

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

	Autumn Term Curriculum Focus Africa		Spring Term Curriculum Focus Anglo Saxons		Summer Term Curriculum Focus Ancient Egypt – Pyramids	
	8 weeks	7 weeks	6 weeks	5 weeks	5 weeks 3 days	6 weeks 2 days
<b>Key dates</b>	Black History month October 2025 Ada Lovelace Day – Computing link 14 <sup>th</sup> October 2025 National Poetry Day 2 <sup>nd</sup> October 2025 'Play' theme Non-Fiction November World Nursery Rhyme Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Anti-Bullying Week 10 <sup>th</sup> – 14 <sup>th</sup> November 2025 Christmas concert with PGHS – end December 2025		Young Voices Safer Internet Day 10 <sup>th</sup> February 2026 'Exploring respect and relationships online' theme Children's mental health awareness week 2 <sup>nd</sup> – 8 <sup>th</sup> February 2026 World Book Day Thursday 5 <sup>th</sup> March 2026 Science Week 6 <sup>th</sup> – 15 <sup>th</sup> March 2026 'Curiosity: What's Your Question?' Journee de la langue francaise – French Language Day 20 <sup>th</sup> March 2026 World Art Day Wednesday April 15 <sup>th</sup> 2026		Earth Day – 22 <sup>nd</sup> April 2026 Sing Up Day TBC Music celebration – end July 2026	
<b>Key Texts</b>						
<b>Class novel/daily reading</b>	 	 			 	

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<p><b>English</b></p>	<p><b>The Loch Ness Monster LPDS bridging unit.</b> Reading and writing skills for Year 3 and Year 4 are interwoven throughout these two units of work lasting 3-4 weeks for narrative and 2-3 weeks for non-fiction, all based around the theme of the Loch Ness Monster. The first unit focuses on exploring and researching the infamous legend using film clips, websites, texts and news sources, before children write their own non-fiction article for a children's magazine. Following this, a narrative unit is provided which includes developing a new Loch Ness monster character based on a plot pattern inspired by the classic cartoon, The Family Ness!</p> <p>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use nouns for precision, e.g. <i>burglar</i> rather than <i>man</i>, <i>bungalow</i> rather than <i>house</i>. Explore, identify, collect and use noun phrases e.g. <i>the crumbly cookie with tasty marshmallow pieces</i>. Improvise and compose dialogue, demonstrating their understanding of Standard and non-Standard English. Investigate what happens to words ending in f when suffixes are added, e.g. <i>calf/calves</i>. Investigate ways in which nouns and adjectives can</p>	<p><b>Non Chronological Report</b> - Crazy Creatures Non Fiction Documentary</p> <p><b>Issues and Dilemmas –</b> Journey to Jo'burg</p> <p><b>Educational Trip - Knowsley Safari Park</b></p> <p>Identify, select and use <b>determiners</b> including: - articles: <i>a/an, the</i> - demonstratives : <i>this/that; these/those</i> - possessives: <i>my/your/his/her/its/our/their</i> - quantifiers: <i>some, any, no, many, much, every</i> Use inverted commas and other punctuation to indicate direct speech e.g. <i>The tour guide announced, "Be back here at four o' clock."</i> Develop settings and characterisation using vocabulary to create emphasis, humour, atmosphere, suspense. Generate and select from vocabulary banks e.g. <b>adverbial phrases, technical language, persuasive phrases, alliteration</b>. Use organisational devices in non-fiction writing, e.g. <i>captions, text boxes, diagram, lists</i>. Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. <i>scheme, chorus</i>.</p>	<p><b>Novel as a theme – Beowulf</b> - Crazy Creatures Non Fiction Documentary</p> <p><b>Poems on a theme with a structure – kennings, cinquain, tanka</b></p> <p>Create complex sentences with adverb starters e.g. <i>Silently trudging through the snow, Sam made his way up the mountain.</i> Use commas to mark clauses in complex sentences. Plan and write an opening paragraph which combines setting and character/s. Use paragraphs to organise writing in fiction. Use further suffixes, e.g. <i>-ation, -tion, -ssion, -cian</i>. Identify and spell words with the /ʒ/ sound spelt ch (mostly French in origin), e.g. <i>chef, chalet, machine</i>.</p>	<p><b>Recounts: Newspapers – The Battle of Hastings</b></p> <p><b>Fantasy - Imaginary Worlds – battle cry</b></p> <p><b>Educational Trip: Lancaster Castle</b></p> <p>Create sentences with fronted <b>adverbials</b> for when e.g. <i>As the clock struck twelve, the soldiers sprang into action.</i> Use commas after fronted <b>adverbials</b>. Read and analyse narrative, non-fiction and poetry in order to plan their own versions. Develop settings and characterisation using vocabulary to create emphasis, humour. Plan and write an opening paragraph which combines setting and character/s. Use paragraphs to organise writing in fiction and non-fiction texts. Use further prefixes, e.g. <i>in-, im- ir-, sub-, inter-, super-, anti-, auto-</i>. Identify and spell words ending with the /g/ sound spelt <i>-gue</i> and the /k/ sound spelt <i>-que</i> (French in origin), e.g. <i>tongue, antique</i>.</p>	<p><b>Folktales – Marcy and the Riddle of the Sphinx</b></p> <p><b>Classic Poetry – Macavity cry</b></p> <p>Identify, select and effectively use <b>pronouns</b>. Explore, identify and use Standard English verb inflections for writing e.g. <i>We were</i> instead of <i>we was</i>. <i>I was</i> instead of <i>I were</i>, <i>I did</i> instead of <i>I done</i>. <i>She saw it</i> instead of <i>she seen it</i>. Link ideas across paragraphs using fronted <b>adverbials</b> for when and where e.g. <i>Several hours later...</i>, <i>Back at home...</i> Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. <i>science, scene</i>. The /l/ sound spelt y elsewhere than at the end of words, e.g. <i>myth, gym, Egypt</i>.</p>	<p><b>Persuasion sales pitch/article – Come to Egypt</b></p> <p><b>Film and Playscript –</b> Soar Literacy Shed film linking to adding text for a playscript</p> <p><b>Explanation text –</b> Mummification</p> <p>Use apostrophes for singular and plural possession e.g. <i>the dog's bone and the dogs' bones</i>. Improvise and compose dialogue, demonstrating their understanding of Standard and non- Standard English. Improve writing in light of evaluation. Understand how diminutives are formed using e.g. suffix <i>-ette</i> and prefix <i>mini-</i>. Explore and use the possessive apostrophe, e.g. <i>boy's books</i> (books belonging to a boy) and <i>boys' books</i> (books belonging to more than one boy).</p>
-----------------------	---	--	--	---	---	---









