

# Year 4 Curriculum Map – Summer Term 2025

|                                                                                                                    | SUMMER 1                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | SUMMER 2                                                                                                                                                                                                                                                                                                                                          |
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| TOPIC                                                                                                              | <i>Transformation: From Fear to Strength</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                   |
| KEY TEXTS                                                                                                          | <i>Varjak Paw</i> by S.F.Said                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                   |
| <b>ENGLISH</b><br>UN Convention on the Rights of the Child<br><br>Article 2, 3, 6, 7, 8, 9, 12, 13, 15, 28, 29, 30 | <p><b>Philosophical thinking:</b></p> <ul style="list-style-type: none"> <li>• How important is being different from your family?</li> <li>• What does bravery look like?</li> <li>• Is it ever okay to break the rules? Explain.</li> <li>• What is the value of loyalty vs independence?</li> <li>• What is the difference between being wise and being strong?</li> <li>• What makes a true friend?</li> <li>• Can fear be a powerful tool? Explain.</li> <li>• How does loyalty affect the choices we make?</li> <li>• Is it always in your best interest to listen to your parents' advice?</li> </ul> <p>This term, Year 4 will join forces with a Mesopotamian blue cat by the name of Varjak, who lives high up in an old house on a hill. What the children will learn quite quickly is that Varjak has never actually left the house. But then, Varjak's grandfather tells him about <i>the Way</i> – a secret martial art for cats. Varjak must now use <i>the Way</i> to survive in a city full of dangerous dogs, cat gangs and strangest of all, the mysterious Vanishings.</p> <p>The children will have opportunities to write a wide range of texts. The first of these texts will be a continuation of the narrative and a setting description based upon Varjak seeing the sights over the wall for the first time and him entering the alleyway. The children will also produce an internal monologue when he meets the ferocious Sally Bones; further continuations of the narrative when Varjak meets Jalal and instructional writing – a step-by-step guide to learn the way of Jalal and a poetry piece.</p> <p>Throughout the learning journey, the children will explore and discuss many reading themes and key questions around the larger ideas within the text, such as identity, hierarchy, betrayal, temptation and following intuition. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools initiative.</p> |                                                                                                                                                                                                                                                                                                                                                   |
| <b>MATHS</b><br>Article 12, 13                                                                                     | <p><b><u>Place Value and the Four Operations</u></b></p> <p>This term in Mathematics, the children will revisit place value, solving number and practical problems that involve place value and roundin, with increasingly large positive numbers. The children will further develop their understanding of the four operations and the</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <p><b><u>Time, Fractions, Statistics</u></b></p> <p>This term in Mathematics, the children will study time. They will read, write and convert time between analogue and digital 12- and 24-hour clocks. The children will also revisit and develop their understanding of fractions. Additionally, the children will solve problems involving</p> |

