Year 4 - Learning Overview Spring Term 2026

| English | Maths |
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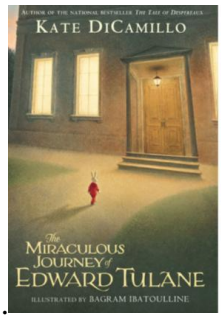
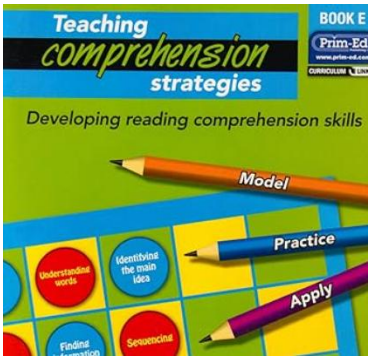
| **Writing**<br>**The Miraculous Journey of Edward Tulane by Kate Di Camillo**<br>  <br><br>• Diary entries<br>• Setting description<br>• Poetry<br>• Narratives<br>• Book Review<br><br>Throughout the term, there will also be opportunities for the children to apply their understanding of grammar, as well as cross curricular reading and writing.<br>**Reading**<br>  <br> | **Fractions**<br>Unit and non-unit fractions of amounts<br>Equivalent fractions; simplest form; +/-<br>**Multiplication and Division**<br>Times tables: x/÷ facts<br>Times tables revision: factors and multiples<br>**Shape**<br>Draw circles, study polygons, e.g. triangles<br>Identify and explore<br>3-D shapes<br>Co-ordinates: draw polygons<br>**Decimals and Fractions**<br>Introduction to one place decimals<br>Consolidate one-place decimal numbers<br>Rehearse equivalence: fractions/decimals<br>Decimals: x/÷ by 10/100; +/- 0.1<br>**Addition and Subtraction**<br>Adding money using column addition<br>Count up to find change and differences<br>Column addition:<br>4-digit numbers<br>Subtraction strategies; written methods<br>**Multiplication and Division**<br>Multiply multiples of 10 and 100<br>Grid multiplication: vertical layout<br>Division: chunking with remainders<br>**Shape**<br>Line of symmetry: identify and construct<br>Angle types; properties of polygons |

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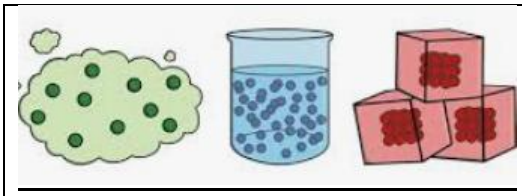
| | Times Tables Rock Stars – Times Tables Rock Stars (ttrockstars.com) |
| Science | Geography |
| **Electricity**<br> <br>▪ Identify common appliances that run on electricity.<br>▪ Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.<br>▪ 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.<br>▪ Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.<br>▪ Recognise some common conductors and insulators, and associate metals with being good conductors.<br><br>**States of Matter** | **Where does our food come from?**<br> <br>• Identify that different foods grow in different biomes and say why.<br>• Explain which food has the most significant negative impact on the environment.<br>• Consider a change people can make to reduce the negative impact of food production.<br>• Describe the intentions around trading responsibly.<br>• Explain that food imports can be both helpful and harmful.<br>• Describe the journey of a cocoa bean.<br>• Locate countries on a blank world map using an atlas.<br>• Use a scale bar correctly to measure approximate distances.<br>• Collect data through an interview process.<br>• Analyse interview responses to answer an enquiry question.<br>• Discuss any trends in data collected. |



- 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.

| History | PE |
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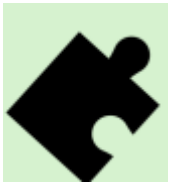
**How hard was it to invade & settle in Britain?**

- 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.

**OAA**



- Pupils will work within teams to find effective strategies and tactics in order to complete the different problem solving challenges successfully.
- Pupils will apply an ability to evaluate and improve strategies to solve the problems.
- Pupils will develop life skills such as trust and collaboration as they work effectively with their team mates to complete the challenges.
- Pupils will demonstrate leadership attributes as they take responsibility for their team members.