# Cop Lane C of E Primary School – Year 4 overview 2025-2026

	<p>be made into verbs by the use of suffixes e.g. <i>pollen</i> (noun) and <i>-ate = pollinate</i> (verb).</p>				
<b>English writing ongoing skills</b>	<p>Identify and discuss the purpose, audience, structure, vocabulary and grammar of narrative, non-fiction and poetry.            Discuss and record ideas for planning e.g. <i>story mountain, text map, non-fiction bridge, story board, boxing-up text types to create a plan.</i>            Use different sentence structures (see VGP).            Proofread to check for errors in spelling, grammar and punctuation.            Discuss and propose changes to own and others' writing with partners/small groups.            Use appropriate intonation, tone and volume to present their writing to a range of audiences.            Use the first three letters of a word to check its spelling in a dictionary.            Write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.            Spell words from the Year 4 list (selected from the statutory Year 3/4 word list)            Use a joined style throughout their independent writing.            Write with consistency in size and proportion of letters, e.g. <i>by ensuring that the down strokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch.</i></p>				
<b>ongoing English</b>	<p><b>Handwriting</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined</li> <li>- increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].</li> </ul>	<p><b>Grammar</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>• <b>develop their understanding of the concepts set out in English Appendix 2 by:</b> <ul style="list-style-type: none"> <li>- extending the range of sentences with more than one clause by using a wider range of conjunctions, including when, if, because, although,</li> <li>- using the present perfect form of verbs in contrast to the past tense</li> <li>- choosing nouns or pronouns appropriately for clarity and cohesion and to avoid repetition</li> <li>- using conjunctions, adverbs and prepositions to express time and cause</li> <li>- using fronted adverbials</li> <li>- learning the grammar for years 3 and 4 in English Appendix 2</li> </ul> </li> <li>• <b>indicate grammatical and other features by:</b> <ul style="list-style-type: none"> <li>- using commas after fronted adverbials</li> <li>- indicating possession by using the possessive apostrophe with plural nouns</li> <li>- using and punctuating direct speech</li> </ul> </li> </ul> <p><b>English Appendix 2 accurately and appropriately when discussing their writing and reading</b></p>	<p><b>Spelling</b>  <b>Pupils should be taught to:</b></p> <ul style="list-style-type: none"> <li>- use further prefixes and suffixes and understand how to add them (English Appendix 1)</li> <li>- spell further homophones</li> <li>- spell words that are often misspelt (English Appendix 1)</li> <li>- place the possessive apostrophe accurately in words with regular plurals [for example, girls', boys'] and in words with irregular plurals [for example, children's]</li> <li>- use the first two or three letters of a word to check its spelling in a dictionary</li> <li>- write from memory simple sentences, dictated by the teacher, that include words and punctuation taught so far.</li> </ul> <p><b>*Supersonic Spelling Stars NEW September 2024</b></p>		








