

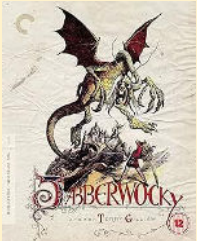

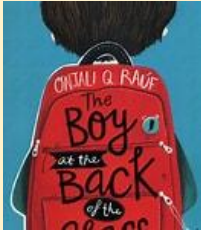



English Writing
Genre

Phonics (RWI)

Autumn		Spring		Summer	
Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
<p>Fiction Novels <u>Writing Outcome</u> Diary Entry</p>  <p>Stig of the Dump By Clive King</p> <p>In this project, Year 4 children will explore the exciting story of "Stig of the Dump" by Clive King. They will step into the shoes of Barney, a boy who discovers Stig, a mysterious caveman living in a chalk pit filled with rubbish. Through their adventures, the children will learn about friendship, bravery, and imagination.</p> <p>The final written outcome will be a diary entry where pupils write from Barney's perspective, describing his feelings and experiences meeting Stig, their adventures together, and the mysterious world of the chalk pit. This project encourages creativity, empathy, and developing narrative writing skills inspired by the story.</p>	<p>Myths and legends <u>Writing Outcome</u> Character description Creating own mythical creature</p>  <p>Impossible creatures By Katherine Rundell</p> <p>In this project, Year 4 children will dive into the magical world of "Impossible Creatures" by Katherine Rundell. They will explore the lives and personalities of key characters like Christopher, a boy from Scotland, and Mal, a girl from the magical Archipelago, as well as the mythical creatures they encounter.</p> <p>The final written outcome will be a detailed character description where pupils describe the appearance, traits, and motivations of one of the main characters. This project encourages descriptive writing skills while engaging with themes of friendship, bravery, and environmental responsibility found in the story.</p>	<p>Poetry <u>Writing Outcome</u> Narrative Poem</p>  <p>Alice and wonderland Jabberwokey</p> <p>In this project, Year 4 children will immerse themselves in the whimsical world of "Alice in Wonderland" by Lewis Carroll. They will explore the story's unique characters, magical settings, and strange adventures through reading and discussion.</p> <p>The final written outcome will be a narrative poem where pupils creatively retell parts of Alice's journey, using descriptive language to capture the fantasy and imagination of the story. This project will help develop pupils' skills in poetry writing, storytelling, and expressive language inspired by this classic tale.</p>	<p>Non – fiction <u>Writing Outcome</u> Persuasive letter</p>  <p>The Street Beneath My Feet Charlotte Guillain</p> <p>In this project, Year 4 children will explore the amazing journey beneath the Earth's surface as described in "The Street Beneath My Feet." They will learn about the layers of the Earth, underground habitats, and how human inventions like tunnels and pipes help shape the world beneath our cities and countryside.</p> <p>The final written outcome will be a persuasive letter where pupils write to encourage others to appreciate and protect the underground environment. They will use facts and descriptive language from the book to convince readers why this hidden world is important and deserves care. This project builds persuasive writing skills while deepening understanding of geology, natural history, and human impact.</p>	<p>Non-fiction <u>Writing Outcomes</u> One sided Argument</p>  <p>The Boy at the back of the class Onjali</p> <p>In this project, Year 4 children will explore the powerful story of The Boy at the Back of the Class by Onjali Q. Rauf. They will learn about Ahmet, a nine-year-old refugee from Syria who joins a new school and faces challenges like bullying and misunderstanding. The class will discuss themes of kindness, friendship, fairness, and standing up against prejudice.</p> <p>The final written outcome will be a one-sided argument where pupils argue for the importance of welcoming and supporting refugees like Ahmet. They will use evidence from the story and their own ideas to persuade readers that everyone deserves kindness and justice, developing skills in persuasive writing and empathy.</p>	<p>Drama <u>Writing Outcomes</u> Verbal debate between Mr. Fox and Mr. Bunce Script Stage directions</p>  <p>Fantastic Mr Fox Roald Dahl</p> <p>In this project, Year 4 children will explore the clever and exciting story of Fantastic Mr Fox by Roald Dahl. They will follow Mr Fox as he outsmarts three mean farmers to provide food for his family and friends. The class will discuss themes of bravery, friendship, and clever problem-solving.</p> <p>The final written outcome will be a script, where pupils write and perform scenes from the story, bringing characters like Mr Fox, Mrs Fox, and the farmers to life. This project encourages creativity, dialogue writing, and teamwork while engaging with this classic tale.</p>
RWI Scheme/ Accelerated reader Class dependent		RWI Scheme/ Accelerated reader Class dependent		RWI Scheme/ Accelerated reader Class dependent	
Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability.		Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability.		Fresh Start is a targeted literacy intervention designed to support KS2 children who are still developing their reading skills. It focuses on systematic, structured teaching of sounds and spelling patterns, helping children to close gaps in their reading and writing. This approach builds confidence in decoding unfamiliar words and strengthens overall reading ability.	
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		independent reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.				independent reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.				reading practice. Children select books at their level, read independently, and take short quizzes to check understanding. It helps track progress and motivates children to improve their reading skills.											
Maths (WRM and NCETM)	Please see information below.	Place value		Addition and Subtraction	Measurement (Area)	Multiplication and Division A		Multiplication and Division B		Measurement (Length and Perimeter)	Fractions		Decimals A		Decimals B		Measurem e nt (Money)	Measureme nt (Time)	Geometry (Properties of Shape)	Statistics	Geometry (Position and Direction)
