



Year Group: 4

**Value Focus:
Team Work**

**Summer Term 1
School Year 2025-2026**

RRS:

Article 14: Every child has the right to think and believe what they choose and also to practise their religion, as long as they are not stopping other people from enjoying their rights.

British Values:

Mutual respect and tolerance. Individual liberty.

	Week 1 13/4/2026	Week 2 20/4/2026	Week 3 27/4/2026	Week 4 4/5/2026	Week 5 11/5/2026	Week 6 18/5/2026
Whole School Events	Establishing Week Autism Awareness Welcome meetings	Clubs and Job Centre begin Belonging Buzz Day	T&L Review Days	4 day week (Bank holiday) IEP Meetings	Attendance Focus Fortnight KS2 SATS Week	Attendance Focus Fortnight
Enrichment (Trips/Visits)		Y3 and Y4 tennis Y3 trip Science Museum	Y5 and Y6 tennis Y2 trip to St Pauls	Parliament visit Y3&Y4 sheep shearing	Y1 and Y2 tennis	Y6 Activity Week
Class Read (Storytime)	Canon of Literature books: whole class sets can be utilised for story time. T:\2. Curriculum Leadership\English\1a. Reading\Book Lists\0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List					
English Reading	The Boy at the Back of the Class Reading Unit 1 of 3		The Boy at the Back of the Class Reading Unit 2 of 3		The Boy at the Back of the Class Reading Unit 3 of 3	
Reading Outcomes	Know: A theme is an idea that pervades a whole text or part of a text Inferences can be drawn from characters' actions and behaviour and dialogue Be able to: Select specific details from a text to illustrate a theme Infer meaning from dialogue and description		Know: Shades of meaning refers to subtle differences in the meaning of words Authors use language to influence the reader Be able to: Select relevant details to produce a summary of a text Use evidence from a range of sources to support responses		Know: Intentions and opinions can be inferred from language choices A range of literary devices can be used to emphasise key ideas Be able to: Use inference skills to explain characters' motives and opinions Identify and explain the impact of literary devices on the reader	
English Writing	Stories from other cultures B 3 weeks 1 Explicit teaching of the grammatical structures and text conventions required required Structural understanding, planning and execution of extended task Execution of the extended task and focused editing teaching			Flexible Week	Critical Analysis of Narrative Poetry Explicit teaching of the grammatical structures and text conventions required Structural understanding, planning and execution of extended task Execution of the extended task and focused editing teaching	

Writing Outcomes	Know How to form the past tense The third person perspective Editing strategies Use a range of descriptive devices to compose and recount a short narrative Use cultural references to indicate a setting		Know A critical analysis is a careful examination and evaluation of a text How to conduct a debate Identify similarities and differences between poems written by the same poet Use formal standard English to express a personal response to poetry	
VGPS	Introduce: Plural and possessive -s Standard verb inflections Revisit: Fronted adverbials including commas before fronted adverbials Possessive Pronouns Consolidate: Verb Tenses Direct speech including inverted commas Expanded noun phrases Determiners			
Spoken Language Expectations	Listen and respond appropriately to adults and their peers Ask relevant questions to extend their understanding and knowledge Use relevant strategies to build their vocabulary Articulate and justify answers, arguments and opinions Give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings Maintain attention and participate actively in collaborative conversations, staying on topic and initiating and responding to comments Consider and evaluate different viewpoints, attending to and building on the contributions of others Speak audibly and fluently with an increasing command of Standard English Participate in discussions, presentations, performances, role play, improvisations and debates Gain and maintain the interest of the listener			
Maths	Number: Multiplication and Division (repeat) Recall multiplication and division facts for multiplication tables up to 12 x 12 Multiplication square jigsaw, Shape times shape, Let us divide, Carrying cards, Light the lights again, Multiples grid, Zios and zepts, Times tables shifts, Table patterns go wild, Satisfying four statements, The remainders game, Remainders	Number: Fractions (repeat) Recognise and show, using diagrams, families of common equivalent fractions. Fractional wall, Fractional triangle, Bryony's triangle	Measurement: Length and Perimeter (repeat) Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres	Geometry: Properties of Shape (repeat) Identify acute and obtuse angles and compare and order angles up to two right angles by size

	Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers Recognise and use factor pairs and commutativity in mental calculations. Multiply two-digit and three-digit numbers by a one-digit number using formal written layout. Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects connected to m objects <u>White Rose</u> <u>Power Maths</u>, <u>Power Maths</u> NRich: <u>Multiplication square jigsaw</u>, <u>Shape times shape</u>, <u>Let us divide</u>, <u>Carrying cards</u>, <u>Light the lights again</u>, <u>Multiples grid</u>, <u>Zios and zepts</u>, <u>Times tables shifts</u>, <u>Table patterns go wild</u>, <u>Satisfying four statements</u>, <u>The remainders game</u>, <u>Remainders</u> Books: My Even Day (Doris Fisher and Dani Sneed), One Odd Day (Doris Fisher and Dani Sneed), 2x2=BOO! (Loreen Leedy), Spunky Monkeys on Parade (Stuart J Murphy), Anno's Mysterious Multiplying Jar (Masaichiro and Mitsumasa Anno), Too Many Kangaroo Things to Do! (Stuart J Murphy) Assessment: <u>White Rose Multiplication and division A</u>, <u>Answers</u>, <u>White Rose Multiplication and Division B</u>, <u>Answers</u>	Count up and down in hundredths; recognise that hundredths arise when dividing an object by one hundred and dividing tenths by ten. Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number. <u>Andy's marbles</u>, <u>Fractions in a box</u>, <u>Chocolate</u> Add and subtract fractions with the same denominator. <u>White Rose</u> <u>Power Maths</u>, <u>Power Maths</u> NRich: <u>Fractional wall</u>, <u>Fractional triangle</u>, <u>Bryony's triangle</u>, <u>Andy's marbles</u>, <u>Fractions in a box</u>, <u>Chocolate</u> Assessment: <u>White Rose Fractions</u>, <u>Answers</u>	Convert between different units of measure (for example, kilometre to metre) <u>White Rose</u> <u>Power Maths</u> Books: Millions to Measure (David Schwartz) Assessment: <u>White Rose Length and Perimeter</u>, <u>Answers</u> Measurement: Area (repeat) Find the area of rectilinear shapes by counting squares <u>Torn shapes</u>, <u>Twice as big?</u> <u>White Rose</u> <u>Power Maths</u> NRich: <u>Torn shapes</u>, <u>Twice as big?</u> Assessment: <u>White Rose Area</u>, <u>Answers</u>	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes <u>Sorting logic blocks</u>, <u>What shape? Shapes on the playground</u>, <u>Nine-pin triangles</u>, <u>Cut it out</u>, <u>Quad match</u>, <u>Four triangles puzzle</u> Identify lines of symmetry in 2-D shapes presented in different orientations <u>Let us reflect</u>, <u>Stringy quads</u>, <u>Counters in the middle</u> Complete a simple symmetric figure with respect to a specific line of symmetry <u>School fair necklaces</u>, <u>Symmetry challenge</u>, <u>Reflector! Rotcelfe r!</u> <u>White Rose</u> <u>Power Maths</u> NRich: <u>Sorting logic blocks</u>, <u>What shape? Shapes on the playground</u>, <u>Nine-pin triangles</u>, <u>Cut it out</u>, <u>Quad match</u>, <u>Four triangles puzzle</u>, <u>Let us reflect</u>, <u>Stringy quads</u>, <u>Counters in the middle</u>, <u>School fair necklaces</u>, <u>Symmetry challenge</u>, <u>Reflector! Rotcelfe r!</u> Books: The Shape of Things (Dayle Ann Dodds), A Triangle for Adaora (Ifeoma Onyefulu), Bear in a Square (Stella Blackstone), The Silly Story of Goldie Locks and the Three
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						Triangles (Grace Maccarone), The Greedy Triangle (Marilyn Burns) Assessment: White Rose properties of shape , Answers
Maths vocabulary	Multiply, Divide, Factor, Multiple, Product, Quotient, Commutative, Array, Remainder, Partition			Recognise, Equivalent, Fraction, Hundredths, Tenths, Divide, Numerator, Denominator, Non-unit fraction, Quantity	Length, Perimeter, Measure, Distance, Centimetre, Metre, Kilometre, Convert, Unit, Rectilinear	Angle, Acute, Obtuse, Right angle, Symmetry, Line of symmetry, Triangle, Quadrilateral, Property, Orientation
Maths Basic Skills	Know the multiplication and division facts for the 6 times table Multiply and divide numbers by 10 and 100	Know the multiplication and division facts for the 7 times table	Know the multiplication and division facts for the 9 times table Multiply and divide numbers by 10 and 100	Know the multiplication and division facts for the 11 times table	Know the multiplication and division facts for the 12 times table Multiply and divide numbers by 10 and 100	Know decimal and fraction equivalents
Science	Electricity - identify common appliances that run on electricity - construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery - recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit - recognise some common conductors and insulators, and associate metals with being good conductors - identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery					
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Foundation Subjects (Blocked) ● History ● Geography ● RE ● Art ● DT ● PSHE	Establishing Week PSHE - 1Decision	History The achievements of the earliest civilisations – Ancient Egypt <u>National Curriculum:</u> The achievements of the earliest civilizations – an overview of where and when the first civilizations appeared and a depth study of one of the following: Ancient Sumer; The Indus Valley; Ancient Egypt ; The Shang Dynasty of Ancient China <u>Cusp outcomes:</u> ● Desirable: Who were a few of the earliest civilisations and what did they achieve? ● Who were the ancient Egyptians and where did they live? ● The Old Kingdom: who was significant and what did they achieve? ● The Middle Kingdom: who was significant and what did they achieve? ● The New Kingdom: who was significant and what did they achieve? ● Achievements: how and what did the ancient Egyptians write? If you find that you need more time, choose one of these achievement studies to focus on. ● Achievements: How did the ancient Egyptians use the River Nile? ● Gods: what did the ancient Egyptians believe in? ● DESIRABLE Evidence: what do we know about Tutankhamun?		DT Project on a Page <u>Electrical systems- Simple circuits and switches</u> Designing Gather information about needs and wants, and develop design criteria to inform the design of products that are fit for purpose, aimed at particular individuals or groups. Generate, develop, model and communicate realistic ideas through discussion and, as appropriate, annotated sketches, cross-sectional and exploded diagrams. Making Order the main stages of making. Select from and use tools and equipment to cut, shape, join and finish with some accuracy. Select from and use materials and components, including construction materials and electrical components according to their functional properties and aesthetic qualities. Evaluating Investigate and analyse a range of existing battery-powered products. Evaluate their ideas and products against their own design criteria and identify the strengths and areas for improvement in their work. Technical knowledge and understanding Understand and use electrical systems in their products, such as series circuits incorporating switches, bulbs and buzzers. Apply their understanding of computing to program and control their products. Know and use technical vocabulary relevant to the project.		RE <u>L2.10 How do family life and festivals show what matters to Jewish people?</u> ● Make links between the Exodus story and Jewish beliefs about God and his relationship with the Jewish people. ● Describe how Jewish people show their beliefs through worship in festivals, both at home and in wider communities. ● Explore and suggest ideas about what is worth celebrating and remembering for Jewish people, and in pupils’ own lives.
Vocabulary		Tier 2 Colossal, stability, society, civilisation, irrigation, mysteriously,		series circuit, fault, connection, toggle switch, push-to-make switch, push-to-break switch, battery, battery holder, bulb, bulb		Exodus, Passover (Pesach), Moses, slavery, freedom,

