Gordon Primary School Curriculum Map – *Year 4, Autumn 2026*

	Autumn 1	**Autumn 2**
TOPIC	*The Frozen Kingdom*	
KEY TEXTS	*The Lion, The Witch and The Wardrobe* by C.S Lewis *The Lion, the Witch and the Wardrobe* by C.S. Lewis illustrated by Christian Birmingham *The Snow Queen* by Hans Christian Anderson	
ENGLISH *Convention on the Rights of the Child (CRC) Articles 9,11,37,20,22*	**<u>Philosophical thinking</u>** In the magical world of Narnia, things are often not as they seem. **Big questions:** • Why might we be misled if we judge someone or something by their outward appearance, like the White Witch's deceptive beauty? • When have you, like Edmund, given in to the sweet lure of temptation? • Is jealousy a helpful or harmful feeling, and how does it differ from craving what others have (envy) or wanting endless riches (avarice)? • Can you recall a time you sacrificed something important for the sake of another, much like Aslan? • Does ambition always lead to selfish desires, or can it be a force for good? • Should we always believe what our eyes tell us in a world full of magic and illusion? • Will true peace ever come to Narnia, or indeed, to our own world? • How do brave deeds and kindness help achieve a world without conflict? This term, Year 4 will be drawn into the fantastical realm of Narnia, embarking on an unforgettable adventure with Peter, Susan, Edmund, and Lucy in C.S. Lewis' beloved tale, *The Lion, The Witch and The Wardrobe*. Through this immersive journey, the children will have exciting opportunities to craft a wide range of texts. They will pen heartfelt diary entries and powerful internal monologues from the perspective of Narnian characters, compose compelling persuasive speeches for or against the White Witch, and master the art of dialogue writing interwoven with rich narrative. To crown their term, they will unleash their creativity in an thrilling narrative section describing a climactic battle! Throughout this extraordinary learning expedition, the children will delve into and discuss profound reading themes and pivotal questions woven into the fabric of the story. Year 4 will explore the weighty ideas of forgiveness, trust, betrayal, and temptation, learning invaluable lessons from the triumphs and struggles of the Pevensie children. This journey will also deepen their understanding of the UNICEF Rights Respecting Schools initiative, as they consider the rights and responsibilities of Narnian citizens. To celebrate the downfall of the Snow Queen and the lifting of her eternal winter spell, they will culminate their unit with a joyous performance – a short production of a play inspired by her character and her defeat!	
MATHS *CRC Articles 28, 29, 30*	**Four Operations**	

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	This term, the children will sharpen their mathematical skills, preparing them for any challenge! They will focus on addition, subtraction, multiplication, and division. Alongside this, they will also explore measures (how to calculate distances, amounts, and capacities) and delve into geometry (understanding shapes, their properties, and patterns). They will also continue to master fractions, learning how to work with parts of a whole. There will be a constant emphasis on rapidly recalling times tables – an essential skill for all mathematicians! The children will also continuously build their arithmetic skills, helping them to quickly solve problems. They will be encouraged to choose the cleverest and most efficient method to tackle each mathematical challenge, applying these skills to solve tricky reasoning problems. Finally, just like telling a clear story, the children willl learn to explain their mathematical workings using precise and powerful mathematical language.	
SCIENCE *CRC Articles* *13 24, 26, 27, 28, 32*	**States of Matter** This term, the children will delve into the fascinating world of States of Matter. They will learn to compare and group various materials based on whether they exist as solids, liquids, or gases. The children and staff will conduct exciting investigations to observe how certain materials undergo a change of state when they are either heated or cooled. They will alsoidentify the crucial roles played by evaporation and condensation within the continuous water cycle. Alongside this, they will also explore how the rate at which liquids evaporate is directly linked to temperature. Throughout this unit, the children will engage in scientific inquiry, developing essential skills such such as careful observation, accurate recording of data, and thoughtful evaluation of their findings from a variety of practical investigations.	**Animals, Including Humans** This term, the children in Year 4 will become experts on two incredible topics! First, they will explore the human digestive system, learning to describe the simple functions of its basic parts and understand how human bodies break down the food they eat. They will also identify the different types of teeth in humans and discover their simple jobs in helping them chew their food. Secondly, they will investigate the fascinating world of food chains. They will learn to construct and interpret a variety of food chains, clearly identifying the roles of producers (things that make their own food), predators (animals that hunt other animals), and prey (animals that are hunted). They will discover how all living things are connected in the natural world!
COMPUTING *CRC Articles* *17,20,24, 26, 27, 28, 32*	**Online Safety** The children will learn what plagiarism is, knowing when and how it is acceptable to use the work of others. Most importantly, the children will learn how to think critically about the information they share online. They will also be made aware that they may get online messages from other	**Computer Science 2** The children will have the opportunity to create a game in *Scratch*. They will be able to move and steer sprites, change costumes, and create a maze. They will also be able to use logical thinking to identify and solve potential bugs during coding.

