



Barnfields Primary School

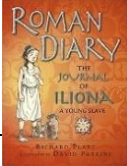
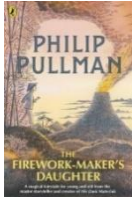
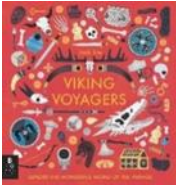
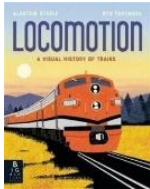
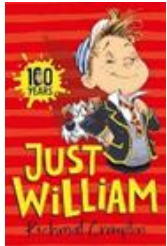
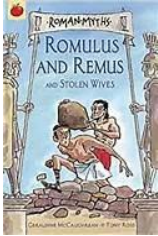
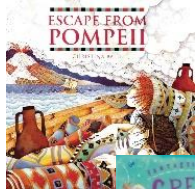
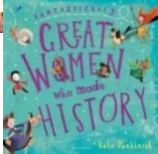
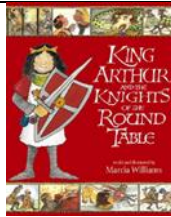
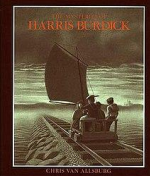
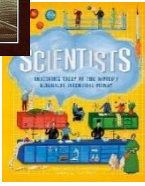
Year 4

Curriculum Outline 2026-2027

Curriculum Drivers: Ambition, Relevant, Knowledge, Inclusive, Retrieval

ACADEMIC YEAR	AUTUMN		SPRING		SUMMER	
	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
Reading Yr4 National Curriculum	Word Reading: Pupils should be taught to: • apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word. Comprehension: Pupils should be taught to: • develop positive attitudes to reading and understanding of what they read by: . listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks . reading books that are structured in different ways and reading for a range of purposes . using dictionaries to check the meaning of words that they have read . increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally . identifying themes and conventions in a wide range of books . preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action . discussing words and phrases that capture the reader's interest and imagination . recognising some different forms of poetry [for example, free verse, narrative poetry] • understand what they read, in books they can read independently, by: . checking that the text makes sense to them, discussing their understanding and . explaining the meaning of words in context . asking questions to improve their understanding of a text . drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence . predicting what might happen from details stated and implied . identifying main ideas drawn from more than one paragraph and summarising these . identifying how language, structure, and presentation contribute to meaning • retrieve and record information from non-fiction • participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say					

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Reading Texts	 	 	 	 	 	 
Writing Texts		 				 
Writing (NC)	Writing: Sentence Structure/Grammar and Punctuation • Uses simple and compound sentences that are grammatically correct and punctuated correctly. • Sentences with more than one clause are increasingly evident however these may remain uncontrolled. • Uses an increasing variety of sentence openings. • Express time, place and cause using conjunctions (e.g. when, before, after, while, so, because), adverbs (e.g. then, next, soon, therefore), or prepositions (e.g. before after, during, in, because of). • First and third person tense are used consistently. • Present and past tense, including the progressive form, usually correctly and consistently applied throughout writing. • Mostly uses the forms 'a' or 'an' according to whether the next word begins with consonant or vowel. • Punctuation to mark sentences (full stops, capital letters, exclamation and question marks) is usually used accurately.					