		Tier 3 funerary, hieroglyphs, artefact, pillaged, obelisk, pharaoh	holder, wire, insulator, conductor, crocodile clip, control, program, system, input device, output device, algorithm, code, count-controlled, debug, decompose, design, loop, pattern, procedure, program, repetition, value	covenant, God, worship, synagogue, festival, tradition, family, celebration, remembrance, Seder, Haggadah, matzah, plagues, Pharaoh		
Computing	(Junior Jam)					
Music	(Junior Jam)					
Spanish	(Junior Jam)					
Singing	https://www.singup.org/singing-schools/quick-sings https://www.singup.org/song-bank/sing-up-playlists/singing-schools#c867 T:\2. Curriculum Leadership\Singing					
P.E.	<u>Athletics/ MIDDLESEX CRICKET</u> - Decide on ways to improve, run, jumps and throws and implement changes - Show differences between sprinting and running speeds over a variety of distances - Throw a variety of objects demonstrating accuracy i.e. object landing in throwing zone - Perform a range of jumps with consistency, sometimes approaching jump with a run up - Compete in running, jumping and throwing activities and compare their own performance with previous - Work with others to score and record distance and times accurately Develop control in baton exchange and analyse as a team how to improve handover					
	Track, force, distance, curve, accelerate, hurdles, foam javelins, vortex howler, bounce, target, take off, sling, exchange, accuracy					
Weekly Reflection	TEAM –Together Everyone Achieves More	Do as you would be. How should we treat others?	No Man is an Island	Resolving conflict – falling out and making up	Think Before You Speak	But why? Questions - it’s okay to ask
P4C Skills						
P4C Enquiries	PSHE		Religion or spiritual education		Resilience and growth mindset	