



Year Group: Four

Value Focus: Respect

AUTUMN TERM 2 School Year 2025-2026

RRS: Article 2: The Convention applies to every child without discrimination, whatever their ethnicity, sex, religion, language, abilities or any other status, whatever they think or say, whatever their family background.

British Values:
Mutual respect and tolerance, Individual liberty

	Week 9 3 rd November 2025	Week 10 10 th November 2025	Week 11 17 th November 2025	Week 12 24 th November 2025	Week 13 1 st December 2025	Week 14 8 th December 2025	Week 15 15 th December 2025
Whole School Events	HT Coffee Morning and Parent Open Morning (5 th) TBPs Got Talent (7 th)	Anti-Bullying Week Armistice Assembly (11 th) Y2,5,6 NSPCC Workshops E1 Pupil Parliament (14 th)	Teaching and Learning Review Days (18 th -20 th) Data Deadline	Inset Day (24 th) RWI Development Day	PPMs	MTP meetings Spring 1 Pick and Mix Y5 Swimming Display Deadline	Y5 Swimming KS2 Carol Concert (15 th) EYFS Nativity (16 th) Christmas Lunch (17 th) KS1 Christmas show (18 th) Parties/Disco (19 th)
Enrichment	Janet Singing sessions (6 th)	Janet Singing sessions (13 th)		Y1,2,3 Pantomime (26 th) Y4,5,6 Pantomime (27 th)	E1 Carol Concert (3 rd am)	Y4 Fireside Tales trips (11 th)	Y6 Fireside Tales (18 th)
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. 0. Whole School Recommended Reading Lists Choose texts from Recommended Reading List						
English Reading	The Queen’s Nose Block 1 Focus on core text for summarising, understanding themes and a personal response Focus on the leaflet, invitation and narrative extract for retrieval and understanding themes	The Queen’s Nose Block 1 Focus on the core text for inferring characters’ feelings and personal response Focus on the poem for comparing text types and the discussion text and narrative extract for inference	The Queen’s Nose Block 2 Focus on the core text for prediction and authorial intent Focus on the news report, watch review and poem for retrieval	The Queen’s Nose Block 2 Focus on inference of details of characters’ background and intentions	The Raven Block 3 Focus on the core text for summarising and authorial intent. Focus on the non-fiction extracts and poem for retrieval.	The Raven Block 3 Focus on the core text for comparing and personal response. Focus on the narrative extracts and news article for inference.	
Reading Outcomes	Know: Question words can provide clues to the type of answer needed Key differences between narratives and poetry Be able to: Identify and discuss key themes across texts Distinguish between fact and opinion		Know: Predictions need to be supported with reference to the text Inference can be found both in the clues given and the information that is not given Be able to: Give reasons for their predictions Make inferences about the past experiences of characters and the actions of others		Know: meaning can be inferred from dialogue and descriptive detail poets use language, rhyme and rhythm to create different effects Be able to: explain the effects of language choices made by the writer infer meaning from dialogue and descriptive detail		
English Writing	Stories from other cultures Explicit teaching of the grammatical structures and text conventions required	Stories from other cultures Structural understanding, planning and execution of extended task	Stories from other cultures Execution of the extended task and focused editing teaching	News reports Explicit teaching of the grammatical structures and text conventions required	News reports Structural understanding, planning and execution of extended task and focused editing teaching		
Writing Outcomes	Know The simple past tense The third person perspective			Know The perspective is the viewpoint that something is written from.			

	Editing strategies Be able to Use a range of descriptive devices to compose and recount a short narrative Use cultural references to indicate a setting	The tense tells us when an event has happened. Be able to Plan, draft and write a simple news report. Include accurately punctuated direct quotations.		
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: Multiplication and Division Recall multiplication and division facts for multiplication tables up to 12 x 12 (6, 7, 9) 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 Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit Power Maths , Power Maths NRich: 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)	Statistics Bar charts Pictograms Tables Other graphs NCETM Coordinates	Measurement: Length and Perimeter Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres Convert between different units of measure (for example, kilometre to metre) Power Maths Books: Millions to Measure (David Schwartz)	Number: Multiplication and Division 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 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

