



Brooklands Primary School – Curriculum Information for Parents 2025-26

Year 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Educational Visits:	Eureka		Blue Peter		Tatton Park – Anglo-Saxons	
Mathematics	The children will develop their understanding of addition and subtraction using the column method. They will then learn about the value of digits in numbers up to 10,000 and practise comparing, ordering and rounding these numbers. They will learn about perimeter and measure the perimeter of different shapes. They will learn about the relationship between multiplication and division and the effects of multiplying and dividing by 10 and 100. We will be practising finding patterns in the 3, 6, 9 and 7 times tables.		The children will continue to develop their understanding of the relationship between multiplication and division. They will learn about different structures and methods for carrying out calculations and apply their understanding to solving problems. We will learn about giving co-ordinates on a grid and review our learning on fractions. We will continue to practise learning our times tables.		We will develop our understanding of fractions by learning about fraction greater than 1, and the different ways that these can be represented. We will also learn about the properties of 2D shapes, including symmetry. The children develop their understanding of time and practise division with remainders.	
English	<u>Writing to Entertain - Narrative</u> The children will explore characters and settings in depth (linked to their class novel 'Varjak Paw') and write setting and character descriptions. They will also write a shared story, before planning and writing their own independent story. <u>Writing to Entertain – Poetry</u> The children will read and perform a variety of poems, learning about intonation, pitch and volume. They will learn about the use of imagery and figurative language and write their own poems. <u>Writing to Inform</u> The children will also learn about the features of non-chronological reports before writing their own reports to inform linked to an aspect of their topic work – Ancient Egypt society.		<u>Writing to Entertain - Narrative</u> The children will study the book 'The Nowhere Emporium'. They will look at the style of writing and then write a new chapter for the book. The children will also learn about the features of playscripts and will have the opportunity to write their own script. <u>Writing to Entertain - Poetry</u> In poetry, the children will explore different forms such as haiku, cinquain and kennings. <u>Writing to Persuade</u> When writing to persuade, the children will create advertisements linked to our work on Europe.		<u>Writing to Entertain - Narrative</u> The children will further develop their narrative skills using the class novel 'How To Train Your Dragon', writing extended descriptions and using a variety of different sentence structures. <u>Writing to Entertain – Poetry</u> In poetry, the children will continue to build on their knowledge of imagery and figurative language through studying a range of poetry including Lewis Carroll's 'The Jabberwocky'. <u>Writing to Inform</u> Building on their earlier writing to inform work, the children will create animal fact-files and blog entries based on imaginary creatures such as the Jabberwocky.	
Topic (Includes History, Geography, Art and Design Technology)	<u>Tomb Raiders</u> The children will learn all about what life was like in Ancient Egypt. They will begin by considering the importance of the River Nile for the development of the civilisation and its role in the many significant advancements and achievements of the time (including farming and agriculture as well as for the construction of the pyramids). Next they will learn about the social hierarchy that existed and the impact this had on the daily life of different groups at that time. Finally, the children will learn about mummification and discuss the importance of the discovery of Tutankhamun's tomb by Howard Carter,		<u>A European Adventure</u> The children will use maps to explore the human and physical features of Europe such as mountains and rivers and find out about the different European countries. They will look at the country of France in depth. They will locate regions and cities as well as the major landmarks of Paris. They will find out about the French culture and what it is like to live in France and compare this to the UK. Finally, the children's adventure will lead them to the volcanoes of Iceland and Italy. They will find out where they are located, how they are formed and what happens when they explode.		<u>Invaders and Settlers</u> The topic begins with the children finding out who the Anglo Saxons were and what it was like to live in an Anglo Saxon settlement. This will lead on to the children investigating the mystery of Sutton Hoo. They will find out about what was discovered there and use enquiry skills to deduce and infer information about Anglo Saxon life from the artefacts. The children will then move onto learning about the Vikings. They will discover where they came from, why they came to Britain and where they settled. They will compare and contrast Viking life with Anglo Saxon life and learn about the raid on	