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	Autumn 1	Autumn 2
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	people that can make them feel angry, hurt, sad, or fearful. This learning will develop their understanding of cyber-bullying. The children will know what to do when they see something worrying online. **Computer Science 1** In Autumn 1, the children will be using *Espresso Coding* and learn how to create loops and repetition.	
HISTORY *CRC Articles* *12,13, 17, 28, 29*		**The Roman Empire and its impact on Britain** This term, Year 4 will embark on an incredible journey back in time to explore the Roman Empire and its powerful impact on Britain, continuing to build on their historical enquiry and understanding. They will investigate how vast the Roman Empire became and the secrets behind its remarkable success, particularly focusing on the significant role of Hadrian and how his decisions shaped the Roman invasion and occupation of Britain. Furthermore, they will uncover the lasting influence the Romans had on what is now London, understanding how their legacy continues to affect our lives even today, before finally explaining the reasons why such a colossal empire eventually fell apart.
GEOGRAPHY *CRC Articles* *2, 3, 4, 7, 8, 12, 13, 14, 17, 28, 29, 30,*	**Redbridge and Hainault Forest** Through this unit, the children will identify and describe the main human and physical features of their local area. They will develop their understanding of mapping and use a range of resources such as, OS maps, photographs and digital resources to investigate London landmarks. They will learn how to draw maps with greater accuracy and detail and use digital resources such as Digimaps to locate, measure, annotate and add symbols to maps.	

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ART *CRC Articles* *2, 3, 4, 8, 12, 13, 14, 17, 28, 29, 31*	**Portraits- Mosaic** The childern will develop their drawing techniques by creating self-portraits in the form of mosaics. They will explore Roman art and collage using the Roman Mosaic of Justinian I as inspiration. By studying this piece, they will apply the skills to create their own self-portrait in this style.	
DT *CRC Articles* *13, 28, 29*		**Mechanisms** Using the text *The Lion, the Witch and the Wardrobe* as inspiration, the children will create their very own pop-up book. It will include a mechanism that will produce movement. They will develop ideas, plan, create and then evaluate their final piece.
MUSIC *CRC Articles* *13, 29*	**Djembe Drumming** 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 to playing it. They will learn to improvise and to create their own rhythms. They will learn the song Hoedown by Joana Mangona and Pete Readman and will be developing their understanding of different genres in music, such as Orchestral Pop.	
PE *CRC Articles* *14 ,28, 29*	**Outdoor PE- Multiskills** During multiskills this term, the children will develop their coordination, throwing and catching skills, learn the basics of attacking and defending, as well as develop their understanding of what makes a good team. **Indoor PE – Gymnastics** In Gymnastics, the children will create a long sequence of movement and learn how to create balances and counter balances, whilst developing their control and precision.	**Outdoor PE-Hockey** The children will develop their skills in hockey by practising and applying co-ordination, dribbling, ball control and shooting. **Indoor PE- Dance** The children will be inspired by the text *The Lion, the Witch and the Wardrobe* to create a winter woodland themed dance. They will combine elements such as shape, space and time in their performances, as well as learn how to perform in cannon.

