowledge and skills to present both orally and in written form about what they have and do not</p>

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<p>Pupils will learn the four seasons of the year along with a key feature for each season in Spanish.</p>	<p>Pupils focus on asking questions as well as providing accurate replies.</p>	<p>have in their pencil cases and/or school bag in Spanish.</p>
<p><b><u>PHYSICAL EDUCATION</u></b>  <b>Apply the physical literacy skills required to actively participate and compete in a range of modified small sided games</b></p> <p>Swim a minimum of 25 metres using a range of strokes, understanding water safety, hazards and risks and perform self-rescue.</p> <p>Refine and master the range of physical literacy skills through Fitness.</p> <ul style="list-style-type: none"> <li>• Principles of Attacking &amp; Defending</li> <li>• Developing Resilience</li> <li>• Developing Respect &amp; Sportsmanship</li> </ul>	<p>Refine and master the range of physical literacy skills through Gymnastics, Cricket.</p> <p>Perform a range of survival skills – using a map and compass, building a shelter, complete an orienteering trail, navigate unfamiliar and varying terrain.</p> <ul style="list-style-type: none"> <li>• Developing Resilience</li> <li>• Developing Ownership and Responsibility</li> <li>• Developing Cooperation</li> <li>• Developing Role Modelling</li> </ul>	<p>Refine and master the range of physical literacy skills through Tennis &amp; Athletics activities.</p> <p>Apply the physical literacy skills required to actively participate and compete in a range of modified games (dodgeball)</p> <p>Perform increasingly complex dance movements and routines with control and coordination.</p> <ul style="list-style-type: none"> <li>• Developing Confidence</li> <li>• Principles of Attacking &amp; Defending</li> <li>• Developing Respect &amp; Sportsmanship</li> </ul>
<p><b><u>PSHE:1decision &amp; Jigsaw PSHE</u></b></p> <ul style="list-style-type: none"> <li>• <b>Keeping &amp; Staying Safe</b> Road Safety</li> <li>• <b>Celebrating Difference</b> Inclusion &amp; Anti-Bullying</li> </ul> <p><b>Project Evolve:</b> Online Bullying (Anti-bullying).</p>	<ul style="list-style-type: none"> <li>• <b>Dreams &amp; Goals</b> Motivation &amp; Resilience</li> <li>• <b>Keeping &amp; Staying Healthy</b> Healthy Living</li> </ul> <p><b>Project Evolve:</b> Privacy &amp; Security</p>	<ul style="list-style-type: none"> <li>• <b>Growing &amp; Changing Relationships</b></li> <li>• <b>RSE Changing Me</b> Puberty</li> </ul>
<p><b><u>RE: Jigsaw RE</u></b></p> <p><b><u>Christianity</u></b>  Do people need to go to church to show they are Christians?</p> <ul style="list-style-type: none"> <li>• rites (or Sacraments) that are performed in churches</li> <li>• how and why Christians might choose to worship in a church</li> </ul>	<p><b><u>Islam</u></b>  What is the best way for a Muslim to live a good life?</p> <ul style="list-style-type: none"> <li>• some of the ways Muslims might try to live a good life, showing Allah respect and developing self-discipline</li> </ul>	<p><b><u>Buddhism</u></b>  What is the best way for a Buddhist to lead a good life?</p> <ul style="list-style-type: none"> <li>• more of the Buddha’s teachings with a focus on being in control of our minds and putting in effort in order to be the best we can be</li> </ul>