

YEAR OVERVIEW 2026 -27 for Year Group 4

Subject	HT1 Mexico 7 weeks + 3 days	HT2 Mexico 7 weeks	HT3 Invaders and Raiders 6 weeks	HT4 Invaders and Raiders 5 weeks	HT5 The Peak District 7 weeks	HT6 The Peak District 6 weeks
Writing	Book focus: <i>The Great Kapok Tree</i> <i>To persuade - debate</i> <i>To entertain - new verse</i> Display: new verses	Book focus: <i>The firework maker's daughter</i> <i>To entertain - part of a quest</i> <i>To persuade - letter</i> Display: Letters	Book focus: <i>Monster Slayer</i> <i>To entertain: Setting and character description</i> <i>To inform - biography</i> Display: character descriptions (Watercolour Grendal in Discover)	Book focus: <i>Just so stories - Rudyard Kipling</i> <i>To entertain - narrative (pourquoi story)</i> <i>To inform: Information leaflet</i> Display: leaflets	Book focus: <i>The lion, the witch and the wardrobe</i> <i>To entertain - portal story</i> <i>To entertain - poetry (Aslan?)</i> Display: poem	Book focus: <i>The Creakers</i> <i>To entertain - alternative perspective</i> <i>To inform: Newspaper report</i> Display: portal story
Reading	Charlie and the Chocolate Factory By Roald Dahl	Charlie and the Chocolate Factory By Roald Dahl / The Chocolate Tree by Linda Lowery and Richard Keep	Attack of the Vikings By Tony Bradman	Attack of the Vikings By Tony Bradman / Viking Poetry or Thor Mythology	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock	Clifftoppers: The Arrowhead Moor Adventure By Fleur Hitchcock / The Cave (short story)

Maths	Recap number fluency Wk 1 Power Maths 4A Unit 1 Place Value – 4-Digit Numbers (1) Wks 2 & 3 Power Maths 4A Unit 2 Place Value – 4-Digit Numbers (2) Wks 4 & 5 Power Maths Progress tests Aut 1 Wk 5 Power Maths 4A Unit 3 Addition and Subtraction Wks 6, 7 & 8	Power Maths 4A Unit 4 Measure - Area Wks 1 & 2 Power Maths 4A Unit 5 Multiplication and Division (1) Wks 4, 5 & 6 Power Maths Progress tests Aut 2 Wk 7	Power Maths 4B Unit 6 Multiplication and Division (2) Wks 1,2 & 3 Power Maths 4B Unit 7 Length & Perimeter Wks 4 & 5 Power Maths Progress tests Spr 1 Wk 5 Power Maths 4B Unit 8 Fractions (1) Wk 6	Power Maths 4B Unit 8 Fractions (1) Wk 1 Power Maths 4B Unit 9 Fractions (2) Wks 2 & 3 Power Maths 4B Unit 10 Decimals (1) Wks 4 & 5	Power Maths 4C Unit 10 Decimals (1) Wk 1 Power Maths Progress tests Spr 2 Wk 2 Power Maths 4C Unit 11 Decimals (2) Wks 2 & 3 Power Maths 4C Unit 12 Money Wks 4 & 5 Power Maths 4C Unit 13 Time Wks 5 & 6 Power Maths Progress tests Sum 1 Wk 1	Power Maths 4C Unit 14 Geometry - angles and 2D shapes Wks 1 & 2 Power Maths 4C Unit 15 Statistics Wks 3 & 4 Power Maths 4C Unit 16 Geometry - position and direction Wks 4 & 5 Power Maths Progress tests Sum 2 Wk 6 Consolidation Wk 7
G/S/T Morning work - time, geo, 1x lot of spellings	Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE	Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry;	Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry;	Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry;	Geometry - regular revision of names of 2D shapes; identify RA and compare angles; vocab use: horizontal, vertical, parallel, perpendicular, symmetry; position / direction language linked to PE	G/S/T Covered in Maths lessons (see above)

	Statistics - bar charts revision linked to Geography e.g. monthly temperature chart Mexico Time - regular revision years, months, days linked to date / birthdays; calendars; 'how many days left in the...?' telling time daily practice linked to school timetable; analogue and digital	position / direction language linked to PE Statistics - tables revision linked to Science Time - regular revision years, months, days linked to date / birthdays; calendars; 'how many days left in the...?' telling time daily practice linked to school timetable; analogue and digital	position / direction language linked to PE Statistics- bar charts revision linked to Geography e.g. monthly temperature chart Scandinavia (compare w/ Mexico) Time - continue revision as Aut term, also make space for: months - years equivalence, drawing on 12x table and division strategies	position / direction language linked to PE Statistics - tables revision linked to Science; line graphs soft (reading) intro linked to Science Time - continue revision as Aut term, also make space for: months - years equivalence, drawing on 12x table and days - weeks equivalence, drawing on 7x table and division strategies	Statistics - tables/bar charts/line graphs interpretation linked to Geography Time - Covered in Maths lessons (see above)	
Calculation	Ongoing implementation of Mastering Number KS2 approach / materials from Week 2					
SCIENCE	<u>Electricity</u>	<u>Animals Including Humans</u> INCLUDE RHSE sugar swaps and healthy teeth session. Maths link: use of tables to record info	No Science – Geography - Scandinavia focus	<u>States of Matter</u> Maths link: use of tables to record info; intro to reading line graphs	<u>All Living Things</u>	<u>Sound</u>