		Animals, including humans		Living things and their habitats			States of matter			States of matter			Sound			Electricity					
Science		In Year 4, children learn about the human digestive system, describing the functions of its main parts. They identify different types of teeth and their roles in eating. Pupils also study food chains, learning to recognise producers, predators, and prey, and understanding how energy flows through an ecosystem. This forms part of an exciting curriculum that encourages curiosity and practical learning about the natural world.		In Year 4, pupils learn that living things can be grouped in different ways based on their features. They explore and use classification keys to identify and name a variety of plants and animals in their local and wider environment. Children also investigate how environments can change and understand that these changes can sometimes be harmful to living things.			In Year 4, pupils learn to compare and group materials as solids, liquids, or gases. They observe how some materials change state when heated or cooled and investigate temperatures at which these changes happen. Pupils explore evaporation and condensation in the water cycle and learn how temperature affects the rate of evaporation. Through practical activities, children develop simple descriptions of solids, liquids, and gases, with a focus on water in its different states.			In Year 4, pupils compare and group materials as solids, liquids, or gases. They observe how materials change state when heated or cooled and research the temperatures when this happens. Pupils learn about evaporation and condensation in the water cycle and how temperature affects evaporation rates. Activities include exploring melting points of materials like chocolate, butter, and cream, observing puddles drying, and investigating how temperature affects drying and melting.			In Year 4, pupils learn that sounds are made when objects vibrate and that these vibrations travel through solids, liquids, or gases to the ear. They explore how the pitch of a sound relates to the features of the object producing it and how the volume depends on the strength of the vibrations. Pupils also understand that sounds get fainter the further away they are from the source. Through hands-on activities, children investigate how different materials produce sounds, how vibrations travel, and how distance affects sound volume. This helps build their scientific knowledge and observational skills.			In Year 4, pupils learn to identify common electrical appliances and construct simple series circuits. They name the basic parts of a circuit, including cells, wires, bulbs, switches, and buzzers. Children explore whether a lamp will light depending on whether the circuit forms a complete loop, and understand that a switch opens and closes the circuit. Pupils also learn to recognise common conductors and insulators, noting that metals are good conductors. This knowledge is developed through hands-on investigations and building simple electrical devices.					
A&D	~	Drawing		Painting			Sculpture			Photography			Textiles			Pop Art					
		In Year 4, pupils develop detailed observational drawing skills, carefully capturing accurate proportion and scale. They use shading techniques like cross-hatching and stippling to show light, shadow, and texture. Children consider both objects and the negative space around them to create well-balanced compositions. They experiment with mixed media to explore interesting lines, patterns, and textures. Pupils learn to discuss their own and others' artwork using technical vocabulary and use this to evaluate and improve their drawings.		In Year 4, pupils paint with control and sensitivity, using the right amount of paint for the desired effect. They explore different types of paint and understand when to use each kind. Children confidently mix primary, secondary, complementary, and contrasting colours, including tints and shades, to create versatile palettes. They experiment with brush techniques and effects like blocking in colour, washes, thick paint, and texture. Pupils use colour thoughtfully to express mood and atmosphere, developing their paintings from sketches and studies.			In Year 4, pupils plan and develop their sculpture ideas through sketches and small models, carefully considering materials and construction methods. They use various tools to create intentional patterns and textures on materials like clay, drawing inspiration from natural and man-made forms. Children join materials securely using techniques such as scoring, blending, and adhesives to ensure stability. They evaluate their own and others' sculptures using technical vocabulary and suggest ways to improve their work.			In Year 4, pupils learn to take photographs using different viewpoints and framing to create balanced and interesting images. They use light and focus to enhance clarity and set the mood. Children edit their photos by adjusting brightness, contrast, and applying simple filters. They discuss their photographs using vocabulary such as composition and lighting and plan themed photo series to create connected sets of images.			In Year 4, pupils choose and use appropriate fastenings for both function and decoration in their textile projects. They design products with clear criteria, considering size and material needs. Children create accurate templates and cut fabric precisely. They sew neatly using small, regular stitches and evaluate their finished products, suggesting ways to improve them.			In Year 4, pupils recognise key features of Pop Art, such as bold, bright colours, repeated images, and popular culture subjects. They create artworks inspired by famous Pop artists like Andy Warhol and Roy Lichtenstein, using printmaking techniques, strong colour contrasts, and comic-style dots. Children design vibrant, graphic images and explore adding words and patterns to their art. This creative process helps pupils develop an understanding of Pop Art style and history while experimenting with fun, expressive techniques.					

