

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
KEY TEXTS	<i>The Boy at the Back of the Class</i> by Onjali Q Rauf <i>Journey</i> by Francesca Sanna	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles</i> <i>Articles: 2, 8, 12, 13, 14, 28, 29, 30.</i>	<u>Philosophical thinking</u> Throughout the learning journey, the children will also explore and discuss various reading themes and key questions around the larger ideas within the text, such as stereotyping, trust, refugees, friendships and kindness. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools initiative. • How important is identity? • How does where you are born affect your life? • Where does your identity come from? • Does your identity change? • What does belong mean? • What does family mean to you? • What does refugee mean? What does migrant mean? What does asylum seeker mean? What is the difference? • How does it feel to leave a place behind? • Should we welcome everyone who wants to come to our country? • How do we treat someone new? • Should we believe everything we see and hear? • Why do people choose to believe lies? • Is it ever ok to break a promise? • What is bullying? • Why do people bully? • Should we let refugees into the UK? Who decides? • What rights should refugees have? • Are refugees the same as 'us' British? • How should we treat our most vulnerable people? • Whose responsibility is it to integrate and fund refugees? • How do we make friends? What is friendship? • Who are our trusted adults? • Are materialistic items always important?	

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
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	What is truly important to us? This term, the children in Year 4 will read <i>‘The Boy at the Back of the Class’</i> by Onjali Q. Rauf. It is an inspiring book about a boy called Ahmet, who has escaped from war and is seeking refuge. The children will discuss the challenges of Ahmet’s journey as he settles in London through careful questioning. In order to understand the thoughts and feelings of the characters, the children will have the opportunity to write a wide range of texts, including, persuasive letters, internal monologues, poems and an exciting narrative.	
MATHS <i>CRC Articles</i> <i>28, 29, 30</i>	<u>Place Value, Money & The Four Operations</u> In Mathematics, the children will revisit place value this term including, comparing and ordering numbers beyond 1000, rounding to the nearest 10, 100 & 1000, and reading Roman numerals to 100. The children will also be studying money this term in which they will be estimating, comparing and calculating different amounts. Emphasis will be placed on converting between pence and pounds and solving word problems involving money. The known calculation methods for all four operations will also be revised and the children will apply their knowledge to solve multi-step word problems.	<u>Measurement, Statistics and Geometry</u> In Mathematics, Year 4 will be studying measurement. The children will be estimating, comparing and calculating different measurements. This will include, mass, length and time. Emphasis will be placed on converting between different units of measure (e.g. kilometre to metre; hour to minute) and solving word problems using measure. This term, the children will also be focusing on position, direction and statistics. Through this, they will learn to compare and predict data and select the most appropriate method to do so. The children will revisit geometric shapes, including quadrilaterals and triangles and classify them based upon their properties and size.
SCIENCE <i>CRC Articles</i> <i>Insert Numbers</i> <i>3,12,13,17, 28, 32, 29, 30</i>	<u>Living Things and Habitats</u> In this unit, the children will answer questions that help them to identify and study plants and animals in their habitat. They will identify how the habitat changes throughout the year. The children will explore possible ways of grouping a wide selection of living things that include animals and flowering plants and non-flowering plants. As well as this, they will then begin to put vertebrate animals into groups such as fish, amphibians, reptiles, birds, and mammals; and invertebrates into snails and slugs, worms, spiders, and insects.	
COMPUTING <i>CRC Articles</i> <i>8, 12, 14, 16, 17, 28, 29, 30, 31, 36</i>	<u>Unit 4.5 Logo</u> <u>Unit 4.4 Writing for different audiences</u>	<u>Unit 4.10 Artificial Intelligence</u>

