St Augustine's
Church of England Primary School

# Y4 CURRICULUM 2025-2026

| | | AUTUMN | | SPRING | | SUMMER | |
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| Year 4 | Pathway to Writing | Gorilla – Anothony Brown<br><br>Big write – fantasy fiction | Leon and the place in-between – Grahame Baker Smith<br><br>Write – Diary – Fiction | Escape from Pompeii by Christina Balit<br><br>Write – Historical narrative | Amazing Islands by Sabrina Weiss and Kerry Hyndman<br>Koji's Island by The Literacy Company<br><br>Write - Dialogue fiction | Where the Forest Meets the Sea by Jeanie Baker<br>Jungle Explorer by The Literacy Company<br><br>Write – non-chronological report – non-fiction | Blue John by Berlie Doherty<br><br>Write – Explanation letter from an expert perspective. |
| | Reading | Rise up by Amanda Li | The Train to impossible places by .G.Bell | Fantastic forests by The Literacy Company | Ariki and the Island of Wonders by Nicola Davies | Fantastically Great Women Who Saved the Planet by Kate Pankhurst | A Myth-hunter's Travel Guide by The Literacy Company |
| | Mathematics | Place Value<br>Addition and Subtraction<br>Area<br>Multiplication and Division A | | Multiplication and Division B<br>Length and Perimeter<br>Fractions<br>Decimals A | | Decimals B<br>Money<br>Time<br>Shape<br>Statistics<br>Position and Direction | |
| | Science | Digestion and food | Electricity and circuits | States of matter | Sound and vibrations | Classification and changing habitats | How does the flow of liquids compare? |

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| | History | | How have children's lives changed? | | British History How hard was it to invade and settle in Britian? | | How did the achievements of the Maya civilisation influence their society and beyond? | |
| | Geography | Where does our food come from? | | Why are rainforests important to us? | | What are rivers and how are they used? | | |
| | Art and Design<br><br>Design and Technology | Drawing: Power prints | Structure: Pavilions | Painting and mixed media: Light and dark | Mechanisms- Mechanical cars | Craft and design: Fabric of nature | Electrical systems: Torches | |
| | PE | CT - Fundamentals<br>Netball<br><br>SC- Multi skills | | CT - Gymnastics<br>Handball<br><br>SC- Hockey | | CT – OAA<br>Football<br><br>SC – American football | | |
| | RE | Hindus believe in?<br><br>What does it mean to be Hindu? | | How do festivals show what matters to Muslims?<br><br>How do festivals and family life show what matters to Jewish people? | | How and why do people mark the significant events of life?<br><br>How and why do people try to make the world a better place | | |
| | **PSHE** | Being in my world<br>Celebrating difference | | Dreams and goals<br>Healthy dreams | | Changing me<br>Relationships | | |
| | **Computing** | Collaborative Learning | Further coding with Scratch | Website Design | HTML | Computational thinking | Investigating weather | |

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| | **French** | Portraits- describing in French | Clothes- getting dressed in French | French numbers, calendar and birthdays | French weather and the water cycle | French food, miam, miam! | French and the Eurovision Song Contest |
| | **Music** | Body and tuned percussion (Theme rainforest) | Rock and roll | Changes in pitch tempo and dynamics (theme Rivers) | Haiku music and performance (Theme Hanami | Samaba and carnival sounds and instruments | Adapting and transposing motifs (Theme- Romans) |