# Cop Lane C of E Primary School – Year 4 overview 2025-2026

Y4 spellings  
– Supersonic  
Spelling  
Stars  
adapted for  
academic  
year 25/26

As Y1/Y2 and Autumn term (may differ slightly 2025-2026 academic year)







/i/ sound using /y/	/u/ sound using /ou/	CEW Split digraph	/k/ sound using /ch/	/sh/ sound using /ch/	CEW Easy	/k/ sound using /que/	/g/ sound using /gue/ spelling
crystal	country	arrive	anchor	brochure	calendar	antique	analogue
cygnet	couple	believe	architect	chalet	consider	boutique	catalogue
cylinder	courage	complete	character	chandelier	continue	cheque	colleague
Egypt	cousin	describe	chemist	charades	experiment	discotheque	dialogue
gymnastics	double	exercise	chorus	chef	group	mosque	fatigue
Olympics	nourish	extreme	Christmas	Chicago	important	opaque	league
physics	southern	guide	mechanic	chute	interest	physique	meringue
pyramid	touch	separate	orchestra	machine	material	picturesque	monologue
symmetry	trouble	suppose	orchid	moustache	natural	technique	synagogue
syrup	young	surprise	school	parachute	perhaps	unique	tongue
							

Spring term (may differ slightly 2025-2026 academic year)

CEW /s/ sound using /c/	/s/ sound using /sc/ spelling	/ae/ sound using /ey/ spelling	CEW Doubles	/ae/ sound using /ei/ spelling	/ae/ sound using /eigh/ spelling	CEW /ee/ sound using /e/ spelling
bicycle	adolescent	conveyor	address	abseil	eight	because
centre	ascend	disobey	appear	beige	eighteen	behind
century	crescent	grey	different	rein	eighty	believe
certain	descend	hey	difficult	reindeer	freight	decide
circle	discipline	obey	disappear	reins	neigh	describe
decide	fascinate	prey	grammar	sheikh	neighbour	even
experience	muscle	survey	opposite	vein	sleigh	recent
medicine	scent	surveyor	possible	veins	weigh	remember
notice	science	they	possess	unveil	weight	remind
sentence	scientist	whey	suppose	veil	weightless	sequin
						

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

Summer term (may differ slightly 2025-2026 academic year)

Words ending in suffix /ly/	CEW /ee/ sound using /y/ spelling	Words ending in suffix /tion/	Words ending in suffix /cian/	CEW /ae/ sound using various spellings	Words ending in suffix /sion/
carefully	actually	action	academician	break	collision
cheerfully	city	affection	beautician	eighth	comprehension
enormously	early	celebration	dietician	eight	confusion
kindly	February	education	electrician	famous	division
proudly	history	emotion	magician	favourite	erosion
quickly	icy	infection	mathematician	great	explosion
sadly	library	invention	musician	potatoes	invasion
slowly	naughty	meditation	optician	reign	revision
strongly	ordinary	station	politician	straight	television
warmly	probably	vacation	technician	weight	tension
					

Please see newsletters sent home via Seesaw for supporting at home. We encourage children to write the spelling patterns in sentences, not in a weekly test.