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
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	The curriculum for this period focuses on developing both computational and advanced literacy skills. In Unit 4.5 Logo, the children will learn the fundamentals of programming by mastering the structure of the Logo coding language, inputting simple instructions and building complex procedures. Practical application will include using 2Logo to create letter shapes and utilising the <i>repeat</i> function to generate various geometric shapes. Concurrently, Unit 4.4, <i>writing for different audiences</i>, will enhance the children's communication skills by exploring how font size and style can affect the impact of a text. The children will apply these insights in simulated scenarios, producing professional and targeted texts such as a news report and persuasive content for a community campaign.	Unit 4.10 Artificial Intelligence is designed to introduce the children to the fundamental concepts of AI. The primary objectives are for the children to clearly define the term artificial intelligence, identify and understand the various ways AI is currently integrated into their everyday lives, and consider the potential future developments and ethical implications of the technology. Furthermore, the unit will explore the creative applications of AI, specifically looking at how it is being used to generate and enhance music and the arts.
HISTORY <i>CRC Articles</i> 12, 13, 14, 17, 28, 29, 30	<u>British History - Anglo Saxons and Vikings</u> The children will look at where the Anglo Saxons lie on the historical timeline and use a variety of resources to find out about aspects of life in the past. They will look at how the Anglo Saxons came about, where they came from and why they came to Britain; the significance of the Sutton Hoo; how and where the Anglo-Saxons settled in England, what impact they had on society and what evidence there is that they existed. They will learn about one of the greatest kings from Anglo-Saxon times, Alfred the Great, and learn how he helped to defeat the Vikings and save England from Viking raids.	
GEOGRAPHY <i>CRC Articles</i> 13, 28, 29		<u>Physical Geography - The Water Cycle and Rivers (Egypt)</u> In this unit, the children will learn about the formation and features of a river and understand the nature of a river: that it flows downwards from high ground to the sea and that it has the power to erode and shape the landscape over time. They will also learn geographical vocabulary associated with rivers and their features. In addition, they will follow the journey of a river to the sea and discover the role of the water

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
		cycle. Additionally, the children will explore the River Nile (Cairo, Egypt) and the River Thames (London, Sheffield, England) and compare the impact of flooding in each of these countries as well as the importance of the river in terms of communication, transport and trade.
ART <i>CRC Articles</i> 14, 15, 17, 28, 29, 30		<u>Viking Armour and Shields</u> Inspired by the historical context of the Vikings, the children will use the skill of sculpting to design and create models of Viking shields and armour. This activity will allow them to explore the practical design and symbolic significance of Viking protective gear, focusing on the materials and craftsmanship of the era. The children will create their sculptures by using a range of techniques, including slipping, scoring, and blending the clay, to create various different textures, focusing on how the intricate details and patterns on a shield or piece of armour can represent the warrior's status or clan.
DT <i>CRC Articles</i> 14, 28, 29, 30, 31	<u>Food Technology</u> This term, the children will be designing, making and evaluating soup to sell as part of a fund-raising appeal for Refugee children. As part of their learning, the children will have the opportunity to know some ways to prepare ingredients safely and hygienically, use some equipment and utensils and prepare and combine ingredients to make their final product. The children will develop their design by paying careful consideration to the appearance, taste and texture of their final product.	
MUSIC <i>CRC Articles</i> 28, 29, 30, 31	<u>Composition</u> This term, children in Year 4 will be learning how to play the Djembe drums. They will be exploring rhythm in depth, from reading rhythm	<u>Composition</u> This term, Year 4 will continue to develop their African drumming skills with weekly lessons, alongside their class teacher and a specialist-

