Stakeford Primary School

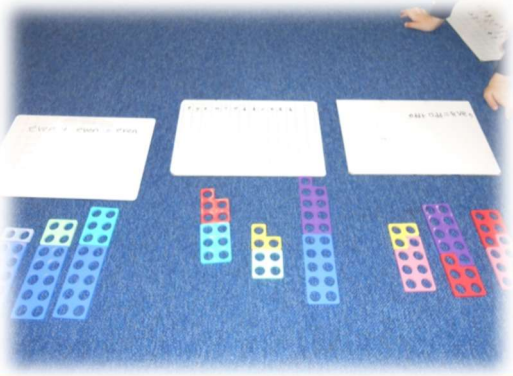
Year 4 Curriculum Information



2026 – 2027









Stakeford Primary School

Curriculum Intent

Our aim is to provide ALL of our pupils with a curriculum which equips them with the **motivation**, **aspirations**, **skills** and **knowledge** to become lifelong learners.

Our curriculum will provide us with:

S	T	A	K	E	F	O	R	D
Skills to help us communicate with a rich and varied vocabulary.	Time and support to ensure we are fluent readers, with a desire to read.	A firm foundation in basic skills so we have the building blocks for our future learning.	Knowledge of the wider world in which we live	Engaging and enjoyable learning experiences to inspire us.	Friendships, relationships and an understanding of self.	Opportunities to revisit and develop skills to help us excel.	Readiness for the next stage in education and life.	Determination and resilience to achieve our potential.

As a school we believe that reading is the key to unlock all learning. All English units are focused on a central text. Our school uses the Bug Club reading scheme.

Pupils have daily Maths lessons and our school follows the White Rose Maths scheme. In addition to Maths lessons, we build time into each day to build fluency in basic number recall. In Year 4, children take part in the National Times Tables Check.

Other curriculum subjects are taught across the year to ensure that over the whole of KS2, children visit the objectives of the National Curriculum in sufficient breadth and depth.

Topics in the table below marked with a  indicate coverage that is developed to enable pupils to learn about sustainable living and environmental impacts.

Autumn Term

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14	Week 15
English	**Jim And The Beanstalk** In this fiction unit children will write a story including direct speech.		**Non-Fiction: Instructions** Children will write a set of instructions using fronted adverbials, prepositional phrases and imperative verbs.		**Poetry: The Lost Words** Children will write a poem consisting of similes and metaphors		**Madame Pamplemouse** In this fiction unit children will write a recipe considering use of adverbs and expanded noun phrases.		**Poetry: Free Verse** Children will write a poem which uses brackets and asterisks to address the reader.		**Non-Fiction: Explanations** Children will write an explanation text from their own notes using organisational devices.		**Charlie And the Chocolate Factory** In this fiction unit children will compare character developments and produce descriptive writing		
Maths	Place Value					Addition And Subtraction			Area		Multiplication And Division				Consolidation & Application
Science	**Living Things and Their Habitats** Grouping Living Thins; Classifying Vertebrates; Invertebrate Hunt; Classification Keys; Local Habitat Survey; Environmental Changes								**Electricity** Appliances; Making Circuits; Completing Circuits; Conductors And Insulators; Switches; Electrical Discussions						
History									**British History: How hard was it to invade and settle in Britain?** Who were the Anglo-Saxons and the Scots?; What did Anglo-Saxon settlements look like?; What does Sutton Hoo tell us about Anglo-Saxon life?; How id Christianity arrive in Britain?; Was King Alfred really 'Great'?						
Geography	**Fieldwork Enquiry: Settlements** What are settlements?; How can grid references help us locate places?; Where and why have people settled in our local region?; How can we find out about change in our local settlement?; What does our school data show?; What action could we take in our settlement? What solutions could we suggest in our settlement?														
Art/DT	**Autumn** Drawing Leaves In Pencil; Drawing Leaves In Colour; Printing Leaf Patterns; Making Paper Leaves; Drawing Pumpkins; Painting Vegetable Skins								**The Great Bread Bake Off** The History Behind Warburtons; Evaluate Existing Products; Design Criteria and Shaping; Designing; Final Designs; Making And Evaluating bread.						
Computing	**Online Safety** What happens when I search online?; How do companies encourage us to buy online?; Fact, opinion or belief?; What is a bot?; What is my #TechTimetable like?								**Google – Systems and Networks** Teamwork; Sharing a document; Slide presentations; Google forms; Shared spreadsheets						
Music	**This Little Light of Mine** Explore pentatonic scale, Gospel music, off-beat, rhythm, call-and-response,								**Pink Panther** Explore timbre, tempo, rhythm, dynamics, atmosphere, music from a film.						
RE	**The Bible** What Makes a Text Sacred?; Who Wrote the Bible?; Stories, Songs and Psalms; Speaking in Stories; How Do Christians Use the Bible?; What Is Sacred to You?								**The Holy Trinity (world explorers)** Pupils will learn about the Holy Trinity: God the Father, Son and Holy Spirit, and explore what this means to Christians.						
PE	**Introduction to Cricket** Pupils will develop basic cricket skills including **batting, bowling, catching and throwing**. They will learn how to hold and swing a bat safely, bowl with increasing accuracy, and catch and throw with control. Pupils will begin to understand simple rules and fielding positions and apply their skills in **small-sided games**, developing teamwork, communication and an understanding of how to score runs.														
Spanish	**Spanish Greetings** Introductions; Saying goodbye; Greetings day and night; How are you?; Learning a finger rhyme?; Puppet parade								**Where Do You Live in Spain?** Spanish cities; Who I am and where I live; Different places to live; Listening for information; Who lives where?; Seng a postcard.						
PSHE	**TEAM** A New Start; Together Everyone Achieves More; Working Together; Being Considerate; When Things Go Wrong; Responsibilities								**Think Positive** Happy Minds, Happy People; Thoughts And Feelings; Changes; Keep Calm And Relax; You're The Boss; Always Learning						