## English reading

Explain the meaning of key vocabulary within the context of the text.  
Justify responses to the text using the PE prompt (**P**oint + **E**vidence).  
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.  
Prepare for research by identifying what is already known about the subject and key questions to structure the task.

Develop, agree on and evaluate rules for effective discussion.  
Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because...1/2/3 reasons*  
Analyse and evaluate how specific information is organised within a non-fiction text *e.g. text boxes, sub-headings, contents, bullet points, glossary, diagrams*

Use suffixes to understand meanings *e.g. -ation, -tion, -sion, -cian, -sion*.  
Learn a range of poems by heart and rehearse for performance.  
Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.  
Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination *e.g. metaphors, similes*.  
Make predictions based on information stated and implied.  
Identify, analyse and discuss themes *e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals*.  
Draw inferences around characters' thoughts, feelings, actions and motives, and justify with evidence from the text using point and evidence.

Use prefixes to understand meanings *e.g. in-, ir-, sub-, inter- super-, anti-, auto-*.  
Explain the meaning of key vocabulary within the context of the text.  
Justify responses to the text using the PE prompt (**P**oint + **E**vidence).  
Record information from a range of non-fiction texts.  
Scan for dates, numbers and names.

Learn a range of poems by heart and rehearse for performance.  
Prepare poems to read aloud, showing understanding through intonation, tone, volume and action.  
Orally retell a range of stories, including less familiar fairy stories, myths and legends.  
Identify, discuss and collect effective words and phrases which capture the reader's interest and imagination *e.g. metaphors, similes*.  
Identify, analyse and discuss themes *e.g. safe and dangerous, just and unjust, origins of the earth, its people and animals*  
Analyse and evaluate how specific information is

Prepare play scripts to read aloud, showing understanding through intonation, tone, volume and action.  
Demonstrate active reading strategies *e.g. generating questions, finding answers, refining thinking, modifying questions, constructing images*.  
Identify main ideas drawn from more than one paragraph and summarise these *e.g. character is evil because...1/2/3 reasons, Clitheroe Castle is a worthwhile place to visit because 1/2/3 reasons across a text*  
Navigate texts, *e.g. using contents and index pages, in order to locate and retrieve*

