

Curriculum Information Year 4

Summer 2026



Welcome back and I hope you all had a lovely Easter break.

This half term we are starting with a history topic 'What was life like in World War 2?' This is going to be a very exciting topic where the children will be immersed in their learning of World War 2 through topic, English and their DT projects.

We will then move on to our Geography Topic comparing Harden with a Village in Mexico. The Art topic of sculpture will see the children creating traditional Mexican sculptures from clay to enhance their learning further.

In science we will be learning all about sustainability, habitats and the digestive system.

Year 4 will continue to have PE on Wednesday and Thursday so please can children come in their PE kit on those days.

Maths

Continuation of Fractions

Decimals

Making a whole
Partitioning decimals
Compare and order decimals
Rounding decimals

Money

Write money using decimals
Convert between pounds and pence
Estimate and calculate money
Problem solving with money

Time

Years, months, weeks, days
Hours, minutes, seconds
Converting time

Shape

Understanding angles
Triangles
Quadrilaterals
Polygons
Lines of symmetry

Statistics

Interpreting line graphs
Comparison, sum, difference

Position and direction

Plot co-ordinates on a grid.
Draw 2D shapes on a grid
Translate on a grid

We will also be continuing to practise addition, subtraction, multiplication and division through regular arithmetic practise and daily drilling.
The best way to support at home is by

English

Spelling strategies

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Grammar and Punctuation

- Relative pronouns
- Relative clauses
- use of long and short sentences
- Expanded ing clause as a starter
- Expanded ing clause as a drop in clause.

Writing

- To write a diary entry
- To write a lay script
- To explore Michael Rosen poetry

Reading

- Drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence.

- Checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context.

Listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks.

Science

Animals Including Humans

Children will learn how to: 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; and finally, construct and interpret a variety of food chains, identifying producers, predators and prey.

Living Things and their Habitats—Conservation

This unit 'Living things and their habitats - Conservation' takes children through six lessons where they learn how to recognise that environments can change and that this can sometimes pose dangers to living things.

Computing

Photo editing

Learners 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.

Programming

This unit explores the concept of repetition in programming . 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. ,

History—World War 2.

What was life like during the war?

How did the home front contribute to the war efforts?

What were the roles and responsibilities of the armed forces in WW2?

Why was the Battle of Britain a turning point in the war?

How did the people keep their spirits up in such hard times?

Geography

Comparing Harden with a Mexican Village.

- Locate countries and major cities around the world.

- Field Skills—to use maps, atlases, globes and digital mapping to locate places.

Place Knowledge.—Use photographic evidence to raise questions about living conditions in areas studied. Draw conclusions based on images and videos of plac-

DT—Textiles

To design and make and evaluate a satchel to carry evacuee papers.

To using a range if stitches to join materials.

Art—Sculpture

To create a Mexican Folk sculpture using clay. Explore technique of joining pieces using scratch and slip

Texture and pattern will be evident in work through use of different tools and manipulation using fingers.

MFL (Spanish)

How I look

Body parts, faces, describing myself, describing other people.

Animals, colours and sizes

Farm animals, zoo animals, wild animals, sizes and colours

PE

Athletics

Physical—pace, sprint, jump for distance, throw for distance.

Social—collaboration, leadership.

Emotional— perseverance determination, honesty.

Thinking— reflection, observing, providing feedback, exploring ideas, comprehension.

Jujitsu

Jujitsu for children teaches them a range of skills, including physical self-defense techniques, emotional regulation, and problem-solving abilities. It also fosters confidence, discipline, and social skills in a supportive and structured environment

Music

Global pentatonics

Compose a pentatonic melody. • Improvise and create pentatonic patterns. • Use notation to represent musical ideas. • Compare music extracts and understand that the pentatonic scale features in lots of music traditions and cultures.

The horse in motion

Create ostinatos. • Layer up different rhythms. • Create and follow a score. • Watch a film and analyse it in a musical context.

Favourite song (Classroom percussion)

Sing with expression and a sense of the style of the music. • Understand triads and play C, F, G major, and A minor. • Play an instrumental part as part of a whole-class performance. • Sing a part in a partner song, rhythmically and from memory. • Identify similarities and differences between pieces of music in a folk/folk-rock style

PSHE/ RSE

Please see attached knowledge organiser about the 'Year 4 topics Being my Best (Summer 1) and Growing and Changing' (Summer 2)

RE

How do different people express spirituality?

Pupils explain their understanding of 'spiritual' and explain some ideas and beliefs that are important to them.

They discuss how some Christians express their beliefs using visual imagery. They recognise that Muslims use other forms of art, such as pattern, instead of images. Pupils explore how words and poetry, music and dance are used by some faiths as an art form and to express beliefs.

Homework

Reading - Children are expected to read at home for 10 minutes at least 4 times a week and we would really appreciate it if you could sign you child's reading record and that your child's reading book and reading record are in school every day. Books will be changed when required.

Spelling - The children will be sent home with their spellings on a Tuesday and will be tested the following Monday. They have all got a Spelling Shed login and will be able to use this at home to support their spelling practise.

Maths - The children have their Numbots and TT Rockstars login and are encouraged to access this regularly at home.

If you have any questions please feel free to leave a message with the office and we will get back to you or contact us via email at year4@hardenprimaryacademy.co.uk

Kind regards,

Miss Jamieson

Knowledge Organiser



Year 4 - Being My Best

Key questions

Having Choices and Making Decisions About My Health What choices help to keep me healthy?
Why is it important to look after my health now?

Why is it important to look after myself in the future?

Taking Care of My Environment

What different things do I do to look after our environment?

Why is it important to look after our environment?

How does this affect our future?

Key vocabulary

accident emergency affect
balanced diet recycle breathing
community repair reduce
creative give to others
injury exercise choices
wound mental health active
first aid repair connect
future choking reuse
wellbeing be mindful

I can ...

I can give a few examples of different things that I do already that help to me keep healthy.

I can give different examples of some of the things that I do already to help look after my environment.

Knowledge Organiser



Year 4 - Growing and Changing

Key questions

Body Changes During Puberty

What parts of the body are the same for girls and boys?

What parts of the body are different for girls and boys?

How do some parts of the body change during puberty?

Managing Difficult Feelings

What feelings might someone have during puberty?

Why might someone have difficult feelings during puberty?

What are good ways to compromise?

Relationships, Including Marriage

Why do some people choose to get married?

Who can get married and how old do they need to be?

Why do some people choose to have a civil ceremony?

Why do some people choose to live together?

Key vocabulary

breasts testicles womb choice
civil partnership sperm enjoy
penis hormones pubic hair
periods marriage love puberty
live together civil partnership
uncomfortable feelings
menstruation vagina vulva
compromise share ovaries
wet dreams

I can ...

I can label some parts of the body that only boys have and only girls have.

I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).

I can tell you why people get married.