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|                                                    | <p>corresponding written methods. They will solve problems involving multiplying and adding, including using the distributive law to multiply two-digit numbers by one digit.</p>                                                                                                                                                                                                                                                                                                                                                                                   | <p>increasingly harder fractions, to calculate quantities, and fractions to divide quantities. In statistics, the children will interpret and present discrete and continuous data using appropriate graphical methods.</p>                                                                                                                                                                                                                                                                                                                                                                                                                  |
| <p><b>SCIENCE</b><br/>Article 12, 13, 17, 24</p>   | <p style="text-align: center;"><u><b>Sound</b></u></p> <p>The children will identify how sounds are made, associating some of them with something vibrating. They will recognise that vibrations from sounds travel through a medium to the ear and find patterns between the pitch of a sound and features of the object that produced it. They will also find patterns between the volume of a sound and the strength of the vibrations that produced it and recognise that sounds get fainter as the distance from the sound source increases.</p>               | <p style="text-align: center;"><u><b>Electricity</b></u></p> <p>The children will look at common appliances that run on electricity and how to stay safe when using them. They will construct simple electrical circuits, whilst identifying and naming basic parts, including; cells, wires, bulbs, switches and buzzers. Also, they will learn how to represent their circuits using the appropriate symbols. They will predict and investigate if a lamp will light in a simple series circuit. In addition, the children will include switches in their circuits and they will investigate conductors and insulators of electricity.</p> |
| <p><b>COMPUTING</b><br/>Article 12, 13, 16, 17</p> | <p style="text-align: center;"><u><b>Effective Searching</b></u></p> <p>The children will learn how to locate information on the search results page whilst learning to search effectively to find out information. The children will learn to determine whether an information source is true and reliable</p> <p style="text-align: center;"><u><b>Hardware Investigators</b></u></p> <p>The children will develop their understanding of the different parts that make up a computer and will be able to recall them.</p>                                        | <p style="text-align: center;"><u><b>Logo</b></u></p> <p>Throughout this topic, the children will learn the structure of the coding language of <i>Logo</i>. The children will input simple instructions in <i>Logo</i> and use <i>2Logo</i> to create letter shapes. Further in their learning, the children will use the Repeat function to create shapes and will then use and build procedures in <i>Logo</i>.</p>                                                                                                                                                                                                                       |
| <p><b>HISTORY</b><br/>Article 2, 8, 15</p>         | <p style="text-align: center;"><u><b>British History - Anglo Saxons and Vikings</b></u></p> <p>This term, Year 4 will explore the Viking invasions and their impact on Britain, including the Viking raids and the settlement of key areas. They will also learn about King Alfred the Great, focusing on his defence of Wessex, his reforms in education and his efforts to protect England from Viking attacks.</p> <p>The pupils will then study King Athelstan, who united the Anglo-Saxon kingdoms to create a more unified England. Through these topics,</p> | <p style="text-align: center;"><u><b>The Normans</b></u></p> <p>The children will be introduced to who the Normans were and their expansion in France and Europe. They will explore how England changed under William the Conqueror's reign, with the introduction of the Feudal System and find out about the compilation of the Domesday book. The children will develop their understanding of the Normans relationship with other settlers such as the Vikings and Scots, including their struggle for power in the Frankish region.</p>                                                                                                 |

## Year 4 Curriculum Map – Summer Term 2025

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|                                        | students will gain a deeper understanding of the key figures and events that helped shape the history of early England.                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>GEOGRAPHY</b><br>Article            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>ART</b><br>Article 12, 13, 29       | <u><b>Mesopotamian Art</b></u><br>In Art, the Year 4 children will explore Mesopotamia, the world’s first civilisation and learn about its rich artistic traditions. They will examine how art played a key role in Mesopotamian culture. Through hands-on activities, they will create their own Mesopotamian-inspired artwork by designing mosaics and experimenting with jewellery-making techniques, inspired by ancient artefacts. This unit will help them understand how art was used to express identity, beliefs and daily life in one of history’s earliest civilisations. |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>DESIGN TECHNOLOGY</b><br>Article 29 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                    | <u><b>Electrical System - Programming and control</b></u><br>In DT this half term, the children will be looking at more complex circuits and switches. They will be exploring how to programme and control them. Relating to our English core text Varjak Paw, whose protagonist is a cat, the children will be creating a cat with light-up eyes. |                                                                                                                                          |
| <b>MUSIC</b><br>Article 12, 13, 29, 31 | <u><b>Djembe Drumming</b></u><br>This term, the children in Year 4 will be learning how to play the Djembe drums. They will be exploring rhythm in depth, from reading rhythm to playing it. They will learn to improvise and to create their own rhythms. They will be learning songs on the glockenspiel and to recognise and read musical notation. They will continue to explore key signatures and time signatures and will know how to identify the key signature of a song.                                                                                                   |                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                          |
| <b>PE</b><br>Article 24, 31            | <u><b>Outdoor PE</b></u><br>- Athletics<br>-Sprinting<br>-Baton Change<br>-Long & Triple Jump                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <u><b>Indoor PE- Badminton</b></u><br>-Co-ordination<br>-Ready position<br>-Ball Control<br>-Forehand and Backhand | <u><b>Outdoor PE - Sports Day</b></u><br>-Hot Potato<br>-Rob the nest<br>-Speed Bounce<br>-Relay Race                                                                                                                                                                                                                                              | <u><b>Indoor PE – Gymnastics</b></u><br>- Gymnastics techniques<br>- Sequence of movements<br>- Teamwork<br>- Performance and evaluating |