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Foundation Subjects (Blocked) • History • Geography • RE • PSHE • Art • DT	History Britain's settlement by Anglo-Saxons and Scots National Curriculum: The struggle for the Kingdom of England - Britain's settlement by Anglo-Saxons and Scots Cusp outcomes: - Why did the AngloSaxons come to Britain? - Where did the AngloSaxons come from? - What was life like for Anglo-Saxons in Britain? - What kingdoms were formed by the AngloSaxons? - How do we know about the AngloSaxons? - How did religion influence the AngloSaxons? How do we know this?		First Aid Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current knowledge of first aid. Year 4 First Aid identify and name situations that may require first aid list reasons why someone may struggle to breathe identify the signs of an asthma attack or choking identify the signs of an allergic reaction and anaphylactic shock understand the correct steps for seeking immediate emergency help provide first aid treatment to someone who is struggling to breathe Growing and Changing Baseline Topic During the baseline topic, children will engage in a module quiz, and additional activities, to help identify their current	ART Block E – Year 3 Exploration of materials and artform Explicit teaching of techniques Applying knowledge, skills and techniques Know: Backgrounds can be painted for effect Negative space is the area behind and around the main focus of the painting Be able to: Use a range of techniques to create backgrounds for effect Paint backgrounds that create a negative space https://vimeo.com/672331069/32cabd7cbc Block B Year 4 Exploration of materials Explicit teaching of techniques Application of knowledge and techniques Know: Similarities and differences between the work of two artists Know that abstract art is more about the shapes, colours and feelings it expresses – it is not about it being a realistic depiction Be able to: Make comparisons and form opinions Create an abstract painting of a natural object https://vimeo.com/559459888/514265acf4		L2.9 What can we learn from religions about deciding what is right and wrong? - Give examples of rules for living from religions and suggest ways in which they might help believers with difficult decisions. - Make connections between stories of temptation and why people can find it difficult to be good. - Give examples of ways in which some inspirational people have been guided by their religion - Discuss their own and others' ideas about how people decide right and wrong	

		knowledge of relationships. Appropriate Touch identify the different types of relationships we can have and describe how these can change as we grow explain how our families support us and how we can support our families identify how relationships can be healthy or unhealthy explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable		
Vocabulary	Tier 2 Abandoned Defenceless Dominant Missionary Pagan Reliant Tier 3 Heptarchy Laden Sporadic Vanquish Viewpoint migration	Appropriate Touch Nervous Scared Inappropriate Connection Civil Partnership Marriage First Aid Treatment Emergency Severe Clinical Advisor Life-threatening Conscious Asthma Anaphlaxis Allergic Prescribed Obstruction	background traditional wash negative space gradient effect opaque translucent stain ombre plane shade	Religion, spiritual, commitment, values, prayer, pilgrim, pilgrimage, ritual, symbol, community, worship, devotion, belief, life after death, destiny, soul, inspiration, role-model. Humanist, Golden Rule, non-religious, spiritual but not religious, atheist
Computing	Junior Jam			
Music	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			
Spanish	Junior Jam			

PE	Dance - Respond sensitively to professional work - Refine, repeat and remember short dance phrases - Perform with increasing musicality with control and confidence - Perform dances with consistency - Show rhythm and style when performing as an individual and with others - Dance using a variety of formations confidently - Show sensitivity to a dance idea/theme or story - Showing self-control and maturity to perform a partner/ group contact work						
	Dance, turn, rhythm, stretch, levels, fast, slow, direction, huddle, mood, feeling, emotions, facial expression, improvisation, rehearse, director, choreographer, slide, formation, freeze frames.						
PSHE Weekly Reflection (Scheme Blocked)	Respect yourself – It's good to be me	Remembrance – Celebrating Peace	National Anti Bullying Week. Thomas Buxton is a bully free zone	Respect each other – honesty is the best policy	Respect yourself –Peer Pressure, do it your way	Respect each other - Do as you would be done by. How should we treat others?	Goodbye 2025- Another year older! Wiser!
P4C Skills	Evaluate critical and creative thinking. Develop summarising.						
P4C Enquiries		PSHE Anti-Bullying		Curriculum		RE	