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

			<p>Recognise and analyse different forms of poetry e.g. <i>haiku</i>, <i>limericks</i>, <i>kennings</i>.</p> <p>Prepare for research by identifying what is already known about the subject and key questions to structure the task.</p> <p>Explain how paragraphs are used to order or build up ideas, and how they are linked.</p>	<p>organised within a non-fiction text e.g. <i>text boxes</i>, <i>sub-headings</i>, <i>contents</i>, <i>bullet points</i>, <i>glossary</i>, <i>diagrams</i></p>	<p>information in print and on screen.</p> <p>Record information from a range of non-fiction texts.</p>
<b>English reading ongoing</b>	<p>Read books at an age appropriate interest level.</p> <p>Use knowledge of root words to understand meanings of words.</p> <p>Read and understand words from the Year 4 list (selected from the statutory Year 3/4 word list).</p> <p>Listen to, read and discuss a range of fiction, poetry, plays and non-fiction in different forms e.g. <i>fairy tales</i>, <i>folk tales</i>, <i>classic poetry</i>, <i>kennings</i>, <i>advertisements</i>, <i>formal speeches</i>, <i>magazines</i>, <i>electronic texts</i>.</p> <p>Regularly listen to whole novels read aloud by the teacher.</p> <p>Read books and texts, which are structured in different ways, for a range of purposes and respond in a variety of ways.</p> <p>Use dictionaries to check meanings of words in the texts that they read.</p> <p>Use punctuation to determine intonation and expression when reading aloud to a range of audiences.</p> <p>Participate in discussion about what is read to them and books they have read independently, taking turns and listening to what others say.</p> <p>Make and respond to contributions in a variety of group situations e.g. <i>whole class</i>, <i>independent reading groups</i>, <i>book circles</i>.</p>				
<b>English Spoken Language</b>	<b>Listening and Attention</b>	<b>Understanding</b>	<b>Speaking</b>	<b>Vocabulary</b>	<b>Participating, Presenting and Performing</b>
	<p>Listen and retain key points from a range of situations, e.g. <i>information relayed via a visitor</i>, <i>key events in a narrative plot</i>, <i>key details of a film clip through close listening or viewing</i>.</p> <p>Listen to peers and retain key points in a range of situations, e.g. <i>following reading and discussing with a talk partner or small group</i>, <i>when collaborating in science investigations</i>, <i>following instructions in cross-curricular contexts etc</i>.</p> <p>Listen and identify how intonation and expression affects meaning, e.g. <i>when listening to others perform a playscript</i>, <i>persuasive advert or poem</i>.</p> <p>Listen and consider viewpoints from adults and peers, e.g. <i>different opinions linked to issues related to reading narrative and non-fiction</i>, <i>when discussing environmental issues in science</i>, or <i>using historical evidence to identify a point of view</i>.</p>	<p>Respond appropriately to adults in relation to key points, justifying arguments and opinions after listening with sustained concentration.</p> <p>Respond appropriately to peers in relation to key points, justifying arguments and opinions after listening with sustained concentration.</p> <p>Respond to questions posed by an adult or peer, orally, related to <i>who</i>, <i>what</i>, <i>where</i>, <i>when</i>, <i>why</i> and <i>how</i>, and ask further relevant questions to extend understanding and knowledge.</p> <p>Ask a range of appropriate questions to clarify thinking to extend understanding and knowledge.</p> <p>Take turns when making contributions and responding to others, in a variety of group situations, e.g. <i>discussions and debates</i>.</p> <p>Provide oral explanations, extending with additional details, e.g. <i>hypothesising in science</i>, <i>providing evidence from a text in relation to character actions</i>, <i>explaining a process such as the water cycle etc</i>.</p> <p>Speak audibly and fluently when communicating with others in pairs, groups and whole class situations.</p>	<p>Use Standard English verb inflections when speaking, e.g.</p> <p><i>-I was</i></p> <p><i>-we were</i></p> <p><i>-they are</i></p> <p>-Use conjunctions <i>and</i>, <i>but</i>, <i>because</i>, <i>when</i>, <i>before</i>, <i>after</i>, <i>if</i>, <i>so</i>, <i>as</i>, <i>while</i>, <i>since</i>, <i>although</i> during talk to extend ideas in narrative and non-fiction, using speaking frames to support, e.g.</p> <p><i>-When the Romans arrived in Britain, they...</i></p> <p><i>-Since 43AD, ...</i></p> <p><i>-If the character...</i></p> <p>Use a range of sentence starter prompts in narrative and non-fiction, including prepositional phrases and fronted adverbials for when and where, during talk to extend ideas. Use speaking frames to support, e.g.</p> <p><i>-Before long, ...</i></p> <p><i>-Soon after, ...</i></p> <p><i>-As the sun was setting over the hills, ...</i></p> <p><i>-Across the rooftops, ...</i></p>	<p>Identify, discuss, collect and explain new vocabulary, orally, in stories, non-fiction, poetry, and across the curriculum.</p> <p>Describe settings orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Describe characters orally, using precise vocabulary (verbs, nouns and adjectives) selected from a text and/or generated via discussion.</p> <p>Describe feelings orally, using precise vocabulary provided by an adult and/or generated via discussion, e.g. <i>use a thesaurus to explore appropriate synonyms from which to select</i></p>	<p>Orally retell less familiar stories, or identified sections of stories using a range of strategies, e.g. <i>props</i>, <i>images</i>, <i>actions and story maps</i>.</p> <p>Orally retell non-fiction texts, or sections of non-fiction texts (reports, explanations, persuasion, discussion, information), using a range of strategies, e.g. <i>props</i>, <i>images</i>, <i>actions and text maps</i>.</p> <p>Participate in a range of drama approaches in English and across the curriculum, e.g. <i>talk like an expert</i>, <i>mantle of the expert and documentary reporting to support non-fiction</i>; <i>magic mirror</i>, <i>thought tracking</i>, <i>garden fence gossip and improvisation to support inference</i>.</p> <p>Take part in imaginative role play, e.g. <i>by innovating a familiar story or exploring contexts across the curriculum such as taking on the role of a key figure and applying new vocabulary appropriately</i>.</p> <p>Prepare poems, narratives and playscripts to perform, using intonation, tone and volume when</p>

