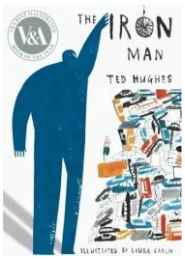
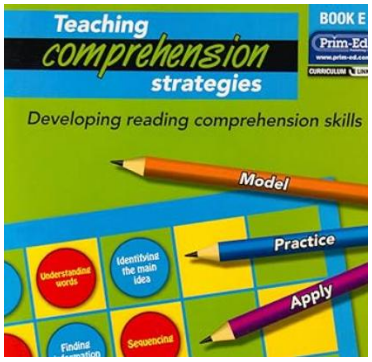
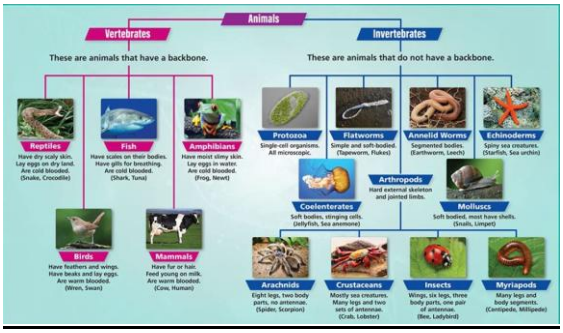
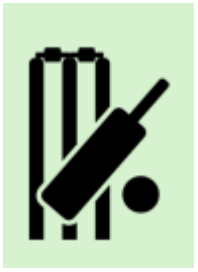
Year 4 - Learning Overview Summer Term 2026

English	Maths
Writing The Iron Man by Ted Hughes  Character description Diary entry Persuasive letter **Reading**  Inferring Cause and effect Fact and opinion Point of view and purpose	Times Tables Rock Stars – Times Tables Rock Stars (ttrockstars.com) **Place Value** Place and round 4-digit numbers on lines Negative numbers in temperature Count in 25s/1000s; Roman numerals **Addition and Subtraction** Column addition, including money Expanded & compact column subtraction Column subtraction, 3- & 4-digit numbers **Measures and Data** Measure in m, cm, mm: convert units Use SI units: bar charts **Decimals and Fractions** Introduction: 1- and 2-place decimals Decimal/fraction equivalents, 10/100th Compare, order 2-place decimal numbers **Multiplication and Division** Factors, multiples, mental multiplication Scaling and correspondence problems Efficient chunking with remainders Multiplication problems, formal methods Revise problems: all four operations **Measures and Data** Find the area of rectilinear shapes Perimeters of rectilinear shapes; area **Addition and Subtraction** Appropriate strategies to add/subtract Column add/subt with 3- and 4-digit numbers Choose methods for add/subt problems **Decimals and Fractions** Add/subt 0.1s and 0.01s: measures problems Equivalent fractions; fraction problems

Science	Geography
Classification  • recognise that living things can be grouped in a variety of ways (plants: trees, grasses, flowers, ferns and mosses, vertebrates: fish, amphibians, reptiles, birds, and mammals. Invertebrates: snails and slugs, worms, spiders, and insects • 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.	**What are rivers and how are they used?** • Identify water stores and processes in the water cycle. • Describe the three courses of a river. • Name the physical features of a river. • Name some major rivers and their location. • Describe different ways a river is used. • List some of the problems around rivers. • Describe human and physical features around a river. • Identify the location of a river on an OS map. • Make a judgement on the environmental quality in a river environment. • Make suggestions on how a river environment could be improved.
History	PE
How did the achievements of the ancient Maya impact their society and beyond? • Sequence the key periods of the Ancient Maya civilisation.	**Cricket**  • Pupils will develop their bowling, throwing, catching, stopping, retrieving and batting skills applying increasing

• Identify periods that were happening in Britain at the same time. • Explain how the Ancient Maya settled in the rainforest and the challenges they faced. • Describe Ancient Maya beliefs. • Name the features of the Ancient Maya cities. • Make deductions about the Ancient Maya cities. • Evaluate the reasons for the decline of the Maya civilisation. • Understand the importance of archaeologists, archivists and historians in constructing our understanding of the past.	accuracy to outwit their opponents and win the game. • Pupils will apply an understanding of where, when and why we utilise our fielding skills to stop the batters using their batting skills to outwit the fielders. • Pupils will develop life skills such as respect and cooperation as they collaborate with others and apply the rules of the game. • 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. • **Athletics** • Pupils will be able to apply the correct technique for sprinting. They will explore pacing and the correct technique for triple jump and javelin. • Pupils will develop life skills such as communication and encouragement as they collaborate with others and support each other to improve and develop. • 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