	D&T		Different Diets for different people! Students to understand that everyone has different food preferences/diets, to be able to identify WHY people choose to eat certain foods.	Pencil case Children will design and make their own pencil cases, learning to use different stitches and fastenings. They'll explore materials and decoration techniques, ending up with a unique and practical product they can take home.		Fashionable Functional Food! Students understand that reactions with food will make the final product look better (e.g. a cake rising). That if the final product LOOKS better, it makes us think it TASTES better.	Torches Children will explore how torches work, learn about different materials and electrical circuits, and then design and make their own working torches. Throughout the project, they'll use simple circuits, switches, and housings, finishing by testing and evaluating their own products.		Moving Toys Children will learn how cam mechanisms work by investigating different types of movement in toys. They will design, build, and decorate their own sturdy moving toy, exploring how different cam shapes affect movement. Pupils will use various tools, materials, and making techniques, then finish by evaluating their toys against their original design criteria and suggesting improvements.	Weaving Children will design and make their own weaving projects by researching ideas and developing design criteria. They'll use a variety of tools and materials to practise weaving techniques, experiment with patterns, and combine different components. Alongside hands-on making, pupils will investigate existing products and then evaluate their own work against their design criteria, considering how to improve both function and appearance.
	Geography			Volcanoes Year 4 pupils learn to identify the position and significance of key geographical markers such as latitude, longitude, the Equator, the Northern and Southern Hemispheres, the Tropics of Cancer and Capricorn, the Arctic and Antarctic Circles, the Prime/Greenwich Meridian, and time zones including day and night. They also explore important aspects of physical geography, including climate zones, biomes, vegetation belts, rivers, mountains, volcanoes, earthquakes, and the water cycle.			Countries of the World Year 4 pupils locate countries of the world with a focus on Europe, including Russia, and North and South America using maps, atlases, and digital mapping tools. They study key physical and human characteristics, exploring similarities and differences between places through human geography such as settlements, land use, trade links, and natural resources. Children develop map skills by using the eight points of a compass and four- and six-figure grid references to enhance their locational knowledge.			Our European Neighbours Year 4 pupils locate countries worldwide, focusing on Europe and regions of the UK and North/South America. They study key physical and human geographical features, comparing similarities and differences between regions. Pupils develop map skills using maps, atlases, globes, and digital maps to locate countries and describe features studied. They confidently use the eight points of a compass and four- and six-figure grid references to enhance their geographical understanding and navigation skills.
	History Civilizations	~	What can we find out about ancient Egypt? This engaging scheme introduces Year 4 pupils to ancient Egyptian life, covering pharaohs, pyramids, everyday people, inventions, and mummification. Children develop enquiry skills using historical sources and learn how ancient Egypt has influenced the modern world. The scheme includes detailed lesson plans, differentiated activities, slides, printables, and assessments, with a knowledge organiser to support learning. Pupils explore the importance of the River Nile, the role of religion, the social hierarchy, and key achievements like writing, farming, irrigation, and monumental architecture.		Who were the Romans? This five-lesson scheme brings ancient Rome to life for Year 3 and Year 4 pupils, covering the founding of Rome, Roman society and social structure, daily life, gladiators, and Roman beliefs. Pupils explore how the Roman Republic transitioned into an empire, learn about the roles of consuls, senators, patricians, plebeians, and slaves, and investigate Roman homes, food, clothing, and entertainment. The lessons include detailed plans, slideshows, differentiated activities, and printable resources, helping children develop enquiry skills and understand the lasting impact of Roman civilization on the modern world.		The Maya Civilization This engaging Maya Civilization scheme for Year 3 and Year 4 introduces pupils to the rich history and culture of the Maya people. Through seven detailed lessons, children explore where the Maya lived, their daily lives, social structure, and the mysteries uncovered about their civilization. The scheme includes lesson plans, slides, differentiated worksheets, activities, games, and captivating images to bring learning alive. Pupils investigate Maya writing, mathematics, astronomy, city-building, religion, and traditions such as the ball game. The resource supports enquiry skills and historical understanding, accompanied by a knowledge organizer for structured learning.			