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RE *CRC Articles 13,14 ,28, 29,30*	**Where, how and why do people worship?** The children will learn about actions, symbols or ritual in worship for a believer. They will also use religious vocabulary to identify and suggest meanings for some symbolic objects, actions and sounds found in a church/Mandir/synagogue, and say how these help people worship. The children will also have the opportunity to explain the key functions of the Church, Synagogue and Mandir.	**Judaism - What does it mean to be Jewish?** 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 about why the Torah is an important holy book to Jewish people and develop their understanding of how it is looked after. They will learn about important people and stories from within the Torah and how Jewish people use it to guide their daily lives.
PSHE *CRC Articles 1,2,4,,12,13,16*	**Being Me in My World** • I know my attitudes and actions make a difference to the class team • I know how good it feels to be included in a group and understand how it feels to be excluded • I try to make people feel welcome and valued • I understand who is in my school community, the roles they play and how I fit in • I can take on a role in a group and contribute to the overall outcome • I understand how democracy works through the School Council • I can recognise my contribution to making a Learning Charter for the whole school • I understand that my actions affect myself and others; I care about other people's feelings and try to empathise with them • I understand how rewards and consequences motivate people's behaviour • I understand how groups come together to make decisions • I can take on a role in a group and contribute to the overall outcome • I understand how democracy and having a voice benefits the school community	**Celebrating Differences** • I understand that, sometimes, we make assumptions based on what people look like • I try to accept people for who they are • I understand what influences me to make assumptions based on how people look • I can question why I think what I do about other people • I know that sometimes bullying is hard to spot and I know what to do if I think it is going on but I'm not sure • I know how it might feel to be a witness to and a target of bullying • I can tell you why witnesses sometimes join in with bullying and sometimes don't tell • I can problem-solve a bullying situation with others • I can identify what is special about me and value the ways in which I am unique • I like and respect the unique features of my physical appearance • I can tell you a time when my first impression of someone changed when I got to know them • I can explain why it is good to accept people for who they are

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	• I understand why our school community benefits from a Learning Charter and can help others to follow it	
FINANCE *CRC Articles* *Insert Numbers*	During Autumn 1, Year 4 pupils will learn about different ways to pay for goods and services, including methods that do not involve cash. They will explore the differences between debit and credit cards and begin to understand why people choose different forms of payment. The children will also develop their money management skills by learning different ways to keep track of their money. They will practise recording their saving and spending using simple records and discover why it is important to monitor their finances to help them make informed decisions and plan for the future.	During Autumn 2, Year 4 pupils will explore how to make thoughtful decisions about saving and spending money. They will learn that the choices they make can be influenced by others and can also have an impact on the people around them. The children will discuss how different people have different attitudes and feelings about money and consider why these views may vary. They will develop their understanding of needs, wants and priorities to help them make sensible spending decisions, and recognise that they may not always be able to buy everything they want straight away. Pupils will also learn the importance of saving towards future goals and understand that careful planning can help them achieve them.
SPANISH *CRC Articles* *2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42*	**Autumn 1- Introducing myself** By the end of this unit, the pupils will have the knowledge and skills to present themselves both orally and in written form in Spanish. In this unit, the pupils will focus on asking questions as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. • Revising greetings • Revising how to express moods (Estoy cansado/a, estoy aburrido/a, estoy contento/a, estoy triste)	**Autumn 2- My family** By the end of this unit, the pupils will have the knowledge and skills to make a presentation about their own / a fictitious family in both spoken and written form in Spanish. The pupils will start to integrate previously learnt language with newly acquired language, encouraging more confident use of their growing bank of vocabulary. The pupils will demonstrate an increasing knowledge of grammar and will start creating more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.

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	• Revising how to ask and talk about other people´s names (Se llama…) • Nationalities and saying where we live • Asking and talking about age using the verb “tener”.	
Safeguarding *CRC Articles* *2, 3, 4, 6, 7, 8, 9, 12, 13, 14, 15, 16, 17, 18, 20, 21, 23, 24, 26, 27, 28, 29, 30, 31, 32, 33, 36, 37, 41, 42*	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, children will develop their understanding of good mental health and well-being. Additionally, in P.E. children will learn that physical well-being is as important as mental well-being.	