ART AND DESIGN	<u>Drawing</u> Day of the Dead: Sugar Skulls and traditional Mexican decoration	<u>Painting</u> Frida Kahlo: Self Portraits Display: Portraits	NO ART	NO ART	<u>3D ART</u> Clay tiles of Peak District landscape	<u>Art Through Technology</u> <u>Drawing & Painting</u> The Peak District: Landscapes and Perspective
COMPUTING Strand 1 Communicating: Text and images How can I use a computer as an artist	0.4 Key Skills Using school computers and networks effectively Type with 10 digits Copy and paste Create folders Use a search engine Use a mouse correctly Input passwords correctly. Strand 4 Programming A	Strand 4 Programming A 4.4 Decomposition and Infinite Loops in Scratch	Strand 1 Communicating: Text and Images 1.4 How do I use a computer as an artist or photographer? Create slideshows in Google Classroom (Drive) Themed to Habitats in preparation for Science in HT5.	Strand 3 Data & Information 3.4 How is Data shared online? How the internet shares data How computer networks work Safe and responsible use of the internet Explore how websites share data Produce and share data safely	Strand 5 Programming B 5.4 Simple selection in Scratch: Analyse and adapt programs and observe the impact.	Strand 2 Communicating: Text and images 2.4 What makes an excellent multimedia story? Create an animation (iMotion) and add to a Slideshow.

	4.4 Decomposition and Infinite Loops in Scratch					
DESIGN AND TECHNOLOGY	NO DT	<u>Cooking and Nutrition – Nachos</u> Food theory/ Cooking Techniques/ Seasonality/ Farm to table	<u>Textile - Drawstring bag</u> Design, make and evaluate	<u>Construction - Viking Longhouse</u> Design, make and evaluate	NO DT	NO DT
GEOGRAPHY	<u>Mexico</u> <u>Mexico immersion day</u> Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork <u>Maths link: bar charts</u> <u>Event: Mexican Day of the Dead style party - week 1</u>	NO GEOGRAPHY	<u>Scandinavia</u> Locational Knowledge Human and Physical Geography Geographical Skills and Fieldwork <u>Maths link: bar charts</u>	NO GEOGRAPHY	<u>Peak District</u> <u>TRIP: Peak District Sum 1</u> Locational Knowledge Place Knowledge Human and Physical Geography Geographical Skills and Fieldwork <u>Maths link: read and interpret bar charts; tables and line graphs</u>	

HISTORY	NO HISTORY Links to geog from History curriculum docs: Describe and explain the natural features of the environment and climate of Central America Describe and explain the way of life of modern Maya people of Central America	The Maya History Van or experiential day in school - building a Mayan pyramid? Role-play? General overview for context (1 lesson) then pupil-led investigations into specific areas see below - prepare for presentation in an assembly? From History curriculum docs: Explain who the ancient Maya were and evaluate some of their achievements Reach informed judgement based on evidence of the features and purpose of various structures/ruins of Mayan civilization. Hypothesise about the purpose of a range of ancient Maya artefacts and justify their views	Raiders and Invaders: Anglo-Saxons Link to Weston Park visit after setting context / timeline (1 lesson) From History curriculum docs: Explain what happened in Rome in AD 410 that convinced the Romans to leave Britain. Understand who the Anglo Saxons were and where they came from. Describe and explain why the Anglo Saxons settled in England after the Romans began to leave. Explain why the Anglo Saxons chose to live in villages rather than towns left behind by the Romans. Understand why the Anglo Saxons were referred to as 'pagan'. Describe and explain why England began to convert to Christianity after the arrival of Augustine in AD 597.	Raiders and Invaders: Vikings From History curriculum docs: Explain who the so called 'Vikings' actually were and where their original homelands can be found today. - Geog link Understand the significance of the Viking attack on Lindisfarne in 793. Identify, locate and describe how England in Anglo Saxon times was made up of several separate kingdoms. Explain the motives of the Norsemen who invaded Britain in the eighth and ninth centuries. Identify, locate and describe the area of modern day Britain once occupied and settled by Norsemen. Explain how Norse settlements compared with traditional Anglo Saxon homes.	NO HISTORY	NO HISTORY

