



Newington Green and Rotherfield Primary School Curriculum Map 2025 - 26 - Year 4



	Autumn Term		Spring Term		Summer Term	
	Autumn 1: Food Glorious Food	Autumn 2: Chocolate	Spring 1: Inventors	Spring 2: Inventors	Summer 1: Save Our Planet	Summer 2: Changes
Science	Animals including Humans (7 lessons + 1 trip)	States of Matter (7 lessons)	Sound (7 lessons)	Electricity (5 lessons)	Living things and their habitats (including ongoing project over the year) (6 lessons + 1 trip)	Science Week (5 lessons)
Science detail	Having developed an understanding of the basic needs of animals including humans in Y2, pupils research and learn the functions of the basic parts of the digestive system in humans. They also identify the different types of teeth in humans and their simple functions. After identifying whether teeth cut, tear or grind, the children spot patterns between types of eaters and their teeth. Building on their Y2 and 3 learning on nutrition, children construct and interpret a variety of food chains, identifying producers, predators and prey.	Building on their Y1 and 2 work on materials and their properties, children compare, group and classify solids, liquids and gases – using their own research on particle theory to describe the difference between states of matter. Children plan and conduct investigations into the effect of temperature on different substances: making decisions on what to observe, taking accurate measurements, presenting their results appropriately and drawing conclusions. Children come back to this unit later in the year when they explore the water cycle.	Having explored sources of sound in Music lessons since the Early Years, children learn that sounds are made through vibrations. Building on their understanding of States of Matter, the children recognise that vibrations from sounds travel through a medium to the ear. Children use data loggers to explore patterns volume and distance from a sound source/the strength of a vibrations – conducting fair tests by altering one variable. Pupils also explore pitch – spotting relationships between the size of a tuning fork and the pitch of the sound it creates.	Linked to children exploration of how things work in the Early Years, children identify common appliances that run on electricity (mains or batteries). Children construct simple circuits – identifying and naming their basic parts, including cells, wires, bulbs, switches and buzzers. As they explore circuits, they learn that for a lamp to light up, a circuit needs to be complete; they introduce switches and recognise that a switch opens and closes a circuit. By adding different materials to their circuits and making observations on their impact, children recognise some common conductors and insulators and associate metals with being good conductors.	Building on the naming and classifying skills from Year 1, children group living things in different ways. Children use classification keys to name unknown living things and create their own keys based on prior and new learning. Developing Y2 learning on food chain and habitats, children research death within a food chain – identifying the impact it has on the rest of the chain. Children explore human impact on habitats – identifying both positive and negative examples. Over the year, children explore habitats – observing the seasons and the different living things that can be found at different times of the year.	Children work scientifically while exploring the theme for National Science Week.
History & Geography	Geography - Trade and Resources (6 lessons)	History - Mayans (7 lessons + 1 workshop) (**7 week Half Term)	History - Victorians (6 lessons + 1 trip) (**6 week half term**)	Geography - Settlements and Populations (5 lessons) (**6 week half term)	Geography - Climates (7 lessons + 1 trip) (**5 week half term)	History - Changes in Britain from the Stone Age to the Iron Age. (5 lessons) **8 week half term**)
History & Geography Detail	Location Building on knowledge of continents from Y2, children will locate different places areas around the globe with a focus on South America and its regions. Place Children compare and contrast food production in two different areas of South America, through observing digital images, analysing data and debating the impact of food production on the world including 'fair trade.' Physical and Human In this unit, children will be able to make links to previous learning from Y3 (SPG 1) to help discover that food production can change over time and can have a negative impact on the environment and climate zones. In addition, children will use their developing understanding of climate zones and understand how changes can affect food production. Fieldwork Children use their knowledge of maps, atlases and globes to locate climate zones and human and physical features in South America.	Building on their learning from Y3 (Romans), children use their existing knowledge to ask questions and make predictions about the Mayans using historical sources. Using artefacts, children investigate what life was like for Mayan civilians, focusing mainly on their inventions, architecture and religious beliefs. Children have opportunities to make concrete links to mathematics through investigating the Mayan number system. Additionally, children devise a range of valid questions to debate how and why the Mayans disappeared and construct their own substantiated responses to these questions.	