# Year 4: Autumn Term 2, 2026 Curriculum Overview

## English

**Class Text: The Midnight Fox by Betsy Brandt**

**Text-related work:**

- Creating a story map and actions to help learn the story off by heart.
- Picking apart the text to understand the toolkit needed to include characterisation.
- Clarifying unfamiliar vocabulary to help understand the text.

**Reading:**

- Develop pleasure in reading, motivation to read, vocabulary and understanding by listening to and discussing a wide range of texts at a level beyond that at which they can read independently.
- Discussing word meanings and linking new meanings to those already known.
- Making inferences on the basis of what is being said and done.
- Making sensible predictions based on what has been read so far and previous reading of similar books. Participate in discussion about what is read to them, taking turns and listening to what others say.

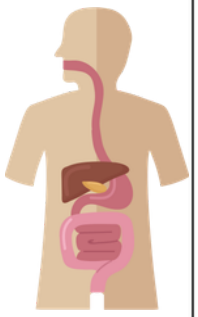
**Writing**

- Re-reading what they have written to check that it makes sense.
- Reading aloud their writing clearly enough to be heard by their peers and the teacher.
  Using conjunctions such as 'but', because', 'or' and 'so'.

## Science

**Animals including humans—Food and digestion**

- Identify th e organs in the digestive system
- Describe the functions of the main organs in the digestive system.
- Identify the types of human teeth and their functions. Investigate the effects of different liquids on the teeth.
- Understand food chains including producer, predator and prey.
- Explore food webs



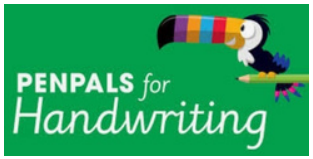
## Spelling & Handwriting

**Spellings**

- Understanding what a homophones is and when to use the different spellings of homophones.
- Adding the suffix '-ly' to words that end in 'y' and 'ic'. Adding the prefix 'inter-'.
- Understanding the spelling of words with the 'ay' sound are spelt with 'eigh', 'ei' or 'ey'.

**Handwriting**

- Practicing diagonal join from p and b to ascenders e.g. *ph, pl,bl*
- Practicing diagonal join from p and b with no ascenders e.g. *bu, bi, pu*
- Revising using ascenders and descenders as well as letters which do not join.



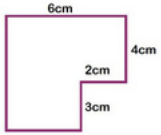

## Mathematics

**Number: Consolidationof Additionand Subtraction**

- Using column method to subtract 3 digit and two 4 digit numbers.
- Using a range of different strategies to support efficient subtraction.
- Using rounding to estimate an answer.

**Measurement: Length and perimeter**

- Understanding the conversion from m to cm and cm to mm.
- Converting between kilometres and meters.
- Using the squares on the grid to find the perimeter of a given shape.
- Fining the perimeter of squares and rectangles using the length of their sides.
- Finding the perimeter of a rectilinear shape.




**Number: Multiplication and division**

- Multiplying and dividing by 10 and 100 using knowledge of place value.
- Understanding the pattern seen when multiplying by 1 and 0
- Specific focus of 3, 6, 7 and 9 multiplication and division facts.

## PE

**Specialist PE: Hockey**

- To develop skill of sending the ball with a push pass
- Complete physical warm ups based around hockey
- Evaluate games and ask questions about effectiveness of these tactics
- Further develop the fundamental principles of play when replicating core skills and movement needed including; passing, receiving, dribbling, shooting.

**Swimming: Backstroke arms & breathing technique**

- To improve confidence of swimming in different styles, focussing on underwater push and glides.
- To get used to swimming without goggles.

## RE

**Who do Hindus worship?**

- Describe beliefs about Brahman, avatars and murtis, particularly of the trimurti and how they are linked to understanding the cycle of life.
- Describe some Hindu worship practices of these deities, including puja.

## PSHE

**What action can I take to look after my health?**

Our bodies need different types of nutrients, in different amounts, to stay healthy and grow.

- Online images can affect how people feel about their bodies.
- Coping strategies can help us manage difficult emotions.

## Art & DT

**Art—painting and mixed media—Light & dark**

- To investigate different ways of applying paint
- To explore how paint can create very different effects
- To consider proportion and composition when planning a still-life painting
- To apply knowledge of colour mixing and painting techniques to create a finished piece

**Design & Technology: Healthy and Varied Diet**

- Follow procedures for safety and hygiene To know that food is grown, reared and caught in the UK, Europe and the wider world
- To understand that a healthy diet is made up from a variety and balance of different food and drink
- To be able to explain the components of the 'Eat well' plate
- To know that to be active and healthy, food and drink are needed to provide energy for the body

## Computing

**Google: Computing systems and networks:**

- Understand the need to be thoughtful when working on a collaborative document.
- Use comments to suggest changes to a document and understand how to resolve comments.
- Use a variety of different slide styles to convey information, including images and transitions.

## Music

**Performing: Reading Notation - Pitch**

- Confidently read and perform pitch notation within a range of do-so (e.g. C–G).
- Begin to demonstrate an understanding of clefs and the stave.

## Hist ory

**Traders &Explorers:Vikings and Anglo-Saxons Struggle for the Kingdoms of England**

- Further knowledge of the Viking raid on the monastery at Lindisfarne (793 CE).
- Understanding that some Vikings raided Britain and other countries, whilst others settled and lived in Britain and other countries.
- Knowledge that initially the Vikings were raiders, but over time they began to settle in Britain Knowledge that some Vikings were early explorers (and skilled navigators) – and Leif Eriksson is believed to be the first European to set foot in the continent of North America.
- Knowledge of how (and what) the Vikings traded
- Knowledge that the Anglo-Saxons were initially pagan, but they converted to Christianity.
- Knowledge that there were many truces between the Anglo-Saxons and Vikings, but they were frequently broken.
- Knowledge of why King Alfred was called 'the Great'
- Knowledge of what the Danelaw was and what Danegeld was.
- Knowledge about the significance of the Vikings in the history of this country and their legacy Knowledge that the names of some of the days of the week come from the Vikings.
- Knowledge of the term ' The Dark Ages' – mainly because there was so much fighting (and this restricted human progress).

## French

**Do you have a pet?**

- To ask 'do you have a pet?' and learn 8 nouns and matching gender articles for animals
- To use 'I have', 'I do not have' and 'and' to talk about pets
- To practice using our new vocabulary