



Curriculum Summary

Spring 2026

Year 4

Spring Term Topics:

The Lion, The Witch and The
Wardrobe

The Mayans

Spring Term Wow Days Spring 1

The Lion, The Witch and The
Wardrobe Day

Spring 2

Sweet Secrets of the Mayans

English

- Narrative writing
- Descriptive writing
- Persuasive writing
- Dialogue
- Newspaper writing
- Non chronological report writing
- Developing inference skills

Maths

- Place value
- Ordering and rounding
- Four number operations and word problems
- Fractions and decimals
- Time – 24 hour clock
- Measurement

Science

Sound

- What is sound?
- How is it produced?
- How does it travel? String telephone activity
- How do we hear?
- What are volume and pitch?
- Varying volume and pitch – identifying patterns
- Investigating sound proofing – designing and creating ear defenders

PE, Games and Swimming

- Hockey, tag rugby and cricket - further development of skills in isolation and in competitive games
- Increased fixture opportunities and development of skills within competition, with inclusivity still promoted
- Further refinement of gymnastics with a focus on dynamic balance and movements in isolation and with partners
- Introduction of fitness tests including agility, stamina and speed
- Development of water safety, stroke technique, speed and endurance in swimming

Computing

- Internet safety
- Understanding what a search engine is, how they work and how to use them
- Understand how search engines collect, sort and rank results and why some appear top of the list
- Learn advanced ways to improve searches so we can find the most accurate and useful results quickly
- Develop strategies to judge whether information online is true and if sources can be trusted
- Understand what animation is
- Understand how to enhance 2D animations using simple animation software

Music

- Learning to layer new rhythm combinations on African drums
- Understanding tempo, dynamics and timbre
- Learning new recorder songs using notes B, A, G, E, C
- Learning music for Yr 3 and 4 Easter Play
- Composing short melodies
- Learning how to read and perform rhythm grids

Humanities

History

- Medieval warfare
- Norse and classical mythology
- Interpretation of history: compare how wartime experiences are portrayed in fiction (Narnia) versus real historical accounts
- Cause and consequence: explore why Britain evacuated children and the consequences for families and communities

Geography

- Mapping
- Climate and biomes
- Compare urban vs rural environments
- Use compass directions to describe journeys

RS

- Central teachings or concepts of chosen religion for example Karma and reincarnation
- Stories and traditions about religious leaders: First Guru Nanak Dev
- The laws that govern aspects of life in the religions being studied
- Symbolism of clothes in world faiths studied in relation to identity and belonging
- Discussion related to prejudice and visible differences
- Festivals and celebrations of Sikhism

French

La Famille

- Masculine definite article and feminine definite article
- Determiners and plural nouns
- Asking a question
- Verb conjugation
- Expressing numbers for age

Philosophy

In this topic, KS2 children will explore the heart and lungs through philosophical thinking. Pupils will discuss questions such as:

“Why do the heart and lungs work together?”

“What does it mean for something to be alive?”

“Which is more important—the heart or the lungs?”

The focus is on encouraging curiosity, reasoning, and discussion, helping children develop their ability to think deeply and express their ideas about how their bodies work.

Art and DT

- Continue to explore pattern and develop a range of technical skills and knowledge through drawing and collage
- The Art of Display: beginning to think about two very important aspects of making art: context and presentation

PSHE

- Internet safety
- Debates/different opinions - Conscience Corridor, for and against
- Equal opportunities
- Care for the elderly
- Community
- Biodiversity
- Healthy Me: learn how to take responsibility for one's own health
- Understand the importance of diet, fitness, and mental wellbeing
- Explore risks including online safety, substances and peer pressure
- Strategies for keeping oneself and others safe

Drama

- Exploration of historical and mythological stories e.g. Greek gods, Titanic.
- Focus on creating, rehearsing and performing short scenes in groups
- Development of narrative sequencing, characterisation, and spatial awareness in performance
- Reflection and evaluation of performance work to build critical thinking

How you can support your child

Maths

- Use MyMaths to develop understanding of Maths topics throughout the year.
- Regularly use Times Tables Rockstars (TTRS) to help with learning all the times tables and division facts up to 12.
- Use everyday maths – involve your child in measuring ingredients, telling the time, calculating change, or estimating shopping totals.
- Encourage logical thinking – ask your child to explain how they worked something out, not just the answer.
- Play maths games – board games, card games, and apps that involve number skills or strategy boost confidence.