Having explored monarchs and how our country is ruled in Y2, children use primary and secondary sources to find out about everyday Victorian life. Focusing on continuity and change, children analyse the social and economic developments made by the Victorians and investigate how this impacted Britain during this period. Children analyse significant events such as The Great Exhibition and explore cultural and ethnic diversity through learning about Samuel Coleridge. Additionally, children use their analytical skills to explore what school was like in the Victorian era and compare their findings with what schools are like today.	Location Children will build on their knowledge from Y2 identifying topographical features of the UK and a region of Europe, such as a mountains, rivers and oceans and consider how these geographical features have shaped life. Place Using comparative skills, children will compare and contrast a region of the UK with a region of Europe focusing on physical and human features. Physical and Human Children will continue to consolidate their understanding of different physical and human features, by discussing, explaining and giving reasons why humans may choose to settle in the locations that they do. Fieldwork Children will build on their existing knowledge of keys and symbols (Y3 SUM 2) to understand how geographical features are marked on a map and carry out a land survey in the local area, using a range of methods, including: interviews, annotated sketches and digital technologies. In addition, children will also build on their understanding of grid referencing from Y3 (SPG 1).	Location Building on prior knowledge from Y3 (SUM 1) children locate the Northern and Southern Hemispheres (including the Poles), the world's biomes and use compass points to locate countries and continents. Place Children will compare the climates of different biomes across the world, writing about, drawing and labelling similarities and differences. Making links to Y4 (AUT 1), children will also investigate the impact of climate change on The Amazon Rainforest and Antarctica. Physical and Human Children will use their existing knowledge of physical and human features to explain the effect of climate on land use and settlements in different areas of the world, including the UK. Fieldwork Children will analyse materials such as maps, google earth and digital images to explore questions and reach geographical conclusions, debating the impact of climate change.	Using their knowledge of comparison skills (previously learnt in Y3), children compare different aspects of the Bronze, Stone and Iron Age by using a range of artefacts to examine changes in technology, farming and inventions during these periods. Children examine Stone Age settlements such as Skara Brae, pre-historic structures introduced by the Celts. Focusing on chronology, children use their understanding of pre-historic Britain to sequence significant periods and place them onto timelines.
Computing and ICT	Creating media – Photo editing. (7 lessons)		Programming– Repetition in shapes. Turtle shapes, loops repetition. (6 lessons)		Computing systems and networks – The Internet (6 lessons)	
Computing detail	Learners have used stock images and made very basic artwork using child friendly apps. This project introduces professional image editing effects. We use tools which are common throughout other apps such as cropping, saving and applying filters. I'm able to introduce image types, pixels and file size fundamentals which will help in future projects.		Builds on Yr 1, 2 and 3 programming units but this uses text based programming. This project uses basic text coding which gets learners ready for text based programming in later years by using a familiar set of controls to those used in earlier projects. Turtle program allows initial directional movement using arrows, then moves onto text only instructions. An important computing principle is precision and accuracy of instructions is critical when programming.		This unit builds closely on the knowledge of year 3 term 1 (Computing systems and networks – Connecting computers), where children learned what a computer network is, but they will learn how the internet and world wide web work together to provide the services and apps that we use every day. Learners 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.	
Computing Digital literacy	We build on knowledge of personal data and trusted adults and in year 4 we focus on kind and polite online communications "online etiquette". The foundation of this is to be kind to people online as you would in real life.					
Art and DT	Storytelling through drawing: Sketchbook and Drawing (7 lessons)	Food technology-Breakfast muffin (7 lessons)	Exploring Pattern: Surface and Colour (6 lessons)	Electrical and mechanical systems- Night light (5 lessons)	Art of Display: Working in three dimensions (6 lessons)	Mechanisms and components-Cars (7 lessons)