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Audience and Purpose	- Capital letters used accurately for proper nouns. - Apostrophe use increasingly accurate. - Usually using inverted commas to punctuate direct speech. - Starts to show awareness of commas to mark phrases and clauses, as well as separating items in lists Writing: Text Structure and Organisation, Drafting and Editing, Effective use of Language/ Vocabulary (including awareness of reader) - Plans using ideas gathered from wider reading and modelling. - Writing demonstrates an understanding of purpose and audience. - Main features of story structure are present – beginning, middle and clearly developed resolution. - Usually groups similar information together (starting to use paragraphs for all forms of writing). - Simple overall structure of the chosen non-narrative text type is usually used appropriately. - In non-narratives, simple organisational devices (including headings and sub-headings) aid presentations. - Able to proof read to check for errors in spelling, grammar and punctuation with increasing accuracy. - Can make simple improvements to content either within their own and others' writing. - Deliberate uses of adventurous word choices to add detail and engage the reader e.g. (adding adverbs to add detail to verbs, using technical language appropriate to the text type). Writing: Spelling and Handwriting - Some spelling rules and guidance from English Appendix 1 (Year3 and 4) applied accurately, including further homophones and possessive apostrophe. - Uses the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined. - The children should be using a joined style of handwriting.					
	Writing to Entertain Romulus and Remus by Geraldine McCaughrean Narrative – Roman Myth Writing to Inform Roman Diary (The Journal of Iliona) by Richard Platt Diary Writing to Entertain Haiku Poetry	Writing to Entertain Escape to Pompeii by Christina Balit Narrative – Historical Writing to Inform Great Women who made History by Kate Pankhurst Biography (Boudicca)	Writing to Entertain The Wild Robot by Peter Brown Narrative – Sci-fi Writing to Persuade The Lost Thing by Shaun Tan Persuasive advert	Writing to Entertain King Arthur and the Knights of the Round Table by Marcia Williams Narrative – Folktale Writing to Persuade Beowulf by Michael Morpurgo Persuasive Letter Writing to Entertain Kenning Poetry	Writing to Entertain Arthur and the Golden Rope by Joe Todd Stanton Narrative – Norse Myth Writing to Inform Viking Voyagers by Jack Tite Non-chronological report	Writing to Entertain The Mysteries of Harris Burdick by Chris Van Allsburg Narrative – Mystery Writing to Inform/Persuade Scientists by Isabel Thomas Speech

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Mathematics White Rose	Place Value Addition and Subtraction	Area Multiplication and Division	Multiplication and Division Length and Perimeter Fractions	Fractions Decimals	Decimals Money Time	Shape Statistics Position and Direction
Science	States of matter and changes of state 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.	Sound Identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases.	Animals, including humans (nutrition) Describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey.	Classification and Habitats Group living things in a variety of ways. Explore and use classification keys to help group, identify and name a variety of living things. Recognise that environments can change and that this can sometimes pose dangers to living things.	Electricity Identify common appliances that run on electricity. Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers. Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery. Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit. Recognise some common conductors and insulators, and associate metals with being good conductors.	

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History	Roman Britain Children will learn when and why the Romans invaded Britain, how the native Britons reacted, and how Roman culture influenced the people living in Britain at that time Enquiry Question: How did the Roman invasion change life in Britain, and was this change more helpful or harmful to the people living here at the time?		Anglo Saxons, Vikings and Scots Settlement in Britain Children will learn who the Anglo-Saxons and Vikings were, why they came to Britain, how they interacted, what life was like during their time, and what important things they left behind. Enquiry Question: What do the Anglo Saxons and Vikings tell us about life in the past?
	Geography Volcanoes and The Ring of Fire Physical geography: volcanoes, The Ring of Fire, layers of the Earth and tectonic plates.	The United Kingdom An in-depth study of the capital cities within the United Kingdom.	Local Area Study: The Potteries Gaining an understanding of the human and physical geography of our local area.
Art	Roman Tiles Artist Focus: William De Morgan Use clay to create a Roman tile inspired by Gorgon's Head.	Comic Strips Artist Focus: Laura Carlin Use sequenced drawings to tell stories.	Painting Artist Focus: Hilary Pecis and Nicole Dyer Create still life inspired paintings
	Design and Technology Food and Nutrition: Healthy and Varied Diet To make a rustic Roman meal fit for the Emperor.	Mechanical Systems: Levers and Linkages To design and make a moving picture to show how Vikings travelled.	Electrical Systems: Simple Programming and Control To design a simple circuit to control and make a torch or lamp.

