

 Year Group: 4	Value Focus: Contribute	AUTUMN TERM 1 School Year 2026-2027
RRS Article 12: Every child has the right to express their views, feelings and wishes in all matters affecting them, and to have their views considered and taken seriously.		British Values: Democracy, Individual liberty, The rule of law

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home RRSA Buzz Day (Fri)	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day PIXL Testing Years 3-5	Parents' Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Curriculum Monitoring	Establishing Week	Planning	Presentation	RWI	Planning	Writing/Kinetic Letters	Maths	Books of Wonder (RE & P4C)
Enrichment (Trips/Visits)			Parliament Trip Tennis Coaching	Y6 Junior Citizens	BHM Year 6 Junior Citizen Y6/Y7 Picnic	H'Man -Year 3	Year 6 Residential	Year 5 Residential
Class Read (Story time)	Canon of Literature books: these books are no longer on the curriculum and there are whole class sets so they can be utilised for story time. Choose texts from Recommended Reading List 0. Whole School Recommended Reading Lists Texts from previous year groups should be revisited - Curriculum Texts (CUSP).xlsx							
English Reading		The Girl Who Stole an Elephant Block 4 Focus on the core text for summarising and exploring authorial intent Focus on the diary entry, a news report and the Wanted posters for retrieval	The Girl Who Stole an Elephant Block 4 Focus on the core text for comparing and giving a personal response Focus on the emotions descriptions, the poem and the dialogue for making inferences	The Girl Who Stole an Elephant Block 5 Focus on the core text for summarising and understanding themes Focus on the first personal account, information text and survival tips for retrieval	Y3-Y5 PiXL Testing	The Girl Who Stole an Elephant Block 5 Focus on the core text for predicting and giving a personal response Focus on the short descriptions, narrative extract and opinion piece for making inferences	The Girl Who Stole an Elephant Block 6 Focus on the core text for summarising and authorial intent Focus on the information text, restaurant review and first person reflection for retrieval	The Girl Who Stole an Elephant Block 6 Focus on the core text for comparing and giving a personal response Focus on the narrative extract, speech and discursive text for making inferences

Reading Outcomes		Know: Authorial intent is what an author intends us to take from their description There is no right or wrong answer when providing a personal response to a question Be able to: Explain the image that an author is trying to create based on the language that they select Support an inference by drawing evidence from more than one text		Know: The difference between skimming and scanning Prediction is a form of inference Be able to: Skim and scan to retrieve details from a text Make a reasoned prediction that is rooted in evidence			Know: The difference between precision and concision A perspective is the view that someone holds Be able to: Explain the importance of concision and precision in a summary Use knowledge of vocabulary and retrieval to construct an inference	
English Writing		Poems which explore form Explicit teaching of the grammatical structures and text conventions required Execution of extended task and focused editing teaching	Persuasive writing (adverts) Explicit teaching of the grammatical structures and text conventions required	Persuasive writing (adverts) Structural understanding, planning and execution of extended task and focused editing teaching	First person diary entries (imaginative) Explicit teaching of the grammatical structures and text conventions required	First person diary entries (imaginative) Structural understanding, planning and execution of extended task and focused editing teaching	Critical analysis of narrative poetry Explicit teaching of the grammatical structures and text conventions required	Critical analysis of narrative poetry Structural understanding, planning and execution of extended outcome
Writing Outcomes		Know: The formation of a haiku and a cinquain What imagery and onomatopoeia are Intonation, volume and tone are important in performance of poetry Be able to: Perform poetry, using deliberate intonation, volume and tone changes Write poems, using imagery, a known	Know: How superlatives are formed What a slogan is used for The purpose of a rhetorical question Presentational devices to use in an advert Be able to: Use appropriate presentation and language to write a persuasive advert		Know: The difference between direct and reported speech Devices for informal tone Be able to: Write in the past tense from the first person perspective Use a range of sentence structures		Know A narrative poem tells a story Key poetic conventions, e.g. similes, alliteration Be able to Use quotations to illustrate a point Critique a poem Give an opinion about a poem	

		form and onomatopoeia			
VGPS	Introduce: Direct speech including inverted commas Expanded noun phrases Determiners Revisit: Present perfect form of verbs Expressing time, place and cause using prepositions Consolidate: Verb Tenses Word families Expressing time, place and cause using adverbs				
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: Place Value Count in multiples of 6, 7, 9, 25 and 1000 Count me in (6, 7, 9 to be covered in Multiplication and Division Autumn 2) Find 1000 more or less than a given number What distance Count backwards through zero to include negative numbers Recognise the place value of each digit in a four-digit number (thousands, hundreds, tens and ones) Nice or nasty, Dicey	Y3-Y5 PIXL Testing	Continue Place Value work – gap closing from testing outcomes	Number: Addition and Subtraction Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate Estimate and use inverse operations to check answers to a calculation

