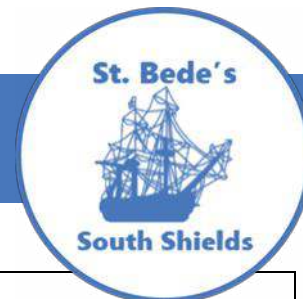


# Year 4 Curriculum Overview – Summer Term 2025



<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Literacy</p>	<p><b>Reading</b></p> <ul style="list-style-type: none"> <li>We will be reading a range of fiction and non-fiction texts throughout the term.</li> <li>Our main class novel for this term will be <i>The Boy at the Back of the Class</i> by Onjali Q. Rauf.</li> </ul> <p><b>Reading Comprehension</b></p> <p>Children will complete regular reading comprehension activities as well as comprehension linked to our topics and class novel.</p> <p><b>Writing</b></p> <p><b>Fiction:</b></p> <p>Suspense Story / Adventure Story</p> <p><b>Non-fiction:</b></p> <p>Explanation text / Persuasive text</p> <p><b>Grammar</b></p> <ul style="list-style-type: none"> <li>Using possessive pronouns to stand in place of nouns or noun phrases.</li> <li>Using pronouns appropriately to ensure clarity.</li> <li>Using co-ordinating conjunctions 'and', 'but' and 'or' to join two words, phrases, or main clauses of equal importance.</li> <li>Using subordinating conjunctions to join a subordinate (less important) clause to a main clause, to add extra information about the main clause.</li> <li>Using conjunctions, prepositions, and adverbs to give reasons for something happening.</li> <li>Using paragraphs to organise ideas around a theme and show the stages in a story.</li> <li>Use negative words in a sentence to change meaning.</li> <li>Using question tags at the end of a statement to turn it into a question.</li> <li>Forming adjectives using prefixes and suffixes.</li> <li>Understanding how words are related in form and meaning (word families).</li> </ul> <p><b>Punctuation</b></p> <ul style="list-style-type: none"> <li>Use the wide range of punctuation taught to date.</li> <li>Use a comma to separate a question tag from a statement.</li> </ul> <p><b>Spelling</b></p> <ul style="list-style-type: none"> <li>Spellings are taught in line with national curriculum statutory requirements.</li> <li>Spelling rules are taught as well as words containing common prefixes and suffixes.</li> <li>Spellings from the Y4 statutory word list will also be tested as well as revision of spellings from previous year groups.</li> </ul>	<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Mathematics</p> <p><b>Place Value:</b></p> <ul style="list-style-type: none"> <li>Read, write 4-digit numbers and know what each digit represents.</li> <li>Compare 4-digit numbers using <math>\leq</math> and <math>\geq</math>.</li> <li>Look at place value in decimals and the relationship between tenths and decimals.</li> <li>Round 4-digit numbers to the nearest: 10, 100 and 1000.</li> <li>Solve number and practical problems that involve all of the above and with increasingly large positive numbers.</li> </ul> <p><b>Addition &amp; Subtraction:</b></p> <ul style="list-style-type: none"> <li>Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.</li> <li>Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.</li> </ul> <p><b>Measure:</b></p> <ul style="list-style-type: none"> <li>Read, write and convert time between analogue and digital 12-hour and 24-hour clocks.</li> <li>Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.</li> <li>Estimate, compare and calculate different measures, including money in pounds and pence.</li> </ul> <p><b>Geometry:</b></p> <ul style="list-style-type: none"> <li>Describe positions on a 2D grid as coordinates in the first quadrant.</li> <li>Describe movements between positions as translations of a given unit to the left/right and up/down.</li> <li>Plot specified points and draw sides to complete a given polygon.</li> </ul> <p><b>Multiplication &amp; Division:</b></p> <ul style="list-style-type: none"> <li>Recognise and use factor pairs and commutativity in mental calculations.</li> <li>Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as 'n objects are connected to m objects'.</li> </ul> <p><b>Fractions:</b></p> <ul style="list-style-type: none"> <li>Compare numbers with the same number of decimal places up to two decimal places.</li> <li>Recognise and write decimal equivalents to <math>\frac{1}{4}</math>, <math>\frac{1}{2}</math>, <math>\frac{3}{4}</math>.</li> <li>Round decimals with one decimal place to the nearest whole number.</li> <li>Find the effect of dividing a one- or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</li> </ul>