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| • Make inferences about artefacts.<br>• Describe how Anglo-Saxon beliefs changed.<br>• Explain how missionaries spread Christianity.<br>• Explain the threat the Vikings posed to the Anglo-Saxons.<br>• Identify the qualities needed to be a monarch in 1066. | **Handball**<br> <br>• Pupils will be able to apply a secure understanding of passing, moving and shooting in order to score points against another team.<br>• Pupils will demonstrate a growing understanding of the difference between attack and defence. Pupils will know where and when to shoot and when to defend.<br>• Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game.<br>• Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding<br>**Hockey**<br> <br>• Pupils will be able to apply a secure understanding of passing, moving and dribbling and develop their skills of blocking and tackling, to prevent attacks.<br>• Pupils will demonstrate a growing understanding of the difference between attack and defence as well as when, where and why we execute certain skills. |

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| | • Pupils will develop life skills such as trust and cooperation as they collaborate with others and apply the rules of the game.<br>• Pupils will continue to develop and apply life skills such as resilience and self motivation as they strive to improve their own performance and understanding.<br><br>**Swimming**<br> |
| PSHE | Computing |
| <br>**Dreams and Goals**<br>• Know what their own hopes and dreams are<br>• Know that hopes and dreams don't always come true<br>• Know that reflecting on positive and happy experiences can help them to counteract disappointment<br>• Know how to make a new plan and set new goals even if they have been disappointed<br>• Know how to work out the steps they need to take to achieve a goal<br>• Know how to work as part of a successful group<br>• Know how to share in the success of a group | **Creating Media: Website Design Google**<br> <br>• Use most of the tabs (e.g. insert, pages, themes) on Google Sites on their website.<br>• Create a clear plan for their web page and begin to create it.<br>• Create a professional looking web page with useful information and a clear style, which is easy for the user to read and find information from.<br>• Create a clear plan by referring back to their checklist.<br>• Create four web pages with a range of features on their website. |

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| **Healthy Me**<br>• Know how different friendship groups are formed and how they fit into them<br>• Know which friends they value most Know that there are leaders and followers in groups<br>• Know that they can take on different roles according to the situation<br>• Know the facts about smoking and vaping and its effects on health<br>• Know some of the reasons some people start to smoke<br>• Know the facts about alcohol and its effects on health, particularly the liver<br>• Know some of the reasons some people drink alcohol<br>• Know ways to resist when people are putting pressure on them<br>• Know what they think is right and wrong | **Skills Showcase: HTML**<br> <br>• Recognise the role of HTML in a web page.<br>• Add text between the heading and paragraph tags.<br>• Explore a web page using the inspect tool.<br>• Explain how they altered the HTML to create their posters.<br>• Alter the basic elements within a web page using the inspect tool.<br>• Replace the text and images in a webpage. |
| RE | French |
| **Just how important are our beliefs?**<br> | <br>**Goldilocks and the three bears**<br>• Objective 1: I will listen to the familiar fairy tale Goldilocks in French and |