		operations , The Deca tree , Four-digit targets , Dicey operations in line Order and compare numbers beyond 1000 Ordering journeys Identify, represent and estimate numbers using different representations Representing numbers Round any number to the nearest 10, 100 or 1000 Reasoned rounding Solve number and practical problems that involve all of the above and with increasingly large positive numbers Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value Power Maths , NCETM Planning Resources NRich: Count me in , What distance , Nice or nasty , Dicey operations , The Deca tree , Four-digit targets , Dicey operations in line , Ordering journeys , Representing numbers , Reasoned rounding Books: A Place for Zero (Angeline Sparagna LoPresti)					Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why Fifteen cards , Money bags , Amy's dominoes , Sealed solution , Roll these dice Power Maths NRich: Fifteen cards , Money bags , Amy's dominoes , Sealed solution , Roll these dice	
Maths Vocabulary		place value, digit, thousands, hundreds, tens, ones, negative number, multiple, estimate, compare, order, round, Roman numeral, sequence, place value chart					addition, subtraction, column addition, column subtraction, exchange, regroup, estimate, inverse, calculation, check, operation, method, digit, two-step problem, solve	
Maths Basic Skills		Know the number bonds for each number to 100 Know the multiplication and division facts for the 3 times table	Know the number bonds for each number to 100 Know the multiplication and division facts for the 4 times table	Know the number bonds for each number to 100 Know the multiplication and division facts for the 8 times table	Tell the time to the nearest hour, nearest half hour, nearest quarter hour, nearest 5 minutes, nearest minute	Know the multiplication and division facts for the 6 times table Know the multiplication and	Know the multiplication and division facts for the 9 times table Know the multiplication and	Know the multiplication and division facts for the 12 times table Tell the time to the nearest hour, nearest half hour,

		Recall facts about durations of time	Recall facts about durations of time	Recall facts about durations of time	Know the multiplication and division facts for the 3, 4 and 8 times table	division facts for the 7 times table	division facts for the 11 times table	nearest quarter hour, nearest 5 minutes, nearest minute
Science	<u>Living things and their habitats</u> • recognise that living things can be grouped in a variety of ways • explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • recognise that environments can change and that this can sometimes pose dangers to living things Previous Learning: Year 3 Rocks Animals, including humans Plants							
			What are the characteristics of living things?	What animals are vertebrates?	What animals are invertebrates?	What groups are plants classified in?	What is classification? How do I use a key?	What happens if the environment in a habitat changes?
	Tier 2: Classification, environment, interdependence, interact, beneficial, hierarchy Tier 3: Vertebrate, invertebrate, biotic, ecosystem, species, niche							

	Week 1 30 th August 2026	Week 2 7 th September 2026	Week 3 14 th September 2026	Week 4 21 st September 2026	Week 5 28 th September 2026	Week 6 5 th October 2026	Week 7 12 th October 2026	Week 8 19 th October 2026
Whole School Events	Monday Holiday Tuesday INSET	Establishing Week 2 Welcome Meetings Elections Curriculum Newsletters Home	Job Centre and Clubs start	Tennis Coaching Photo Day	Parents Evening National Poetry Day	Parents' Evenings Year 3 to Horniman	Attendance Focus Fortnight	Attendance Focus Fortnight Attendance Reward
Enrichment (Trips/Visits)							Year 6 Residential	Year 5 Residential
Foundation Subjects (Blocked) - History - Geography - RE - Art - DT - PSHE	Keeping/Staying Safe Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying safe. Cycle Safety identify strategies we can use to keep ourselves and others safe recognise the impact and possible consequences of an accident or incident identify what is a risky choice	Keeping/Staying Healthy Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of keeping/staying healthy. Healthy Living explain what is meant by a balanced diet and plan a balanced meal recognise how too much sugar, salt, and saturated fat in our food and Odrink can affect us now and when we are older	Geography Rivers <u>National Curriculum:</u> describe and understand key aspects of: - physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle - human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water <u>Cusp outcomes:</u> What are the features of a river? DESIRABLE What's our local river? What features can we see? Where did it come from and where does it flow?		DT Project on a Page <u>Textiles- 2D Shape to 3D product</u> Designing Generate realistic ideas through discussion and design criteria for an appealing, functional product fit for purpose and specific user/s. Produce annotated sketches, prototypes, final product sketches and pattern pieces. Making Plan the main stages of making. Select and use a range of appropriate tools with some accuracy e.g. cutting, joining and finishing. Select fabrics and fastenings according to their functional characteristics e.g. strength, and aesthetic qualities e.g. pattern. Evaluating Investigate a range of 3-D textile products relevant to the project. Test their product against the original design criteria and with the intended user. Take into account others' views.		Music Oak Academy Start with playing: adding layers to major and minor songs Lessons in unit - Major and minor tonality folk songs - Folk songs and the major pentachord - Folk songs and the minor pentachord - Building texture with a melodic ostinato - Building texture with a minor accompaniment	

	create a set of rules for and identify ways of keeping safe	understand nutritional information on packaged food and explain what it means describe different ways to maintain a healthy lifestyle		Understand how a key event/individual has influenced the development of the chosen product and/or fabric. Technical knowledge and understanding Know how to strengthen, stiffen and reinforce existing fabrics. Understand how to securely join two pieces of fabric together. Understand the need for patterns and seam allowances. Know and use technical vocabulary relevant to the project.	Layering accompaniments under major and minor folk songs Key vocabulary to emphasise • major • minor • tonality • melody • pentachord • major pentachord • minor pentachord • melodic ostinato • accompaniment • texture	
Vocabulary	Cycle Safety Statement Opinion Fact Strategies Junction Cycle Safety	Healthy Living Lifestyle Balanced diet Blood pressure Saturated fat Vital organs Mind map Food chart Carbohydrates Protein Calorie	raging tumble cascading precipice iconic turbulent rivulet estuary flood plain tributary confluence channel	fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance user, purpose, design, model, evaluate, prototype, annotated sketch, functional, innovative, investigate, label, drawing, aesthetics, function, pattern pieces		

P4C Enquiries								