Year 4 Long Term Curriculum Overview 2026 - 2027: LKS2

	Autumn 1 **Spark's Might Fly**	Autumn 2 **The Great Plague**	Spring 1 **The Art of Food**	Spring 2 **Passport to Europe**	Summer 1 **Water, Water Everywhere**	Summer 2 **Hunted**
English	Explanations - Stories with fantasy settings. Film and Playscripts -	Fairy Tales – Classic poetry – Recount – newspapers	Stories with issues And dilemmas – Persuasion -	Novel as a Theme – we will use prepositions and adverbs to write a short story. Non-Chronological reports –	Stories with a theme – Poems with a structure – Information booklets -	Folktales – we will write our own using prepositions and speech. Debates – we will
Maths	**Place Value** **Addition & subtraction**	**Measurement Area** **Multiplication & Division A**	**Multiplication & Division B** **Length & perimeter**	**Number - Fractions** **Number - Decimals A**	**Number - Decimals B** **Measurement Money** **Measurement Time**	**Geometry – Shape** **Statistics** **Position and direction**
Science	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	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 • Recognise that sounds get fainter as the distance from the sound source increases	Digestive System Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions Comparing the teeth of carnivores and herbivores and suggesting reasons for differences (non-statutory).	States of matter Compare and group materials together, according to whether they are solids, liquids or gases. • 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 (°C). • Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.	Grouping and classifying • Recognise that living things can be grouped in different ways; • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment; Recognise that environments can change and that this can sometimes pose dangers to living things.	Habitats and food chains Construct and interpret a variety of food chains, identifying producers, predators and prey To understand there are producers, consumers, predators, prey in a food chain and their roles and functions. Different habitats will have different food chains How food chains can be affected by farming, overfishing or human activity.

	lights in a simple series circuit • Recognise some common conductors and insulators, and associate metals with being good conductors					
Computing	**Unpacking hardware and software** **Animation**	**Animation** **Logo**	**Sound stories**	**Effective searching**	**Coding**	**Composing beats** **Introduction to AI**
History		Children will know the date of The Great Fire of London and describe London before The Great Fire. They will discuss what was the plague and discuss plague symptoms and remedies. Children will describe the housing conditions And why the plague spread so quickly.			Children will know the period the Ancient Egyptian civilisation took place. They can explain the importance of the River Nile during Ancient Egypt and name who built the pyramids of Ancient Egypt. They can explain why they were built using historical vocabulary.	
Geography		Children will locate at least 2 border counties, describing at least one difference between life there and here. They can describe the impact of physical geography on the creation of modern London as the trade capital of the UK.		Children can name at least 5 European countries and major cities. Pupils can describe how 2 similarities and differences between a chosen area of Europe and life in the UK.	Children will name and locate the major locations in North and South America Identify the position and significance of latitude, longitude, Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle.	
Art		To design and make a skull printing block to create a rotating print.	To use skills and techniques to create a still life model of a fruit or vegetable out of clay.		To create an Egyptian profile drawing/painting inspired by hieroglyphics onto papyrus paper. (coffee staining)	
Design Technology	**ICT and electrical systems- control and electrical components** Children will plan a sequence of actions to make			**Textiles Seams, stiffening and strengthening, materials and fastenings**. Children will plan a sequence of actions to make a money		**Cooking and Nutrition** Children will understand what makes a healthy and balanced diet, and that different foods and drinks

	a product. Use prototypes to develop and share ideas – identify the strengths/weaknesses of their design ideas in relation to purpose/user.			container. They will record the plan by drawing using annotated sketches. They will use prototypes to develop and share ideas and think ahead about the order of their work and decide upon tools and materials. The children will propose realistic suggestions as to how they can achieve their design ideas.		provide different substances the body needs to be healthy and active
Music Y4 Wider Opps	Ukulele skills Learn the parts of a ukulele and how to play the ukulele.	Create a simple chant using notation – creating – experiment with a ukulele.		Practice, rehearse and present a performance.		Practice, rehearse and present a performance.
PSHE	**Mental health and wellbeing** **How do we manage our feelings?** Children understand that feelings can change over time and that they can be felt differently. Children will understand the importance of expressing feelings and they know different ways to express these feelings (art, poetry, writing, song, dance, thought, solitude etc) We will explore how to access advice and support to help manage our ownor others' feelings.	**Exploring ways to manage risks** **Assess and manage risks in different contexts and the role that peer influence can play in personal safety.** Children will explore firework safety and how to keep safe at home. They will identify ways to independently cross the road safely and explore risks in relation to gambling. Children will also look at drug education: medicines and household products and smoking, vaping and alcohol.	**Forming respectful relationships** **How do we treat each other with respect?** Children recognise that others behaviours affect them. Children can talk about respectful behaviours, rights and responsibilities. Children know that privacy is a right. They can tell when a confidence should be shared and how to share it. Children understand 'The Rights of the Child'. Children know how to include others even if they have differences - they know what to do if they witness discrimination or disrespect. Children know how to recognise and respond to inappropriate behaviours.	**Money matters and news literacy** **Explore how attitude and influence can impact decisions and money.** Children understand how money is used and making decisions about money. Children will explore how news affects feelings, fake or real news, and question images that appear in the news.	**Health and wellbeing** **Growing and changing; puberty.** **How will we grow and change?** Children are able to talk about the physical, mental and emotional changes during puberty. Children understand the changes to their bodies during puberty and the importance of hygiene. (If deemed necessary) Children understand menstruation and menstrual wellbeing and know who to talk to about these if needed.	**Families and growing together** **Understanding diverse family structures and how families can change.** Children have a good understanding of family relationships, diverse families and family changes. Children will also explore marriage and relationships.

RE	4.5 Are all churches the same? Are all places of worship the same? Do people worship God in the same way?	4.2 Christmas: Why is Jesus described as the light of the world? Why is light an important symbol in World Faiths?	4.3 Jesus: Why do Christians believe Jesus us the Son of God?	4.4 Easter: A story of betrayal or trust? What do World Faiths say about forgiveness?	4.6 What is prayer? How do people of World Faiths Pray?	4.1 David and the Psalms; What values do you consider to be important?
MFL French	<u>Ça va (song)</u> <u>Feelings, colours and Christmas</u> • Introduction to sounds of language • Greetings and feelings • Colour adjectives and Christmas • feminine nouns • <u>Simple sentence with a connective</u>		<u>Une pole sur un mur (rhyme)</u> <u>Clothes</u> • Introduction to letter and sound • correspondences • Gender of nouns and plurals • Counting items of clothing • Say what you are putting on and ask <u>others</u>		<u>Pourquoi? (storv)</u> <u>Pets</u> • Developing understanding of letter • and sound correspondences • Simple sentences in the positive and • negative using | have and I have not • Position of colour adjectives with • animal nouns • <u>Asking questions</u>	
PE	Children will learn how to show confident signs of effective decision-making and signs of critical thinking and judgement individually and as a team.	Children will perform various exercises improving strength, flexibility and cardio. They will perform exercises in time with music and understand which exercises improve strength	Children will work in teams against other teams in a variety of game situations. They will evaluate and improve their performances in an attempt to outwit their opposition.	Children will dribble effectively into space by using their feet. They will avoid collisions with others while dribbling and will be able to apply pressure to an attacker to successfully tackle them.	Children will participate in fun games or activities and are able to win and lose. They will show good sportsmanship towards others at the end of a game. They will use effective communication skills during activities.	Children will create a map listing several important locations and also create a treasure hunt using compass points. They will successfully create a secret code for another team.