	comparing to the significance of the artefacts discovered in terms of Egyptology with that of Tutankhamun’s reign as Boy King as well as other significant discoveries, such as the Rosetta Stone. In art, the children will design and create their own cartouche scrolls using block printing techniques of hieroglyphs representing their name on replica papyrus paper. They will also make and decorate their own sculptures of replica canopic jars using clay. In DT, the children will be utilising their knowledge of electrical circuits from science to design and make their own working torches for Egyptologists to use in their tomb excavations.	In art, they will study the work of the French artists Monet and Seurat, creating their own impressionist and pointillism artwork. They will also discover more about French cuisine in DT and have the opportunity to plan and make a delicious French salad.	Lindisfarne. Throughout the topic, the children will also learn about the significant individual of King Alfred the Great. In art and DT, they will learn about Anglo Saxon textiles. They will practise weaving techniques and have a go at weaving their own cloth. They go on to design and sew their own purse for an Anglo Saxon.			
Online Safety	Children will take part in a weekly online safety lesson that builds their understanding of how to stay safe, respectful and responsible online. The lessons will cover a range of key themes, including Self-image and Identity, Online Relationships, Online Reputation, and Online Bullying. Children will also learn how to manage online information, understand the impact of technology on their health and wellbeing, protect their privacy and security, and explore the importance of copyright and ownership. These sessions aim to equip children with the knowledge and confidence they need to navigate the digital world safely.					
Computing	<u>The Internet</u> He children will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.	<u>Programming A – Repetition in Shapes</u> This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.	<u>Photo editing</u> The children will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have, and evaluate the effectiveness of their choices.	<u>Data Logging</u> In this unit, pupils will consider how and why data is collected over time. Pupils will consider the senses that humans use to experience the environment and how computers can use special input devices called sensors to monitor the environment. Pupils will collect data as well as access data captured over long periods of time. They will look at data points, data sets, and logging intervals. Pupils will spend time using a computer to review and analyse data. Towards the end of the unit, pupils will pose questions and then use data loggers to automatically collect the data needed to answer those questions.	<u>Programming B – Repetition in Games</u> This unit explores the concept of repetition in programming using the Scratch environment. It begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops, and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.	<u>Creating Media – Audio editing</u> The children will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.
Science	<u>The Human Body</u> The children will learn all about the human digestive system, identify types of	<u>Electricity</u> The children will explore appliances that use electricity and learn about simple circuits, naming the	<u>Materials</u> The children will learn the difference between solids, liquids and gases. They will look at changes in state when materials are heated or cooled and investigate evaporation and condensation in the water cycle.	<u>Habitats</u> Children will learn about living things and their habitats. They will use classification keys and look at	<u>Sound</u> The children will learn about how sounds are made and about vibrations. They will investigate pitch and volume,	

	teeth and their functions and explore food chains.	basic elements. They will carry out investigations involving lighting bulbs in a circuit, using a switch and powering circuits. They will also look at conductors and insulators			human impact on different types of environments.	and look at how musical instruments work.
R.E.	Why is Jesus inspiring to some people?	How do people from religious and non-religious communities celebrate key festivals?	What can we learn from religions about right & wrong?	Why do some people think life is a journey? ,	What does it mean to be a Hindu in Britain?	
P.E.	Outdoor: Danish Longball Indoor: Swimming/ Dance	Outdoor: Football Indoor: Orienteering/ swimming	Outdoor: Volleyball Indoor: swimming/ Gymnastics	Outdoor: Netball Indoor: swimming/ Health-related fitness	Outdoor: Athletics Indoor: Dodgeball/ swimming	Outdoor: Rounders Indoor: Tennis/swimming
PSHE	Healthy life style The children will develop their awareness of what can positively and negatively affect their physical health; including the early symptoms of illness. They will be developing skills to make their own choices about food, understanding what might be influencing their choice and the benefits of eating a balanced diet. Furthermore, the children will be reminded of the importance of dental health and the benefits of good oral hygiene. Mental Wellbeing: The children will be encouraged to reflect on and celebrate their achievements, identify their strengths and areas for improvement, and set high aspirations and goals for themselves. This will lead the children to understand that mental well-being is a normal	Being Safe (including online safety) The children will learn strategies for keeping physically and emotionally safe including road safety, water safety and safety online. They will understand how to recognise risk, harmful content and how to report it. The children will acknowledge the importance of taking care of their body and that they have the right to protect themselves from unwanted contact. Furthermore, the children will continue to develop their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly. They will learn how to ask for help and techniques to avoid social pressures to do something dangerous or makes them feel uncomfortable.	Rules, Rights and Responsibilities: The children will learn to understand why and how rules and laws that protect themselves and others are made and enforced. They will go on to explore why different rules are needed in different situations. This will be linked to how information on social media can be misrepresented or misleading. Money The children will be taught how to manage their own money and understand how to be a critical consumer.	Me and my Community The children will come to understand what being part of a community means, and about the varied institutions that support communities locally and nationally. Furthermore, the children will be made aware of the consequences of anti-social and aggressive behaviours such as discrimination of communities and bullying. The children will develop strategies for getting support for themselves at others at risk. Social Media	Families and people who care for me The children will continue to recognise how important those they identify as family to be as they can give love, security and stability. They will also understand the importance of maintaining healthy family relationships by showing commitment, spending time together and sharing each other's lives. This will lead the children to recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. Caring friendships The children will be able to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain a healthy relationship. They will also be able to acknowledge that friendships have their ups and downs and develop strategies to resolve disputes and conflicts.	Respectful Relationships The children will continue to learn about the importance of respecting others, even when they are very different from themselves, make different choices or have different preferences or beliefs. Moreover, the children will be encouraged to develop their confidence in being able to raise their own opinions and concerns while taking into consideration other people's feelings and constructively challenge others' points of view. This will lead the children to understand that they have personal boundaries to help maintain privacy and respect to themselves. The children's understanding of bullying and abuse in all forms will continue to develop.