PSHE	Computing
Relationships .Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships • Know that loss is a normal part of relationships • Know that negative feelings are a normal part of loss • Know that memories can support us when we lose a special person or animal • Know that change is a natural part of relationships/ friendship • Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe. **Changing Me** • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that personal hygiene is important during puberty and as an adult • Know that change is a normal part of life and that some cannot be controlled and have to be accepted • Know that change can bring about a range of different emotions	**Programming 2: Computational Thinking** • Understand that problems can be solved more easily using computational thinking. • Recognise decomposition, abstraction, algorithm design and pattern recognition as key computational thinking skills. • Explain how decomposition and abstraction simplify problem-solving. • Identify patterns in problems and use them to solve problems. • Design clear algorithms and justify their choices. • Create logical sequences of steps to complete a task or project. • Use computational thinking skills to code, refine and evaluate their work. • **Data Handling: Investigating Weather** • Search the web efficiently to find temperatures of different cities and record this accurately. • Design a weather station that gathers and records sensor data, explaining how it works and the units of measurement it would use.

	• Design an automated machine that uses selection to respond to sensor data. • Search for and record weather forecast information in a spreadsheet and explain how this data is collected. • Create a video which includes weather forecast information.
RE	French
Why is the Bible the best-selling book of all time? • Identify events involved in the compilation and creation of the first Christian Bible. • Comparing different types of writing found in the Bible and discussing their purposes. • Explain the criteria used to decide which texts were included in the canonised Bible. • Explain the impact of key figures and events on the development of the modern-day Christian Bible. • Describe how and why the Christian Bible has developed over time. • Explain the concept of interpretation and why it is an essential practice for many Christians when reading the Bible. • Investigate and identify where the Bible is found in different churches and how this has changed over time. • Identify examples of how the Bible has influenced modern British life. • Present their learning about the Bible's impact and relevance.	 **At the tea room** Recall from memory a wider range of nouns and indefinite articles/determiners for common foods, snacks and drinks in a typical French 'salon de thé, improving our cultural knowledge of France. • Understand better how to make nouns plural in French. • Improve our knowledge of French currency. • Order in French what we would like to eat and drink in a role-play. **What is the weather** .Ask what the weather is like and respond in French. • Recognise and recall the conjunctions 'et' (and) & 'mais' (but). • Recognise and recall the 4 core compass points in French. • Recognise and recall numbers 1-31 in French to express the temperature. • Recognise and recall the 7 days of the week and the time of day in French. • Present a weather forecast in French

• **Does the language of scripture matter?** • Describe some oral traditions in some ancient societies. • Understand the reasons written traditions developed. • Discuss why new languages develop as a result of diaspora. • Consider the role of Biblical Hebrew and Classical Arabic for many Jewish and Muslim people today. • Identify religious and cultural uses of Hebrew and Arabic. • Describe why some believers choose to learn and read the language of their religious scripture. • Identify an ancient language, a translation and a commentary in a copy of a page of scripture. • Consider what might be holy to a believer. • Describe how translations, the creation of scripts like Gurmukhi and artwork made religious teachings more accessible. • Reflect on why some scriptures have no art or symbols	

Music	Art
 Listen and Appraise -the song Blackbird and other songs by The Beatles : ● Blackbird by The Beatles ● Yellow Submarine by The Beatles ● Hey Jude by The Beatles ● Can't Buy Me Love by The Beatles ● Yesterday by The Beatles ● Let It Be by The Beatles **Musical Activities** - learn and/or build on your knowledge and understanding about the interrelated dimensions of music through: a. Warm-up Games (including vocal warm-ups) b. Flexible Games (optional extension work) c. Learn to Sing the Song d. Play Instruments with the Song e. Improvise with the Song f. Compose with the Song **Perform the Song**- Perform and share your learning as you progress through the Unit of Work.	**Sculpture and 3D: Mega Materials** • Try drawing in an unfamiliar way and take risks in their work. • Use familiar shapes to create simple 3D drawings and describe the shapes they use. • Draw a simple design with consideration for how its shape could be cut from soap. • Transfer a drawn idea successfully to a soap carving. • Make informed choices about their use of tools. • Successfully bend wire to follow a simple template, adding details for stability and aesthetics. • Create a shadow sculpture using block lettering in the style of Sokari Douglas Camp. • Show they are considering alternative ways to display their sculpture when photographing it. • Explore different ways to join materials to create a 3D outcome, making considered choices about the placement of materials. • Describe how their work has been • influenced by the work of El Anatsui.

DT	
Textiles: Fastenings • Identify the features, benefits and disadvantages of a range of fastening types. • Write design criteria and design a sleeve that satisfies the criteria. • Make a template for their book sleeve. • Assemble their case using any stitch they are comfortable with.	