## Year 4 Curriculum Map – Summer Term 2025

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|                                                          | -Speed Bounce<br>-Javelin                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |  | -Track Race                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |  |
| <b>RE</b><br>Article 2, 14, 30                           | <p><b><u>How and why do religious believers show their commitments during the journey of life?</u></b></p> <p>The children will explore the ways in which believers mark significant moments in their lives, within their families and their faith communities. All communities celebrate such events, whether religious or not, so the pupils will have good opportunities to note similarities and differences between different ways of celebrating life. This unit focuses specifically on Christian, Hindu and Jewish ways of life.</p> |  | <p><b><u>What matters most to Humanists and Christians?</u></b></p> <p>The children will learn that not all individuals follow a religion and that a non-religious person is called a ‘Humanist’ and involves believing in humanity, not in God or gods. The pupils will learn core ideas from Humanist and Christian values. They will develop their ability to understand similarities and differences between the values of Humanism and of Christianity; they will be challenged to make connections with their own values and ideas and how this helps them to make moral choices.</p>                                                                                                                                                                                                                                                                                                                      |  |
| <b>PSHE</b><br>Article 2, 12, 13, 14, 15, 16, 17, 24, 30 | <p><b><u>Relationships</u></b></p> <p>In this unit, the children will identify feelings associated with jealousy and suggest strategies to problem-solve when this happens. They will then explore how most people feel when they lose someone or something they love. How do they cope? They will learn that we can remember people even if we no longer see them. Finally, the children will understand how to show love and appreciation to the people and animals who are special to them.</p>                                           |  | <p><b><u>Healthy Teeth and Gums</u></b></p> <p>In this unit, the children will learn about different ways in which they can take care of their teeth and the importance of oral hygiene. To further their understanding, the children will learn how plaque is formed, what causes gum diseases and what cavities. They will explore how diet and lifestyle choices impact their teeth and ways in which they can prevent cavities.</p> <p><b><u>Water Safety</u></b></p> <ul style="list-style-type: none"><li>• I know how to keep safe around water</li><li>• I can consider my responsibility to keep myself and others safe</li></ul> <p><b><u>Changing Me</u></b></p> <ul style="list-style-type: none"><li>• I can identify what I am looking forward to when I move to a new class</li><li>• I can reflect on the changes I would like to make next year and can describe how to go about this</li></ul> |  |
| <b>MFL – Spanish</b><br>Article 8                        | <p><b><u>Describing Clothes</u></b></p> <p>In this module, the children will learn to describe clothes using a variety of adjectives and conjunctions. They will be learning how to read and write about:</p> <ul style="list-style-type: none"><li>• Summer clothes (sandalias, bañador, pantalones cortos, camiseta, falda, gorro, sombrero)</li></ul>                                                                                                                                                                                     |  |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |

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|                                                            | <ul style="list-style-type: none"><li>• Winter clothes and materials (guantes de piel, bufanda de algodón, abrigo, pantalones de pana, vaqueros, jersey)</li><li>• Opinions and reasons on clothes (Me encanta mi falda porque es cómoda pero odio...)</li><li>• Revising colours using “claro” and “oscuro”: Azul oscuro, verde claro. X-factor competition</li><li>• Conjugating the verb llevar in the first and third person</li></ul>                                                                                                                                                                      |
| <b>Safeguarding</b><br>Article 2, 8, 12, 13,<br>14, 28, 29 | Across the curriculum, the children will continue to develop their understanding of how to keep their minds and bodies healthy, understanding how to deal with challenges and difficulties and remaining positive in these situations. The children will be encouraged to talk about their feelings and discuss how they can manage their emotions. In addition, the children will continue to develop their understanding and awareness of the internet and online safety, ensuring that they know what behaviour is acceptable and who and when to report behaviour to, when they deem it to be unacceptable. |