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

				<p>presenting to an audience, e.g. <i>different groups, another class, whole school.</i> Use non-verbal gestures whilst presenting and performing to gain the audience's interest.</p>
<p><b>Mathematics</b></p>	<p><b>WHITE ROSE</b> <b>Number: Place Value</b> Step 1 Represent numbers to 1,000 Step 2 Partition numbers to 1,000 Step 3 Number line to 1,000 Step 4 Thousands Step 5 Represent numbers to 10,000 Step 6 Partition numbers to 10,000 Step 7 Flexible partitioning of numbers to 10,000 Step 8 Find 1, 10, 100, 1,000 more or less Step 9 Number line to 10,000 Step 10 Estimate on a number line to 10,000 Step 11 Compare numbers to 10,000 Step 12 Order numbers to 10,000 Step 13 Roman numerals Step 14 Round to the nearest 10 Step 15 Round to the nearest 100 Step 16 Round to the nearest 1,000 Step 17 Round to the nearest 10, 100 or 1,000</p> <p><b>NATIONAL CURRICULUM LINKS:</b> <b>Read and write numbers up to 1,000 in numerals and words (Y3).</b></p> <p><b>Identify, represent and estimate numbers using different representations.</b></p> <p><b>Recognise the place value of each digit in a 3-digit number (hundreds, tens, ones) (Y3).</b></p> <p><b>Count in multiples of 6, 7, 9, 25 and 1,000</b></p> <p><b>Recognise the place value of each digit in a 4-digit number (thousands, hundreds, tens and ones).</b></p> <p><b>Find 1,000 more or less than a given number. Order and compare numbers beyond 1,000.</b></p> <p><b>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.</b></p> <p><b>Round any number to the nearest 10, 100 or 1,000.</b></p>	<p><b>WHITE ROSE</b> <b>Number: Multiplication and Division B</b> Step 1 Factor pairs Step 2 Use factor pairs Step 3 Multiply by 10 Step 4 Multiply by 100 Step 5 Divide by 10 Step 6 Divide by 100 Step 7 Related facts – multiplication and division Step 8 Informal written methods for multiplication Step 9 Multiply a 2-digit number by a 1-digit number Step 10 Multiply a 3-digit number by a 1-digit number Step 11 Divide a 2-digit number by a 1-digit number (1) Step 12 Divide a 2-digit number by a 1-digit number (2) Step 13 Divide a 3-digit number by a 1-digit number Step 14 Correspondence problems Step 15 Efficient multiplication</p> <p><b>NATIONAL CURRICULUM LINKS:</b> <b>Recognise and use factor pairs and commutativity in mental calculations. Recall multiplication and division facts for multiplication tables up to 12 x 12.</b></p> <p><b>Multiply and divide whole numbers and those involving decimals by 10, 100 and 1,000 (Y5).</b></p> <p><b>Solve problems involving multiplying and adding, including using the distributive law to multiply 2-digit numbers by 1 digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.</b></p> <p><b>Multiply 2-digit and 3-digit numbers by a 1-digit number using formal written layout.</b></p> <p><b>Use place value, known and derived facts to multiply and divide mentally, including: multiplying by 0 and 1; dividing by 1; multiplying together 3 numbers.</b></p> <p><b>Measurement: Length and Perimeter</b> Step 1 Measure in kilometres and metres Step 2 Equivalent lengths (kilometres and metres) Step 3 Perimeter on a grid Step 4 Perimeter of a rectangle</p>	<p><b>WHITE ROSE</b> <b>Number: Decimals B</b> Step 1 Make a whole with tenths Step 2 Make a whole with hundredths Step 3 Partition decimals Step 4 Flexibly partition decimals Step 5 Compare decimals Step 6 Order decimals Step 7 Round to the nearest whole number Step 8 Halves and quarters as decimals</p> <p><b>NATIONAL CURRICULUM LINKS:</b> <b>Recognise and write decimal equivalents of any number of tenths or hundredths.</b> <b>Solve simple measure and money problems involving fractions and decimals to 2 decimal places.</b> <b>Round decimals with 1 decimal place to the nearest whole number.</b> <b>Recognise and write decimal equivalents to 1/4, 1/2 and 3/4.</b></p> <p><b>Measurement: Money</b> Step 1 Write money using decimals Step 2 Convert between pounds and pence Step 3 Compare amounts of money Step 4 Estimate with money Step 5 Calculate with money Step 6 Solve problems with money</p> <p><b>NATIONAL CURRICULUM LINKS:</b> <b>Estimate, compare and calculate different measures, including money in pounds and pence.</b></p> <p><b>Measurement: Time</b> Step 1 Years, months, weeks and days Step 2 Hours, minutes and seconds Step 3 Convert between analogue and digital times Step 4 Convert to the 24-hour clock Step 5 Convert from the 24-hour clock</p> <p><b>NATIONAL CURRICULUM LINKS:</b> <b>Solve problems involving converting from hours to minutes, minutes to seconds, years to months, weeks to days.</b> <b>Read, write and convert time between analogue and digital 12- and 24-hour clocks.</b></p>	