Spring Term

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11
English	**Non-Fiction: Recounts** Children will identify features of a diary and create word banks to support their writing. They will use fronted adverbials when writing their own diary entry.		**The Boy Who Biked the World** Children will make inferences about characters before writing a diary entry. They will write a set of instructions and begin to develop their skimming and scanning skills while learning about information texts.		**Poetry: Haiku And Tankas** Children will write poems following a structure experimenting with personification.		**Non-Fiction: Newspapers** Children will write newspaper reports which include orientation paragraphs and quotations.		**Fantastic Mr Fox** Children will describe characters using a range of conjunctions to join clauses. They will punctuate dialogue correctly and use this when writing a newspaper report.		
Maths	Multiplication And Division		Perimeter And Length		Fractions				Decimals		
Science	**Animals, Including Humans** Digestive System Parts; Digestive System Functions; Types And Functions Of Teeth; Tooth Decay Enquiry; Digestive System Parts.						**States Of Matter** Solid, Liquid Or Gas?; Investigating Gases; Heating And Cooling; Wonderful Water; Evaporation Investigation; The Water Cycle.				
History	**Local History – Mining** Pupils will explore the history of coal mining in the **North East of England**, learning about miners, mining communities and how the industry shaped local life.										
Geography							**Rivers and the Water Cycle:** Is water running out?; What are the stages of a rivers journey like?; Are all rivers the same?; What is it like to live near a river?; Does everyone have water? Is access to water fair?; How can we use water more sustainably?				
Art/DT	**Battery Operated Torches** Our changing technologies; Electrical systems; Switches; Designing; Making the light; Finishing and evaluating						**British Art** Telling Stories In Pictures; Painting Landscapes In Pieces; Memory Postcards; Portraits In Different Effects; Making Sensory Boxes.				
Computing	**Programming: Further Coding with Scratch** Exploring variables and conditions; Using conditions and sensors; Planning a game; Programming a game; Evaluating a game						**Google: Creating Media Website Design** Getting to know Google sites; Book review web pages; Creating a webpage; Planning my websote; Creating my website				
Music	**The Doot Doot Song** Explore Chords (A minor, C and F major), acoustic guitar style, song structure, relaxed swing feel, 2-bar phrases						**Spain and Fanfare for The Common Man** To create music inspired by Spain, habanera rhythm, triplet rhythm, fitting two rhythms together, count musically, structure ideas; fanfare, timbre, dynamics, texture, silence				
RE	**The Creation Story** Introduction to the Creation Story; Exploring the days of Creation; Creativity and Creation; The environment and stewardship; Stories from local places; Reflection and connection						**Islam** What matters most to Muslims?; Why is prayer important to Muslims?; What is Ramadan and why does it matter?; What is Eid al-Adha and why is it important?; How do festivals and worship show what matters to a Muslim?				
PE	**Introduction to Net and Wall** Net and wall fundamentals; Racket control;						**Run, Jump, Throw** Endurance and stamina; Rapid reactions; Relay fun; Bounding brilliance; Push throw power; Heave it high; Throwing circuits; Competition				
Spanish	**Spanish Numbers and Ages** Counting to six; Ten little fingers; how many?; How old are you?; Asking questions?; Festivities in Spain						**Shapes and Colours** Colours; Describing shapes; Gaudi mosaics; Tile hunt; Tiles of Alhambra; Tile designs				
PSHE	**Money Matters** Where Does Money Come From?; Ways To Pay; Reasons To Borrow; Spending Decisions; Advertising; Keeping Track						**Digital Wellbeing** The Digital World; Digital Kindness; Do I Know?; Online Information; Keep It Private; My Digital Wellness.				