Art and DT detail	Children explore how we can create sequenced imagery to share and tell stories. Children will be introduced to two artists: and illustrator and a graphic novelist and author. Children will use sketchbooks to gather ideas from the way the artists' work. There is a choice of two projects: the first explores the creation of an accordion book-inspired by a piece of literature, exploring how we can use drawing in an illustrative or fine art sense to tell stories. In the other option, children draw upon graphic novels and make a comic strip style telling of a piece of poetry. Children will expand on their experience in working with charcoal in Year 3 by using different types of Charcoal, for example, compressed charcoal pencil.	As in previous years children will continue to build on their knowledge of a healthy diet. In this unit students will learn that to be healthy and active, nutritious food and drink are needed to provide energy for the body. Children will investigate a variety of breakfast products and will learn about factory food making processes. Children will review prior learning about food hygiene and preparation techniques. They will follow a recipe to make a breakfast product using a range of preparation techniques. Finally, they will evaluate their breakfast product.	Children have the opportunity to explore pattern and develop a range of technical skills and knowledge through drawing and collage. Children will use line, shape and colour to create patterns and use folding, cutting and collage to help create a pattern. The pathway also introduces them to the idea that working with pattern can be a mindful activity, and that as humans we respond to patterns made by other people.	In this unit children will investigate and make an electrical circuit in the context of designing and making a nightlight. Children will research, collect images and draw different types of nightlights with a target market in mind. Children will design their nightlight using a design brief and will make and decorate 3D shapes using nets. Finally, they will assemble their nightlight and evaluate their work against a design brief, making suggestions for improvements.	Children begin to think about two very important aspects of making art: context and presentation. When we make art that others will see, it's important that we understand how we present the work will influence the way people see the work. This pathway presents an opportunity for pupils to discover and question the role of the "plinth" in sculpture. Children explore how other artists use the idea of "plinth" to make work. There are then three choices of project. The 1st explores how we can present found objects to re-see them as sculpture, making a mini gallery. In the 2nd project children make sculptures of themselves, putting a version of themselves on a plinth, and in the 3rd children plan an artwork or performance for a fictional plinth in their school.	In this unit children will build on their knowledge of mechanisms and components to build a car chassis with a slingshot launch mechanism. Children will learn about kinetic energy and design a car cover that considers how the shape of the cover increases or decreases speed. Children will learn how to safely use a glue gun to assemble the car. Finally, children will carry out time trials to compare their cards and suggest ways to improve their designs based on results.
PE	Invasion Games - Netball (8 lessons)	Gymnastics (7 lessons)	Dance (6 lessons)	Net and Wall Games - Tennis (5 lessons)	Striking and Fielding - Cricket (6 lessons)	Athletics (7 lessons)
	Building on knowledge: Following on from Year 3 pupils will continue to develop the skills required for netball, passing, receiving and shooting while applying netball specific rules such as footwork.	Building on knowledge: Following on from Year 3 pupils create more complex sequences. They learn a wider range of travelling actions and include the use of pathways.	Building on knowledge: Leading on from Year 3 pupils continue to develop copying and creating actions in response to a range of ideas. They will begin to choose actions related to a theme and apply cannon, unison and formations into routines.	Building on knowledge: Leading on from Year 3 pupils will continue to develop their forehand and backhand shots and begin to use them at the correct times. Pupils will continue to work cooperatively with a partner to develop rallying skills as well as beginning to think about how to outwit an opponent to win points.	Building on knowledge: Leading on from Year 3 pupils continue to develop the fundamental skills of cricket. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition.	Building on knowledge: Following on from Year 3 pupils will develop basic running, jumping and throwing techniques. They are set challenges for distance and time that involve using different styles and combinations of running, jumping and throwing
	New learning: Pupils will develop different shooting techniques, using movement to lose a defender and learn netball specific match rules.	New Learning: Straddle roll is now taught in addition to barrell and forward rolls. They develop more advanced actions such as inverted movements (shoulder stand) and explore ways to include apparatus	New learning: Pupils develop matching and mirroring actions and learn how to use cannon, unison and formations in routines. They will also develop a dance phrase as part of a class performance.	New learning: Learning when to use specific shots. Learning how to outwit an opponent through using simple tactics.	New Learning: Pupils will begin to learn the overarm bowling technique. Pupils will develop a greater understanding for the different positions played in cricket and apply tactics and strategies to outwit an opponent.	New Learning: Pupils will develop stamina for long distance running. As in all athletic activities, pupils think about how to achieve their greatest possible speed, distance or accuracy and learn how to persevere to achieve their personal best.
