

YEAR 4

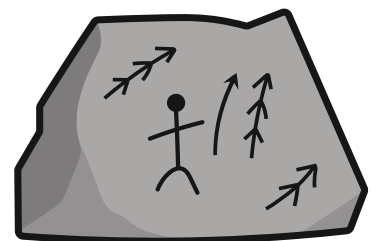
AUTUMN 2026



This term, Year 4 will embark on an epic learning journey!

Building on the knowledge, skills and understanding secured in Year 3, pupils develop a greater depth of understanding and new critical thinking, reasoning and oracy skills. In history, we'll travel through time from the Stone Age to Roman Britain, exploring how people lived, worked, and built their world. Pupils will investigate artefacts, understand timelines, and debate how life changed over thousands of years. In English, we dive into non-fiction writing inspired by our history subject knowledge and create exciting adventure stories. Children will develop rich vocabulary, practise grammar skills, and craft their own gripping texts. In maths, we'll strengthen place value, addition, subtraction, and multiplication, applying skills to problem-solving and real-life contexts. In science, we'll explore states of matter, investigating solids, liquids, and gases through hands-on experiments. Art will focus on drawing techniques, studying primitive art and how artists create 3D images and perspective. In DT pupils will design and build models inspired by ancient architecture. In PE, we'll develop teamwork and fitness through cross country and gymnastics. Music will explore rhythm and composition, and RE will examine beliefs and traditions. By the end of term, pupils will have sharpened their skills, deepened their knowledge, and discovered new information across every subject!

HISTORY



The Making of Ancient Britain- Stone Tools to Roman Rules

- Begin to build up a clear narrative of what main events happened in Britain and the local area during different centuries
- Describe events and periods using the words: BC, BCE and decade and century
- Sequence events, artefacts and historical figures on a timeline with dates
- Describe different accounts of an historical event, explaining some of the reasons why the accounts may differ
- Begin to make connections and contrasts between different time periods
- Suggest suitable sources of evidence for historical enquiry
- Use more than one source of evidence for historical enquiry

- Use my research skills in finding out facts about the time period studied
- Through research, to compare and contrast different forms of evidence
- Answer and sometimes devise questions about the past (finding information) and talk about trends over time

COMPUTING

Computing systems and networks – The Internet

- To explain how digital devices function
- To explain that digital devices produce outputs
- To identify input and output devices
- To recognise how digital devices can change the way that we work
- To explain how a computer network can be used to share information
- To explore how digital devices can be connected
- To recognise the physical components of a network

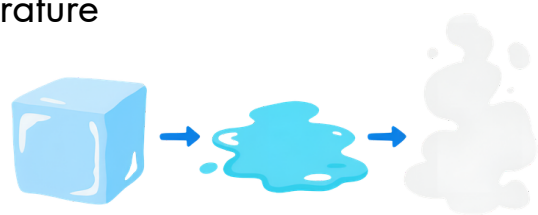


SCIENCE

States of matter

- Compare and group materials together, according to whether they are solids, liquids or gases
- Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C)
- Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature

ART



Drawing: Exploring tone, texture and proportion

- Create a three-dimensional effect by using contrasting tones to show light and dark.
- Combine lines and marks to represent different textures.
- Use lines and marks in different ways to represent dark and light areas (tone).
- Comparing the sizes of different objects to draw them in proportion.
- Represent the size of one object relative to another.
- Consider where to place each element thinking carefully about the space.
- Show texture in the collage.
- Use the impasto technique to create textured effects.

DESIGN & TECHNOLOGY

Examining structures

- Produce a range of free-standing frame structures of different shapes and sizes.
- Design a pavilion that is strong, stable and aesthetically pleasing.
- Select appropriate materials and construction techniques to create a stable, free-standing frame structure.
- Select appropriate materials and techniques to add cladding to their pavilion.



MUSIC

Exploring basic rhythm and notation

- Create and choose sounds in response to given stimulus
- Accompany song by clapping the pulse
- Create sound effects
- Play instruments in different ways
- Perform together and follow instructions that combine the musical element
- Identify how different sounds can give message
- Sing expressively with awareness and control of the musical elements
- Recognise how music can create different intensions
- Play accompaniment with control and accuracy
- Perform with an awareness of different parts
- Select appropriate instruments for a purpose

PE

Gymnastics / Cross Country

- Identify some muscle groups used in gymnastic activities
- Select and use the most appropriate skills, actions or ideas
- Move and use actions with co-ordination and control
- Select and use the most appropriate skills, actions or ideas
- Show good control in my movements
- Describe how their performance has improved over time
- Watch, describe and evaluate the effectiveness of performances, giving ideas for improvements



- Modify their use of skills or techniques to achieve a better result · To explain how my work is similar and different from that of others
- Evaluate and improve dance/gym performances by recording and viewing their rehearsals
- Perform longer and more complex routines both with and without a partner that follow a theme on floor and along apparatus
- Adapt sequences to suit different types of apparatus and their partner's ability
- Work with a partner to create, repeat and improve a sequence with at least three phases
- Include changes of speed, level and direction in routines
- Combine action, balance, expression and shape
- Use equipment to vault in a variety of ways
- Carry out balances, recognising the position of their centre of gravity and how this affects the balance
- Develop strength, technique and flexibility throughout performances

RE

Are all religions equal?

- Discuss their own views
- Present their own views thoughtfully and creatively
- Ask open questions
- Think about their own ideas
- Ask questions about what others think and do and how they show their own beliefs
- Discussing how different sources provide different pieces of information
- Reflect how others might see the world and how they can show respect

FRENCH

Portraits: Describing in French

- Understand that adjectives change depending on whether they are describing a boy or girl, for example: sérieux and sérieuse.
- Identify a person correctly from a description of their hair and eye colour.
- Place word cards in the correct order, with the adjectives following the noun.
- Compose a spoken sentence to describe a friend.
- Write four sentences accurately with the correct adjectival agreement, helped by a support sheet.

Beginning and Belonging, Rights, Rules and Responsibilities

- Be able to contribute ideas to discussions about ground rules for the class, and to take an active part in activities to help build cooperative relationships in the class
- Be able to identify emotions that they or someone else might feel in a new situation, and will know some ways to help someone who is new to the class and the school
- Be able to identify people at home, at school and in other contexts of their lives to include in their support networks
- Know how they can access support and some ways they can help other people.