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	Computing	<p>Computing systems and networks – The Internet</p> <p>Recognising that the internet is a network of networks including the WWW, and why we should evaluate online content.</p> <p>E-Safety – Cyberbullying</p>	<p>Creating media - Audio production</p> <p>Capturing and editing audio to produce a podcast, ensuring that copyright is considered.</p> <p>E-Safety – Search Engines</p>	<p>Programming A – Repetition in shapes</p> <p>Using a text-based programming language to explore count-controlled loops when drawing shapes.</p> <p>E-Safety – Copycats</p>	<p>Data and information – Data logging</p> <p>Recognizing how and why data is collected over time, before using data loggers to carry out an investigation.</p> <p>E-Safety – Personal Information</p>	<p>Creating media – Photo editing</p> <p>Manipulating digital images, and reflecting on the impact of the changes and whether the required purpose is fulfilled.</p> <p>E-Safety – Online Community</p>	<p>Programming B – Repetition in games</p> <p>Using a block-based programming language to explore count-controlled and infinite loops when creating a game.</p> <p>E-Safety – Cyber Superheroes</p>
	PSHE & RSE	<p>Relationships – who am I? Building/managing positive friendships</p>	<p>Health & Wellbeing – Maintaining a balanced lifestyle Puberty</p>	<p>Living in the Wider World – Belonging to a community. E-safety</p>	<p><u>Relationships – respecting others and their differences</u></p> <p><u>Relationships – Sexual Education</u></p>	<p>Health & Wellbeing – Keeping safe</p>	<p>Living in the Wider World – careers</p>
	P.E	<p>Invasion Games Rugby Football</p> <p>Invasion games are team sports where the main goal is to invade the opponent's territory to score points or goals while preventing the other team from doing the same. These fast-paced games focus on teamwork, attacking, defending, and keeping possession of the ball or object in play.</p>	<p>Dance/Net games</p> <p>Additional to Dance we also offer Gymnastic lessons at Liberty Gymnastics center in Frome.</p>	<p>Invasion Games Basketball/Hockey</p> <p>Invasion games are team sports where the main goal is to invade the opponent's territory to score points or goals while preventing the other team from doing the same. These fast-paced games focus on teamwork, attacking, defending, and keeping possession of the ball or object in play.</p>	<p>Outdoor Adventures</p> <p>Outdoor adventures in PE build physical fitness, teamwork, confidence, and problem-solving skills through fun challenges in natural settings. They encourage resilience, communication, and cooperation while supporting a broad and balanced physical education curriculum.</p>	<p>Striking and fielding</p> <p>Striking and fielding games involve two teams where one team strikes a ball or object and runs to score points, while the other team fields (catches or retrieves) the ball to stop them scoring. These games develop skills like hand-eye coordination, throwing, catching, running, teamwork, and strategic thinking. Common examples include cricket, baseball, softball, and rounders.</p>	<p>Athletics</p> <p>Athletics is a sport that includes running, jumping, and throwing events. It covers sprints, middle- and long-distance races, hurdles, relays, as well as field events like long jump, high jump, shot put, and javelin. Athletics develops speed, strength, coordination, and endurance.</p>