Spanish	Parts of the Body and Illness (7 lessons)	Descriptions of Eyes and Hair (7 lessons)	Description of people and Characters (6 lessons)	Appearance and Clothes (5 lessons)	Means of Transport (6 lessons)	School (7 lessons)
Spanish Detail	Links with prior learning: In Reception, children learnt to name body parts for speaking and listening only. They role played being a doctor, nurse and a patient. In Y3, children built on their work with numbers 1-31 done in Year 2, to work with numbers from 32 – 99. They practised using Euros and cents in Year 3 at the café and restaurant and learnt the transactional phrase '¿Cuánto cuesta?'. New Learning: Children begin to work with written forms of body part nouns and create sentences about what hurts, using 'Me duele'. They practise their multiples of ten by working with euros and cents and finally pay a visit to the pharmacy to explain what hurts and buy and remedy.	Links with prior learning: Children learnt colour adjectives in Reception and Year 1 and learnt 'ojos' with body parts in Reception and Year 4, Autumn 1. New Learning: Children learn to describe their own and others' eye colours in short sentence form, using 'Tengo' and 'Tiene'. They then learn to describe hair colour, length and style and say and write short sentences about these. Finally, they use their new language to visit the hair salon.	Links with prior learning: Children learnt numbers from 1-99 between Reception and Y3 and descriptions of eyes and hair in Year 4, Autumn 2. New Learning: Children learn new adjectives to describe height and practise language studied last term to write descriptions of characters' physical appearance based on a film study.	Links with prior learning: Children learnt clothes nouns in Reception in speaking and listening and worked with written forms in Year 3. They learnt numbers 1-99 from Reception to Year 3 and clothes nouns in spoken form in Reception and written form in Year 3, combining them with colour adjectives learnt in Year 1. New Learning: Children recall clothes nouns and colour adjectives and add the verb 'Busco' to speak in sentences about what they are looking for in the clothes shop. They visit the clothes shop and choose an item and pay. Finally, they combine their work on appearance from the Autumn and Spring terms and describe the appearance and clothes of a film character.	Links with prior learning: Children learnt means of transport nouns in Reception, in spoken form only and worked with written form in Year 2. They learnt places in town in Year 2. They used the verb forms 'Tengo' and 'Es' at the beginning of Year 4 in short sentences. New Learning: Children recall spoken and written forms of means of transport nouns. They combine means of transport with destinations in town and complete a study about where different vehicles are manufactured. They use the verb forms 'Tengo' and 'Es' to write some lyrics in sentence form, including vehicle nouns and nationality adjectives, reflecting where the vehicles were made. Some children perform their songs for others and all join in the chorus.	Links with prior learning: Children learnt some food nouns in Reception in spoken form only and learnt more food and drink nouns in Year 3, which they used in written and spoken forms in phrases. New Learning: Children learn school subject nouns and school places nouns. They use them in longer sentences, using the verb form 'Estudio'. They being to use the prepositions 'en' and 'con' to write and talk about what and where they learn and with whom. Finally, they recall their food and drink nouns, opinion phrases (No me gusta and the verb forms 'Como' and 'Bebo' to talk and write about what they eat and drink at school
Music	Ukuele (6 lessons)		Ukuele (6 lessons)		Ukuele (6 lessons)	

Each lesson = 1 hour	Music detail	Children shift their skills to the ukulele which requires an increase in fine motor skills and continue to develop pulse, pitch through singing and chanting. They are taught to play the ukulele with control and purpose, and, in addition with tuned and untuned percussion, use it as a vehicle for prior and new musical learning. Children are taught the parts of the ukelele, how to pluck open strings, fret notes and how to play melodies from our repertoire both solo, and as an ensemble, and both by ear and simple notation. Learned Melodies are also used as a platform to create and improvise new music. As well as listening to their own performances, children continue to listen to recorded music, and learn about musicians who play stringed instruments in different contexts		Children continue to develop pulse, pitch and control through singing and chanting and increasing shared repertoire. Children are taught how to fret simple notes and follow a score on Ukelele using prior knowledge. This is increased in difficulty by learning about chords, learning how to play C major, and learning to strum and sing with a focus on quality of pitch, pulse, and sound As well as listening to their own performances, children continue to listen to recorded music, and learn about musicians who play stringed instruments in different contexts		Building on prior knowledge, children are taught how about major and minor chords. They learn to play amin and learn to play and compose songs with two chords. As well as listening to their own performances, children continue to listen to recorded music, and learn about musicians who play stringed instruments in different contexts. This term is Flamenco guitar, linking with their Spanish lessons	
	RE Unit of Work	Unit 25 What kind of world did Jesus want? (Gospel) (x6 lessons)	Unit 26 For Christians, when Jesus left; what was the impact of Pentecost? (Kingdom of God) (x6 lessons)	Unit 27 What do Hindus believe God is like? (Hindus) (x6 lessons)	Unit 28 Why do Christians call the day that Jesus died 'Good Friday'? (Salvation) (x6 lessons + 1 trip)	Unit 29 What does it mean to be a Hindu in Britain today? (Hindus) (x6 lessons)	Unit 30 How and why do people mark the significant events of life? (Thematic) (x6 lessons)