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| • Describe what baby welcoming ceremonies mean to some people.<br>• Explain the role of adults in these ceremonies, especially the promises or commitments they make.<br>• Describe the significance of commitment ceremonies to some people.<br>• Understand the cultural and religious importance of commitment ceremonies.<br>• Identify various items of clothing that people wear to express their beliefs.<br>• Explain what items may signify about an individual's commitments or convictions.<br>• Give examples of religious fasting and dietary restrictions.<br>• Explain some reasons why people might demonstrate their commitment to beliefs through their diet.<br>• Evaluate the ways people may demonstrate their commitment to beliefs in seen and unseen ways.<br>• Justify their ideas about how sacrifice and commitment may show how important a person's beliefs may be. | understand the meaning using picture cards.<br>• Objective 2: I will relisten to the familiar fairy tale and retain more new vocabulary using word cards.<br>• Objective 3: I will relisten to the familiar fairy tale and consolidate my new knowledge with phrase cards.<br>• Objective 4: I will use my new knowledge to re-write the story of Goldilocks in French.<br>• Objective 5: I will present my version of the story to the class.<br><br>**<u>In the classroom</u>**<br>• Objective 1: I will learn the nouns and determiners for 6 classroom objects in French.<br>• Objective 2: I will learn 6 more nouns and their determiners for classroom objects in French.<br>• Objective 3: I will learn how to answer the question 'Qu'est-ce qu'il y a dans ta trousse ?' (What do have in your pencil case?)<br>• Objective 4: I will learn how to move from an indefinite determiner (a) to a possessive adjective (my) in French.<br>• Objective 5: I will learn the negative response and use all my new knowledge to say what I have/do not have in my pencil case. |

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| **Who was Jesus really?**<br> <br>• Share ideas about what Jesus might have been like.<br>• Think critically about different representations of Jesus.<br>• Explain the actions and qualities of Jesus which led some people to believe he was the Messiah.<br>• Interpret extracts from prophecies in the Old Testament and making connections with events in the New Testament.<br>• Explain the meaning of a parable.<br>• Identify messages in Jesus' parables.<br>• Discuss how different people might interpret accounts about Jesus.<br>• Suggest what some Christians may learn from the Easter story | |
| Music | Art |
| **Stop!**<br> | **Drawing with Realism: Exploring tone,** |

**1. 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)
- Can't Stop The Feeling! by Justin Timberlake (Pop with soul, funk and disco influence)
- Libertango by Astor Piazzolla (Tango)
- Mas Que Nada performed by Sergio Mendes and the Black Eyed Peas (Bossa Nova and Hip Hop) 1.

**Musical Activities –**

a. Warm Up Games (including vocal warm ups)

b. Flexible Games (optional extension_work)

c. Learn to Sing/Rap the_Song

d. Compose your own lyrics with the Song

**2. Perform the Song**

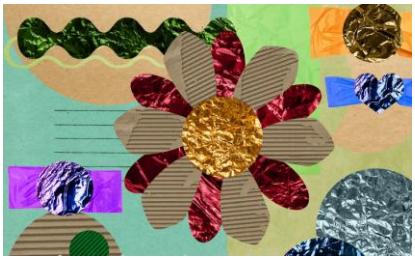
perform and share your learning

**Lean on me**

**1. Listen and Appraise the song Lean On Me and other gospel-based songs:**

- Lean On Me by Bill Withers

**texture and proportion**



- Create a three-dimensional effect by using contrasting tones to show light and dark.
- Combine lines and marks to represent different textures.
- Use lines and marks in different ways to represent dark and light areas (tone).
- Comparing the sizes of different objects to draw them in proportion.
- Represent the size of one object relative to another.
- Consider where to place each element thinking carefully about the space.
- Show texture in the collage.
- Use the impasto technique to create textured effects.

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| • He Still Loves Me by Walter Williams and Beyoncé<br>• Shackles by Mary Mary<br>• Amazing Grace by Elvis Presley<br>• Ode To Joy Symphony No 9 by Beethoven<br>• Lean On Me by The ACM Gospel Choir<br>**Musical Activities**<br>a. Warm Up Games (including vocal warm ups)<br>b. Flexible Games (optional extension work)<br>c. Learn to Sing/Rap the Song<br>d. Compose your own lyrics with the Song<br>**2. Perform the Song**<br>perform and share your learning | |
| DT | |
| **Electrical Systems: Torches**<br> <br>• Identify electrical products and explain why they are useful.<br>• Help to make a working switch.<br>• Identify the features of a torch and how it works.<br>• Describe what makes a torch successful. | |

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| • Create suitable designs that fit the success criteria and their own design criteria.<br>• Create a functioning torch with a switch according to their design criteria. | |