		Know how the ancient Maya farmed using mountain terraces Reach an informed judgement regarding the most significant factors and justify their views.	Explain and reach a judgement regarding how ordinary people were affected by England's conversion to Christianity. Explain why Sutton Hoo is one of the most important archaeological sites ever discovered in Britain. Understand that there were many Anglo Saxons living in and working with the Romans long before most Romans left and returned to Rome	Explain the difference between a myth and legend. - Literacy link Describe and explain how Anglo Saxons resisted invasion and occupation by Norsemen. - Literacy link Children will be able to reach a judgement as to why King Alfred of Wessex has the title 'Great'. Explain why William of Normandy invaded England in 1066 ending the Anglo Saxon period. Know why it is disputed who the first king of all England actually was. Understand that William of Normandy was also a descendant of the Vikings when he became the first Norman king of England. From History curriculum docs - Evaluation of Y4 history learning: Explain how the way of life of the Maya compared with that of the Anglo Saxons living in Britain at the same time and reach a judgement regarding		
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				which they feel was more developed.		
MFL iLanguages scheme	<u>Stage 1 RECAP</u> Lessons 24-27: C'est, aussi, 1-15, days of week <u>Stage 2</u> 1: Animals and classroom instructions 2: Animals and a poem 3: Monsieur Gentil's day out	4: Talk4Writing: learning a story 5: Parts of the body 6: Colours 7: Monsters!	8: Adjective agreements 10: Food 11: Opinions about food	13: Shopping for food and pronunciation 14: Numbers 1-15 revision and months	15: Numbers 1-31 and French maths 17: Personal descriptions 18: Personal descriptions 2 19: Celebrity descriptions	Assessment and consolidation
MUSIC	Singing: South American songs with instrumental accompaniment From curriculum docs:	Singing: Christmas songs with instrumental accompaniment From curriculum docs: Listen to and discuss music from the western classical tradition Compare the music of two western classical composers e.g.	Performance & Composition: Interpreting graphic notation using a range of tuned and untuned instruments From curriculum docs:	Performance & Composition: Composing for a range of tuned and untuned instruments using graphic notation From curriculum docs: Compose and notate pentatonic melodies on a graphic score	Learning an instrument: Glockenspiels (Charanga) Reading Western staff notation From curriculum docs: Play ostinato patterns from staff notation – rhythm specified but not pitch	Learning an instrument: Glockenspiels (Charanga) Reading Western staff notation Performance - parents/Y3?

	Perform a round in three parts Perform a simple additional part on own, e.g. round, ostinato Sing with an open mouth, relaxed jaw and clear pronunciation Sing with dynamic nuance e.g. crescendo Ideally: Range of an octave with leaps	Bach and Beethoven Recognise the pentatonic scale in music	Perform using the pentatonic scale on tuned percussion Use Italian musical terms when talking about music e.g. forte, piano, crescendo Increase range of dynamic control to include more nuanced effects e.g. crescendo and diminuendo Recognise and describe melodic shapes e.g. by using graphic notation Improvise melodies with a given set of five notes e.g. the pentatonic scale	Use simple musical structures when improvising e.g. binary A-B Create more complex graphic notation for pitch and rhythm	Read staff notation for rhythm – quaver pairs, crotchets (and their rest), minims Rhythmic playing with at least three note lengths Match rhythmic patterns they hear to staff notation	
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PE NB Language of position and direction to be reinforced through all PE lessons	Games: Football	Dance	Gymnastics	Games: Basketball	Key Skills: Athletics	Orienteering
	Swimming (Y4AK Tuesdays from Week 2; DC Thursdays from Week 2)					
RE	<u>Unit 25</u> What kind of world did Jesus want? (Gospel)	<u>Unit 27</u> What do Hindus believe God is like? (Hindus)	<u>Unit 29</u> What does it mean to be a Hindu in Britain today? (Hindus)	<u>Unit 28</u> Why do Christians call the day that Jesus died 'Good Friday'? (Salvation)	<u>Unit 26</u> For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God)	<u>Unit 30</u> How and why do people mark the significant events of life? (Thematic)
RSHE	<u>Wk1&2:</u> Welcome to Y4 <u>Wk3-5:</u> Fa3) Are boys and girls the same? <u>Wk6&7:</u> Os4) Personal Information [C2]	<u>Wk1-3:</u> Fr2) Are all friends the same? <u>Wk4-6</u> Os5) Digital Media [N1] <u>Wk7:</u> Christmas	<u>Wk1,3&5</u> Fr3) Are friendships always fun?	<u>Wk1-3:</u> C2) Where do you feel like you belong? <u>Wk4-6</u> Os6) Verifying content and echo chambers [N3]	<u>Wk1-6:</u> C3) How can we help the people around us?	<u>Wk1-3:</u> M2) Are we happy all the time? <u>Wk4&5</u> P3) How do I stop getting ill? <u>Wk6:</u> Pre-Transition – Getting ready for Y5 <u>Wk7:</u> Transition