Summer Term

Year 4	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8	Week 9	Week 10	Week 11	Week 12	Week 13	Week 14
English	**Tuesday** Children will interview characters and write a newspaper report based on events in the story.		**Non-Fiction: Informal Letters** Children will write informal letters and emails looking at the language use and structure.		**The Day the Crayons Came Home** Children will write in the role of a character using expanded noun phrases and fronted adverbials to add detail. They will edit and improve writing using the SURPRISES editing method.		**Film Unit: Marshmallows** Children will use extended sentences to describe settings and characters. They will summarise a film story and transfer it to writing.	**Non-Fiction: Persuasion** Children will explore a range of persuasive devices and language choices.		**Arthur and the Golden Rope** Children will plan and write their own story based on one read. They will then write a diary entry as well as a persuasive letter to the author of the book they have read.			**Poetry: Similes And Metaphors** Children will learn to identify and use similes and metaphors in poetry.	
Maths	Decimals		Money		Time			Shape		Statistics		Position And Direction		
Science	**Sound** Good Vibrations; Hearing Sounds; Higher And Lower; String Telephone; Soundproofing; Making Music							**Scientists And Inventors** Madagascar In Danger; Alexander Graham Bell; Maria Telkes; Garrett Morgan; Discovering Oxygen; Absolute Zero; Thomas Edison; Toothpaste						
History								**Ancient Maya** How did the ancient Maya settle in a rainforest?; How important was chocolate to the ancient Maya?; What did ancient May believe?; How did the Maya reflect world beliefs in their inventions?; What do remains tell us about ancient Maya cities?; What caused the decline in the ancient Maya cities?						
Geography	**Climate Zones and Biomes** What are the different climate zones?; What are the different biomes and vegetation belts?; What are different forest biomes like?; How does the Amazonas State of Brazil compare with our region?; How is deforestation and climate change impacting Brazil?; Do all people live the same way in the Amazonas Stat of Brazil?													
Art/DT	**Let's Go Fly a Kite** Key events and individuals; Parts of a kite; Kite shapes; Designing; Making the shape and structure; Evaluating							**Bodies** Drawing outlines in felt tip pen; Drawing body shapes in charcoal; Drawing bodies in pen; Making body maquettes; Making figures in clay; Making paper clothes						
Computing	Skills Showcase: HTML Follow on unit from Spring term to showcase the skills learned in website design							Data Handling Investigating Weather What is the weather?; Weather stations; Extreme weather; Satellites and forecasts; Presenting forecasts						
Music	**Favourite Song** Explore Triads, chords: C, F, G major, A minor, chord structure, folk-rock styles,							**Horse in Motion and Global Pentatonics** Composing to a moving image, graphic scores, orchestration, ostinatos, dynamics.; pentatonic scale, different music traditional and cultures, graphic/dot notation						
RE	**Pilgrimages** Buddhist Pilgrimages; Christian Pilgrimages; Hindu Pilgrimages; Muslim Pilgrimages; Jewish Pilgrimages; Special Journeys							**People of Faith** **Malala Yousafzai; Dalai Lama; Rabbi Jonathan Sacks; Fauja Singh; Bear Grylls; How do my beliefs Imact on my life**						
PE	**Multiskills** Sessions led by NUFC							**Modified Team Games** Sessions led by NUFC						
Spanish	**Classroom Objects** Follow the instructions; Un or una?; What classroom items do you have?; I do not have…; What is in your school bag?; En mi mochila							**Journey Around Latin America** Introduction to Latin America; Adonde vas?; Como vas?; Days of the week; Travelling teddy; Puppet show						
PSHE	**Growing Up** Human Reproduction; Changes In Boys; Changes In Girls; Changing Emotions; Relationships And Families; Where Do I come From?							**Aiming High** Achievements; Goals; Always learning; Jobs and skills; No limit; When I grow up						
