**Year 4 Overview 2025-2026**

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| **Year 4** | **Autumn 1** | **Autumn 2** | **Spring 1** | **Spring 2** | **Summer 1** | **Summer 2** |
| **Reading TBC** | Whole class reading | Whole class reading | Whole class reading | Whole class reading | Whole class reading | Whole class reading |
| **Writing**  **(Pathways to Write)** | Narrative  *Gorilla* | Narrative  Recount- Diary Writing  *Leon and the Space Between* | Narrative  Recount/ Adventure writing  *Our Tower* | Narrative  Recount  *Wisp* | Non-chronological report- Information board  *Where the Forest Meets the Sea* | Letter-in-Role  *Blue John* |
| **Maths (Mathematics Mastery)** | KIRF Week | KIRF Week | KIRF Week | KIRF Week | KIRF Week | KIRF Week |
|  | Unit 1 – Reasoning with 4-digit numbers  Unit 2 – Addition and subtraction  Unit 3 – Multiplication and division | Unit 3 – Multiplication and division  Unit 4 – Interpreting and presenting data | Unit 5 – Calculating with multiplication and division  Unit 6 – Fractions | Unit 7 – Time  Unit 8 – Decimals | Unit 9 – Area and perimeter  Unit 10 – solving measure and money problems | Unit 11 – 2-D Shape and Symmetry  Unit 12 – Position and Direction  Unit 13 – Exploring calculation strategies and place value  Unit 14 – 3D Shape |
| **Science (Kapow)** | Animals -  Digestion and food | Energy -  Electricity and circuits | Materials -  States of matter | Energy -  Sound and vibration | Living things -  Classification and changing habitats | Making connections -  How does the flow of liquids compare? |
| **History (Kapow)** | How have children’s lives changed? |  | How hard was it to invade and settle in Britain? |  | How did the achievements of Ancient Maya impact their society and beyond? |  |
| **Geography (Kapow)** |  | Where does our food come from? |  | Why are rainforests important to us? |  | What are rivers and how are they used? |
| **Computing (Teach Computing)** | Computing systems and networks – The Internet | Creating media - Audio production | Programming A – Repetition in shapes | Data and information – Data logging | Creating media – Photo editing | Programming B – Repetition in games |
| **RE (Kapow)** | Are all religions equal? | What makes some texts sacred? | Just how important are our beliefs? | Who was Jesus really? | Why is the Bible the best-selling book of all time? | Does the language of scripture matter? |
| **Art (Kapow)** | Class artists  Drawing: Exploring Tone, Texture and Proportion | Drawing: Exploring Tone, Texture and Proportion (cont)  Painting and Mixed media – light and dark | Class Artists  Painting and Mixed media – light and dark (cont) | Sculpture and 3D – mega materials | Class Artists  Sculpture and 3D – mega materials (cont)  Design – Fabric of Nature | Design – Fabric of Nature (con) |
| **DT (Kapow)** | Electrical systems -  Torches | Mechanical systems -  Making a slingshot car | Digital world -  Mindful moments timer | Structures -  Pavilions | Cooking and nutrition -  Adapting a recipe | Textiles -  Fastenings |
| **PE (Get Set 4 PE)** | Ball Skills Y3/4 | Netball | Cricket | Athletics | Gymnastics | Swimming |
| **PSHE (Kapow)** | Introductory session  Families and relationships | Family and relationships (cont.)  Health and wellbeing | Health and wellbeing (cont.)  Safety and the changing body | Safety and the changing body (cont.)  Citizenship | Citizenship (cont.)  Economic wellbeing | Economic wellbeing (cont.)  Transition session |
| **Music (Kapow)** | Body and tuned percussions (Rainforest) | Rock and Roll | Haiku, performance and music (Hanami festival) | Changes in pitch, tempo and dynamic (Rivers) | Samba and carnival sounds and instruments (South America) | Adapting and transposing motifs (Romans) |
| **MFL (Kapow)** | Portraits – describing in French | Clothes - Getting Dressed in France | French numbers, calendars and birthdays | In the Classroom | French – Eurovision song contest | Consolidation |