Science: Sound

Sound is everywhere and exploring it can be fun!

- Go on a “sound walk” around your home or outside. Ask your child to describe what they hear using words like pitch (high/low), volume (loud/quiet), and source (where the sound comes from).

How you can support your child continued...

Science continued

Explore vibrations:

- Tap a spoon on different surfaces and feel the vibrations.
- Stretch a rubber band and pluck it—how does the sound change when it's tighter or looser?

Make simple instruments:

- Use bottles with different water levels to create a “bottle band.” Discuss why the pitch changes.

Talk about how sound travels:

- Discuss why sound gets quieter the further away we are and why walls or doors block sound.

Use scientific vocabulary:

- Encourage words like vibration, pitch, volume, sound wave, and source during activities.

Ask big questions:

- Why can we hear through walls but not through glass as easily?
- Why does sound get quieter the further away we are?

English

- Spellings – a daily practice sheet will be sent home each week. Please encourage your child to complete this. A little and often approach for spellings is recommended. Try the SQUEEBLES app which has a small charge but allows you to input your child's tailored spelling list in each week and gives them another platform to practise on. It's easy to use and makes learning those rules and dreaded exceptions fun!
- Write for real purposes, such as shopping lists, letters, diary entries, instructions

How you can support your child continued...

English continued

- Reading - read with your child daily. It is important for your child to enjoy listening to stories as well as having the chance to read aloud as they master the core reading skills. Ask questions to check their understanding of the vocabulary and the text. Ask them to make predictions about what might happen next and why they think that.
- Write for real purposes, such as shopping lists, letters, diary entries, instructions
- Encourage your child to plan before writing – mind maps, bullet points, or quick sketches.
- Make sure your child focuses on neat handwriting and spacing to help build confidence and readability.
- Help your child reread and edit their work – check for punctuation, capital letters, and missing words.

Philosophy

- This term, children are exploring the heart and lungs through philosophical thinking. You can support this at home by asking open-ended questions such as:
- Why do the heart and lungs work together?
- What makes our body alive?
- Which is more important—the heart or lungs?
- These discussions encourage children to think deeply, reason carefully, and share their ideas, just like young philosophers exploring big questions about the body and life.

PE and Games

- Ask your child what movements we complete for warm up and practise them at home/in the garden: lunges, squats, jumps, hops, side-steps, skipping, grapevines. Try performing them on uneven surfaces and with eyes closed.
- Practise throwing a tennis ball to themselves with each hand (in the air or off the wall), or with a partner.
- Practise rugby passing technique, particularly when on the move - repetition is key. Practice striking and fielding skills with a bat and ball with a partner – keep your eyes on the ball.

Humanities

- Read non-fiction together - share a range of child-friendly history books, fact files, and biographies. Talk about what life was like in the past compared with today (e.g., homes, clothing, schools).
- Encourage children to compare and contrast using sentence starters like:
- "In the past... whereas now...", "This changed because...", "The evidence shows..."
- Use evidence to support ideas

How you can support your child continued...

Humanities continued

- Look at pictures, artefacts, museum websites, or family photos from different times. Discuss what those sources can tell us and what they cannot tell us. Encourage children to back up ideas with phrases like:
- "I think this because...", "The picture shows..."
- Create a Family Tree
- Draw a simple family tree to show relationships. Discuss how family history connects to wider historical events.
- Practise Timelines
- Place key events from school topics in order. Compare the length of different time periods e.g. the Tudors vs. the Stone Age. Talk about BC (BCE) and AD (CE) and help children understand how timelines go backwards as well as forwards.
- Explore Maps Together. Look at maps of the UK, Europe, and the world (paper maps, atlases, Google Maps). Identify major cities, rivers, mountains, and famous landmarks.
- Talk about where your town or city is in the UK.
- Compare Different Places
- Look at weather forecasts, photographs, or short documentaries. Compare places in the UK and around the world:
- "How is this place similar or different to where we live?"
- Encourage Global Awareness
- Talk about countries you've visited or would like to visit. Explore traditions, foods, and languages from around the world.