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Computing Teach Computing	Computer Systems and Networks The internet Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.	Creating media Audio production Capturing and editing audio to produce a podcast, ensuring that copyright is considered.	Programming A Repetition in shapes Using a text-based programming language to explore count-controlled loops when drawing shapes.	Data and information Data logging Recognising how and why data is collected over time, before using data loggers to carry out an investigation.	Creating Media Photo editing Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.	Programming B Repetition in games Using a block-based programming language to explore count-controlled and infinite loops when creating a game.
MFL Language Angels	Phonetics 1 & 2 Presenting Myself	Numbers 10-20 Days of the week Months	Vegetables	In the Classroom	In my Town	Clothes
Music	Specialist Music Teacher: Violins					
Physical Education	Tag Rugby Children develop ball control and accurate passing, improve decision-making to move into effective positions, and work collaboratively with fairness, respect and good communication. Hockey Children develop ball control and accurate passing, improve decision-making to move into effective positions, and work	Gymnastics Children develop and combine key gymnastic elements into longer, more effective sequences, improving accuracy, consistency and creativity when linking shapes, balances and travel in pairs and groups. Dodgeball Children develop ball control and accuracy in key dodgeball skills, improve	Dance Children develop expressive movement and fluency, creating dance phrases using speed, tension and continuity, and work collaboratively in pairs and groups to respond to stimuli and build narratives. Badminton Children develop racket and shuttle control, improve decision-making to	Gymnastics Children develop and combine key gymnastic elements into longer, more effective sequences, improving accuracy, consistency and creativity when linking shapes, balances and travel in pairs and groups. Orienteering Children identify locations and plan routes on maps, apply skills such as scaling, thumbing and folding,	Tennis Children develop racket and ball control with increasing shot accuracy, improve decision-making to move into effective court positions, and work collaboratively with good communication, fairness and respect. Basketball Children develop ball control and accurate passing, shooting, improve	Cricket Children develop control and accuracy in throwing, catching and striking, improving bat and ball skills while learning rules and discussing tactics for both batting and fielding. Athletics Children apply a broad range of running, jumping and throwing skills with control and consistency, developing their athletic

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	collaboratively with fairness, respect and good communication.	decision-making to move into effective positions, and work collaboratively with good communication, fairness and respect.	move into effective court positions, and work collaboratively with good communication, fairness and respect.	and build communication, teamwork and physical abilities including agility, coordination and speed.	decision-making to move into effective positions, and work collaboratively with good communication, fairness and respect.	understanding to make decisions such as selecting appropriate running speeds for different tasks.
Relationships, Sex and Health Education Jigsaw PSHE	Being Me Our rights. Friendship, inclusion & community. Responsible choices.	Celebrating Difference First impressions, appearance and assumptions. Understanding bullying. Solving problems safely. Protected characteristics: age, race, sex.	Dreams and Goals Hopes and dreams and feelings of excitement and anxiety. Resilience and setbacks. Collaborative work. Perseverance, self belief and positivity.	Healthy Me Friendships and emotions. Trust and feeling left out. Peer influence. Safe choices (railways, vaping, alcohol) Unsafe choices	Relationships Feelings, love, loss and memories. Managing emotion. Friendships and negotiation. Early ideas of romantic relationships.	Changing Me Identity. Physical and emotional changes, inc menstruation. Families and trusted adults. Coping with change and worries.
Religious Education Jigsaw RE	Worship Islam Does praying at regular intervals help Muslims in their everyday lives?	Incarnation Christianity What is the most significant part of the Nativity story for Christians today?	Pilgrimage Islam Does completing a pilgrimage make a person a better Muslim?	Forgiveness Christianity Is forgiveness always possible for Christians?	Values Islam What is the best way for a Muslim to lead a good life?	Worship Christianity Do people need to go to church to show they are Christians?

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