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
	to playing it. They will learn to improvise and create their own rhythms. They will be learning songs such as <i>Old Joe Clark</i> , <i>Dance With Me</i> and <i>Bringing Us Together</i> . The children will be exploring the Disco and Folk genres.	drumming teacher. They will learn how to play the Djembe drum and practise call and response and rhythm techniques, ready to perform to other year groups at the end of the unit. In Spring 2, Year 4 will focus on Composition. They will create their own class piece inspired by their topic.
PE <i>CRC Articles 14, 28, 29</i>	<u>Outdoor PE – Handball</u> This half term, the children will play handball and focus on developing the skills of co-ordination, passing and moving into space, as well as catching and shooting. <u>Indoor PE – Dance</u> The children will continue to develop and refine their skills in dance techniques such as cannon, unison and linking movements. Through dance, they will tell a narrative by refining their balance and strength skills.	<u>Outdoor PE – Tennis</u> The pupils will play tennis to learn and develop the skills of serving, forehand and backhand and the technique of handling the racket. <u>Indoor PE – Gymnastics</u> In this unit of work, the children will use their body to create a sequence of long movements, focusing on control and precision. Once refined, the children will transfer these skills to gymnastic equipment and add elements of balance, and counter-balance, to their sequence with their partner.
RE <i>CRC Articles 8, 12, 13, 14, 28, 29, 30</i>	<u>Judaism - What does it mean to be Jewish?</u> In this unit, the children will have the opportunity to ask questions about Judaism and find out the answers for themselves. They will begin by thinking about Jewish identity, before looking at Jewish beliefs about God and the Torah. They will learn why the Torah is an important Holy Book to Jewish people and develop their understanding of how it is looked after and cared for. They will learn about important people and stories from within the Torah and how Jewish people use it to guide their daily lives.	<u>Who should inspire us?</u> This half term, the children will learn about inspirational religious figures from a range of different religions. They will identify the qualities they admire in their heroes and role models; explain why they admire them and how this may influence their own lives. They will reflect on how having a code for actions might help believers with difficult decisions. Additionally, they will describe the similarities and differences between the codes for living used by Christians and the followers of one other religion.
PSHE <i>CRC Articles 1, 2, 4, 12, 13, 16</i>	<u>Dreams and Goals</u>	<u>Healthy Me</u>

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
	• I can tell you about some of my hopes and dreams • I know how it feels to have hopes and dreams • I understand that sometimes hopes and dreams do not come true and that this can hurt • I know how disappointment feels and can identify when I have felt that way • I know that reflecting on positive and happy experiences can help me to counteract disappointment • I know how to cope with disappointment and how to help others cope with theirs • I know how to make a new plan and set new goals even if I have been disappointed • I know what it means to be resilient and to have a positive attitude • I know how to work out the steps to take to achieve a goal, and can do this successfully as part of a group • I can enjoy being part of a group challenge • I can identify the contributions made by myself and others to the group's achievement • I know how to share in the success of a group and how to store this success experience in my internal treasure chest	• I recognise how different friendship groups are formed, how I fit into them and the friends I value the most • I can identify the feelings I have about my friends and my different friendship groups • I understand there are people who take on the roles of leaders or followers in a group, and I know the role I take on in different situations • I am aware of how different people and groups impact on me and can recognise the people I most want to be friends with • I understand the facts about smoking and its negative impact on health • I can make healthy choices • I understand the facts about alcohol and its negative impact on health, particularly the liver • I can make healthy choices • I can recognise when people are putting me under pressure and can explain ways to resist this when I want • I can identify feelings of anxiety and fear associated with peer pressure • I know myself well enough to have a clear picture of what I believe is right and wrong • I can tap into my inner strength and know how to be assertive
Spanish <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	<u>Animals</u> <u>KS2/EARLY LANGUAGE/ANIMALS</u> In this unit, the pupils will learn 10 familiar animals and be introduced to the 1st person singular high frequency verb 'I am' in Spanish. By the end of the unit, the pupils will be able to recognise, recall, remember and spell up to ten animals with their indefinite article. This is one of the first sentence building units where the pupils will have the knowledge and skills to be able create short phrases with the verb 'I am' plus the animal nouns and determiners.	<u>What is the weather like?</u> <u>KS2/INTERMEDIATE TEACHING/WHAT IS THE WEATHER LIKE?</u> By the end of this unit, the pupils will have the knowledge and skills to describe the weather in Spanish and also present a weather forecast to an audience. This enables them to link the weather vocabulary with map work, compass points and general geography. This unit improves both their language and cultural knowledge.

Gordon Primary School Curriculum Map –Year 4, Spring Term 2026

	Spring 1	Spring 2
TOPIC	<i>A Safe Place to Call Home</i>	
Safeguarding <i>CRC Articles 28, 29</i>	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, the children will develop their understanding of good mental health and well-being. Additionally, in P.E. the children will learn that physical well-being is as important as mental well-being. They will develop their understanding of healthy eating through DT.	