	RE detail	In this unit, pupils will learn about the concept of "Gospel" which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit, they will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people. *note the concept of Gospel in this unit is referring to the life and teaching of Jesus and the meaning for Christians of the 'good news' they believe he brought. This includes but is not limited to the first 4 books of the New Testament.	In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.	* This unit will not be taught. Instead, during spring 2, lessons will be used to complete any unfinished RE units and then to further embed Rights Respecting objectives. This unit begins to introduce Hindu Dharma to pupils, building on some encounters they may have had in EYFS and Key Stage One. In this unit pupils act as philosophers considering how Hindus might see the world. They look at the concepts of Brahman to build up understanding. They use some stories, examine some Hindu texts and consider how deities exemplify qualities of Brahman.	Within this unit, pupils will learn about how the Christian Salvation story fits into the big story of the Bible. They will find out about the main events of holy week and offer suggestions about how people at the time might have felt and responded to these key events. Pupils will study texts from the Bible that retell the key events of holy week and suggest what these mean for Christians today. Later in the unit, pupils will find out about how Christians today remember, celebrate and respond to the events of holy week and Easter. They will begin to make links between some of these events and life in the world today, suggesting why some Christians live their lives in the way that they do.	This unit develops and extends the learning from Unit L2.7 (Unit 27) entitled How do Hindus describe the divine? In this unit, pupils build on their understanding of Brahman and look at lived reality through examining Puja at home, worship in the mandir and the festival of Diwali. Pupils will reflect on the idea of dharma through two stories which will sow seeds for examining this concept in more depth in Upper Key Stage 2.	In this unit, pupils will learn about the beliefs of people from different worldviews surrounding commitment and promises. They will discuss the meaning and importance of ceremonies of commitment for religious and non-religious people. They will take time to consider the links between ideas of love, commitment and promises within the ceremonies that they study. Pupils will learn about several rites of passage and use their knowledge to reflect upon whether it is good for everyone to see life as a journey, and to mark the milestones.
	PSHE/ RSHE unit of work	Identity, Society and Equality - Democracy (3 lessons, 1 debate, 1 social skills)	Drug, Alcohol and Tobacco Education - Making Choices (4 lessons, 1 social skill)	Physical Health and Wellbeing - What is important to me? (3 lessons, 1 debate, 1 social skill)	Keeping Safe and Managing Risk - Staying Safe (3 lessons, 1 debate, 1 social skill)	Relationships and Health Education - Growing Up and Changing (6 lessons, 1 debate, 2 social skills)	
Each lesson = 45 mins, debate 30 mins, social skill 30 mins, circle time (alternate library sessions) 45 minutes a fortnight	PSHE/ RSHE detail	Prior learning – children have learnt to value and appreciate the diverse communities which exist and how they connect. This topic children learn about Britain as a democratic society. They learn about how laws are made and the local council. New learning – To understand the contribution and influence that individuals and organisations can have on social and environmental change.	Prior learning – children have learnt the definition of a drug and that drugs (including medicine) can be harmful. They have been introduced to the effects and risks of smoking tobacco. This topic children learn that there are drugs other than medicines that are common in everyday life and why people choose to use them. They also learn how drugs can impact behaviour. New learning – children are introduced to the effects and risks of drinking alcohol.	Prior learning – children have used the Eatwell Guide to help make informed choices about what they eat and drink. They have learnt about some of the challenges faced with keeping active. This topic looks at the reasons why people may eat or avoid certain foods as well as the importance of getting enough sleep. New learning – the factors that contribute to people's food choices such as fair trade, ethical farming, and seasonality.	Prior learning – children have learnt how to respond and what to do if they are a witness to bullying/cyberbullying. This topic children learn how to be safe in their computer gaming habits. They revisit learning from KS1 – road, water, railway safety. New learning – what to do in an emergency and learn basic emergency first aid procedures.	Prior to being taught, a parent workshop will be held to introduce parents to content and materials of this topic. Prior learning – children have been introduced to the life cycle in KS1 (young to old) and that humans change as they grow from young to old. This topic children learn about the way we grow and change throughout the human lifecycle. They learn the physical changes associated with puberty and the impact of puberty on physical hygiene. They learn strategies on how to manage personal hygiene. Children will also be taught that puberty can impact emotions and behaviour and devise strategies for dealing with this. New learning – to be able to confidently talk about puberty and seek support and advice when they need it.	
	Educational Visits/Special Events	Science Museum - It Takes Guts Workshop	In-school Mayan's workshop with The Chocolate Museum	The Ragged School Museum	St Matthias Church	Fieldwork at The River Lea	Nature Study at Highgate Woods