	part of daily life and to identify what can positive and negatively affect it. The children will then learn to extend their feeling vocabulary and the skills to be able to explain the intensity of their feelings to others.					Online relationships
MFL	<u>Welcome to school</u> Children will be revising greetings, numbers to 10, days of the week and months of the year. Children will be learning how to follow classroom commands in French as well as the words for different school stationery and rooms. They will also learn numbers up to 20.	<u>My town, Your Town</u> Children will extend their knowledge of classroom commands before learning the words for different shops and locations within towns and cities. Children will learn how to ask and answer directions to different places.	<u>Alien faces and family</u> Children will learn the words for different members of their family and describe who is in their family. They will also learn the words for the parts of the face and describing faces accurately using their knowledge of number.	<u>Moving our bodies</u> Children will continue to learn the names of different parts of the body and describe an alien accurately recapping their knowledge of colours from Y3.	<u>At the doctors</u> Children will learn how to say they don't feel well and use their knowledge of body parts to say where they have pain. <u>Jungle Animals</u> Children will learn the words for some jungle animals and use their knowledge of colours, numbers and body parts to describe them.	<u>Summertime</u> Children will learn how to describe the weather and present a simple weather forecast. They will learn the words for some flavours of ice cream and role play.
MUSIC	<u>Playing with rhythm: Playing together and rhythmic structures</u> Beginning with activities to get children performing together rhythmically, the children will learn to follow musical instructions and experience how it feels to be the conductor! Throughout the term, the children will develop their knowledge of rhythmic notation and use movement to express these concepts. They will have fun exploring songs such as <i>Harvest Samba</i> and will learn how music can be built by combining layers of rhythm. Developing ensemble skills is a key focus and the children will learn to stick to their own part in a group as well as thinking about ways to improve their group performances. The term ends with children composing music within a rhythmic framework with a selection of activities to choose from – the children could write new lyrics to a song, explore rhythm grid notation or create a class composition using rhythmic motifs.		<u>Musical Patterns & Performing</u> This term begins with activities designed to get children recognizing musical patterns in songs and music. They will add actions to match song lyrics, play listening games to develop recall of sound sequences, and have fun exploring music-and-movement patterns through songs such as <i>The Mouse And The Giant</i> . The children will develop their recognition of classroom percussion instruments, using them to play simple accompaniments and simple rhythm patterns. They will also begin to explore ways to change sounds and create simple patterns, e.g. playing loudly, quietly, slowly or quickly.			<u>Sound Stories</u> From sound sticks to journey sticks, the children will learn to create musical patterns, using natural objects as a musical score. Listening choices also reflect the outdoors theme – the perfect opportunity to learn about instruments made from wood such as the didgeridoo, the log drum, the courting flute and temple blocks. An introduction to musical timbre is explored through fairy-tale characters as the children learn to associate characters with instruments. They will explore the effect of layering instrumental sounds, developing an understanding of musical texture. The story theme continues as children learn to use simple sound effects and pictorial notation to accompany a story or song.