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

## **Number: Addition and Subtraction**

- Step 1 Add and subtract 1s, 10s, 100s and 1,000s
- Step 2 Add up to two 4-digit numbers – no exchange
- Step 3 Add two 4-digit numbers – one exchange
- Step 4 Add two 4-digit numbers – more than one exchange
- Step 5 Subtract two 4-digit numbers – no exchange
- Step 6 Subtract two 4-digit numbers – one exchange
- Step 7 Subtract two 4-digit numbers – more than one exchange
- Step 8 Efficient subtraction
- Step 9 Estimate answers
- Step 10 Checking strategies

### **NATIONAL CURRICULUM LINKS:**

**Add and subtract numbers with up to four digits using the formal written methods of columnar addition and subtraction where appropriate.**

**Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.**

**Estimate and use inverse operations to check answers to a calculation.**

## **Measurement: Area**

- Step 1 What is area?
- Step 2 Count squares
- Step 3 Make shapes
- Step 4 Compare areas

### **NATIONAL CURRICULUM LINKS:**

**Find the area of rectilinear shapes by counting squares.**

## **Number: Multiplication and Division A**

- Step 1 Multiples of 3
- Step 2 Multiply and divide by 6
- Step 3 6 times-table and division facts
- Step 4 Multiply and divide by 9
- Step 5 9 times-table and division facts
- Step 6 The 3, 6 and 9 times-tables
- Step 7 Multiply and divide by 7
- Step 8 7 times-table and division facts
- Step 9 11 times-table and division facts
- Step 10 12 times-table and division facts
- Step 11 Multiply by 1 and 0
- Step 12 Divide a number by 1 and itself
- Step 13 Multiply three numbers

### **NATIONAL CURRICULUM LINKS:**

- Step 5 Perimeter of rectilinear shapes
- Step 6 Find missing lengths in rectilinear shapes
- Step 7 Calculate perimeter of rectilinear shapes
- Step 8 Perimeter of regular polygons
- Step 9 Perimeter of polygons

### **NATIONAL CURRICULUM LINKS:**

**Convert between different units of measure [for example, kilometre to metre; hour to minute].**

**Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres.**

## **Number: Fractions**

- Step 1 Understand the whole
- Step 2 Count beyond 1
- Step 3 Partition a mixed number
- Step 4 Number lines with mixed numbers
- Step 5 Compare and order mixed numbers
- Step 6 Understand improper fractions
- Step 7 Convert mixed numbers to improper fractions
- Step 8 Convert improper fractions to mixed numbers
- Step 9 Equivalent fractions on a number line
- Step 10 Equivalent fraction families
- Step 11 Add two or more fractions
- Step 12 Add fractions and mixed numbers
- Step 13 Subtract two fractions
- Step 14 Subtract from whole amounts
- Step 15 Subtract from mixed numbers