	R.E	<p>Buddhist Festivals</p> <p>Year 4 pupils learn about Buddhist festivals and celebrations around the world through stories, photographs, and thoughtful discussion questions. They explore major events such as Wesak, which celebrates the birth, enlightenment, and passing of the Buddha, and other rituals that highlight themes like kindness, generosity, and karma.</p>	<p>Hindus Home and Mandir</p> <p>Year 4 pupils explore where Hindus worship, both at home and in the mandir (temple). They learn about the significance of home shrines and the use of sacred objects in daily puja, such as murtis (statues), incense, bells, lamps, and offerings. Children also discover how the mandir serves as a place for communal worship and community life.</p>	<p>Christmas Journeys</p> <p>Year 4 pupils go back to Bethlehem to explore the details behind the Christmas story. Children discover why Bethlehem was the location of the greatest story ever told and how Mary and Joseph ended up with a newborn in a barn.</p>	<p>Israelites in Ancient Egypt</p> <p>Children learn about the promise God made to Abraham and how it was fulfilled through his descendants. The story follows Joseph, a boy from Canaan who was sold into slavery but rose to become Pharaoh's second-in-command in Egypt by interpreting dreams of upcoming famine. Joseph's leadership helped Egypt prepare for famine, which led to his family, the Israelites, settling in Egypt. Later lessons explore how the Israelites became slaves to the Egyptians and the story of their eventual escape to the Promised Land.</p>	<p>Sikh Rites of Passage</p> <p>Religious Education scheme introduces Year 4 pupils to Sikh beliefs and important rites of passage. Children learn about key Sikh traditions including birth and naming ceremonies, the Amrit initiation ceremony into the Khalsa, marriage through the Anand Karaj ceremony, and funeral rites. The scheme covers the significance and symbolism of these rites, such as the preparation and drinking of Amrit, the meaning of wearing the Five Ks, the monogamous nature of Sikh marriage, and the celebration of the soul in funeral ceremonies. Pupils explore these practices through stories, discussions, and activities to understand how Sikh identity is expressed through life's key events.</p>	<p>Identity and Belonging</p> <p>In these thoughtful Year 4 lessons, children explore their own sense of identity and the communities they belong to. They engage with challenging questions about values, rights and responsibilities, diversity, religious perspectives, British values, and global citizenship. The lessons include slides, plans, and printable resources that encourage pupils to reflect on what makes them unique while understanding the importance of empathy, respect, and their role in the wider world.</p>

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White Rose Math's

The White Rose Maths scheme is a structured, mastery-based program used throughout the year that helps children build strong maths skills step-by-step. It follows the National Curriculum and focuses on three key areas: fluency, reasoning, and problem solving. Children move through learning in clear small steps, starting with concrete objects, then pictorial representations, and finally abstract concepts. This approach supports deep understanding and confidence in math's. The scheme is designed to engage children with fun, interactive lessons while ensuring consistent progress over the year. Parents can support learning at home with available resources and activities aligned to the White Rose steps.

Some topics within the curriculum will be thoughtfully adjusted to meet the unique needs and interests of the children. However, targets and outcomes will be kept in line with the National Curriculum to ensure that all children get the same opportunities. Pupils will be taught according to their individual stage of understanding rather than age, with progress assessed carefully and empathetically through a range of methods such as discussions, observations, self-assessments, and differentiated tasks. This approach ensures that assessment is accurate, supportive, and tailored, enabling each child to flourish in their learning journey