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Religious Education	<p><b>Pentecost – Serving:</b> New Life (To hear &amp; live the Easter message)</p> <p><b>Baptism/Confirmation – Belonging:</b> Called (Confirmation: A Call to witness)</p> <p><b>Universal Church – World:</b> God’s People (Different saints show people what God is like)</p>	Mathematics	<p><b>Statistics:</b></p> <ul style="list-style-type: none"> <li>Interpret and present continuous data using appropriate graphical methods, including bar charts, and time graphs.</li> </ul> <p><b>Mental Arithmetic:</b></p> <ul style="list-style-type: none"> <li>Based on targets set for Summer Terms 1 and 2 on Numeracy target cards.</li> </ul>
Science	<p><b>Sound &amp; Hearing</b></p> <ul style="list-style-type: none"> <li>Vibrations – Children will identify how sounds are made and will understand that sounds can be different but are all made by vibrations.</li> <li>How do we hear sounds? - Children will discover that sounds travel in waves through a medium and that we hear sounds when they reach our ears. Children will identify parts of the ear and learn how the ear and brain work together to hear and make sense of sounds.</li> <li>Pitch &amp; Volume - Children will learn about pitch (how high or low a sound is) and volume (finding out about patterns between the volume of a sound and the strength of the vibrations that produced it).</li> <li>Investigating sound over distance - Children will learn that sounds get fainter as the distance from the sound source increases.</li> </ul> <p><b>Materials</b></p> <ul style="list-style-type: none"> <li>Solids, liquids, and gases - everything is made up of particles and the arrangement of these particles will define which state it is in: solid, liquid or gas.</li> <li>Changes of states – how materials can change from one state to another, and the processes involved.</li> <li>How temperature affects the rate of change at which materials change from one state to another.</li> <li>Understanding the water cycle and the parts played by evaporation and condensation.</li> </ul>		
Geography	<p><b>Coasts</b></p> <p>Children will learn about:</p> <ul style="list-style-type: none"> <li>Erosion &amp; weathering – different types</li> <li>Landforms created by coastal erosion</li> <li>Transportation &amp; Beaches – how beaches are formed</li> <li>Human use of the coastline – how do people use the coastline? Linking to the local area.</li> <li>The impacts and management of coastal erosion – problems caused and how we can protect the coastline.</li> <li>Impacts of global sea level rise.</li> </ul>	History	<p><b>The Roman Empire and its impact on Britain</b></p> <p>Children will explore:</p> <ul style="list-style-type: none"> <li>who the Romans were and where they came from</li> <li>the Roman Empire and its army – researching the success behind the growth of the Roman Empire</li> <li>why the Romans invaded Britain</li> <li>the British resistance, learning about Boudica (who she was and why we remember her today)</li> <li>what happened after the revolt by Boudica’s Iceni army</li> <li>how Romanisation changed Britain, answering the question ‘what did the Romans ever do for us?’.</li> </ul>
Music	<p><b>Singing:</b> Variety of songs and hymns related to Summer (Mr Richardson)</p> <p><b>Music:</b> With Tardis Education</p>	P.E.	Cricket, gymnastics and netball.
DT	<b>Design &amp; Make:</b> Creative Shoes	Computing	<p><b>Creating Media:</b> Photo editing</p> <p><b>Programming B:</b> Repetition in Games</p>
French	<b>The Body</b>		
Key Information	<p><b>What does my child need?</b></p> <ul style="list-style-type: none"> <li>Reading book / water bottle – daily</li> <li>Wear P.E. kit to school every Tuesday and Wednesday</li> <li>Spelling test – Monday</li> <li>Mental Arithmetic test - Thursday</li> </ul> <p><b>How you can support your child’s learning:</b></p> <ul style="list-style-type: none"> <li>Help your child to organise their time well</li> <li>Support with homework: spelling, reading, mental arithmetic and times tables.</li> </ul>	Events	<ul style="list-style-type: none"> <li>KS2 Tom Palmer Author Visit: Tue 20<sup>th</sup> May</li> <li>Mass - Feast of St Bede: Thu 22<sup>nd</sup> May at 10.00am</li> <li>Class Photographs: Fri 23<sup>rd</sup> May</li> <li>Half term: Mon 26<sup>th</sup> – Fri 30<sup>th</sup> May</li> <li>Multiplication Check: Mon 2<sup>nd</sup> to Fri 13<sup>th</sup> Jun</li> <li>Test Week: w/c Mon 2<sup>nd</sup> – Fri 20<sup>th</sup> Jun</li> <li>Y4 Library visit: Tue 3<sup>rd</sup> Jun</li> <li>Fr Bill to visit Y4 (Confirmation topic): Wed 4<sup>th</sup> Jun pm</li> <li>Arbeia Roman Fort: Wed 11<sup>th</sup> Jun</li> <li>First Holy Communion Day: Sat 14<sup>th</sup> Jun</li> <li>Mass - Feast of Ss Peter &amp; Paul: Thu 26<sup>th</sup> Jun at 10.00am</li> <li>INSET Day: Fri 4<sup>th</sup> July</li> <li>End of Year Mass: Thu 17<sup>th</sup> Jul</li> <li>Break up for Summer Holidays – Fri 18<sup>th</sup> Jul</li> </ul>