### **NATIONAL CURRICULUM LINKS:**

**Recognise and use fractions as numbers: unit fractions and non-unit fractions with small denominators (Y3).**

**Recognise and show, using diagrams, families of common equivalent fractions.**

**Add and subtract fractions with the same denominator.**

## **Number: Decimals A**

- Step 1 Tenths as fractions
- Step 2 Tenths as decimals
- Step 3 Tenths on a place value chart
- Step 4 Tenths on a number line
- Step 5 Divide a 1-digit number by 10
- Step 6 Divide a 2-digit number by 10
- Step 7 Hundredths as fractions
- Step 8 Hundredths as decimals
- Step 9 Hundredths on a place value chart

## **Geometry: Shape**

- Step 1 Understand angles as turns
- Step 2 Identify angles
- Step 3 Compare and order angles
- Step 4 Triangles
- Step 5 Quadrilaterals
- Step 6 Polygons
- Step 7 Lines of symmetry
- Step 8 Complete a symmetric figure

### **NATIONAL CURRICULUM LINKS:**

**Recognise angles as a property of shape or a description of a turn (Y3).**

**Identify acute and obtuse angles and compare and order angles up to two right angles by size.**

**Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes.**

**Identify lines of symmetry in 2-D shapes presented in different orientations.**

**Complete a simple symmetric figure with respect to a specific line of symmetry.**

## **Statistics**

- Step 1 Interpret charts
- Step 2 Comparison, sum and difference
- Step 3 Interpret line graphs
- Step 4 Draw line graphs

### **NATIONAL CURRICULUM LINKS:**

**Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.**

**Solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs.**

## **Geometry: Position and Direction**

- Step 1 Describe position using coordinates
- Step 2 Plot coordinates
- Step 3 Draw 2-D shapes on a grid
- Step 4 Translate on a grid
- Step 5 Describe translation on a grid

### **NATIONAL CURRICULUM LINKS:**

**Describe positions on a 2-D grid as coordinates in the first quadrant.**

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<p><b>Mathematics</b></p>	<p>Recall multiplication and division facts for multiplication tables up to 12 x 12.</p> <p>Recognise and use factor pairs and commutativity in mental calculations.</p> <p>Count in multiples of 6, 7, 9, 25 and 1,000.</p> <p>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.</p>	<p>Step 10 Divide a 1- or 2-digit number by 100</p> <p><b>NATIONAL CURRICULUM LINKS:</b></p> <p>Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts and in dividing 1-digit numbers or quantities by 10 (Y3).</p> <p>Recognise and write decimal equivalents of any number of tenths or hundredths.</p> <p>Compare numbers with the same number of decimal places up to 2 decimal places. Find the effect of dividing a 1- or 2-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.</p> <p>Count up and down in hundredths; recognise that hundredths arise when dividing an object by 100 and dividing tenths by 10.</p> <p>Recognise and show, using diagrams, families of common equivalent fractions.</p>	<p>Plot specified points and draw sides to complete a given polygon.</p> <p>Describe movements between positions as translations of a given unit to the left/right and up/down.</p>
<p><b>Science</b></p> <p>See PLAN matrices</p>	<p><b>Living things and their habitats</b> - 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. <b>Scientist – Joy Adamson</b></p> <p><b>Teeth and Eating</b> - describe the simple functions of the basic parts of the digestive system in humans. Identify the different types of teeth in humans and their simple functions. Construct and interpret a variety of food chains, identifying producers, predators and prey. Healthy Eating and diet – naming 5 food groups and categorising food. Understanding what makes a healthy, balanced meal. Link to Non-Fiction texts</p>	<p><b>States of matter</b> – compare and group materials together, according to whether they are solids, liquids or gases. Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C). Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature.</p> <p><b>Electricity</b> - 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. <b>Scientist – Charles Fritts or STEM Ambassador</b></p>	<p><b>Sound</b> - identify how sounds are made, associating some of them with something vibrating. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between the pitch of a sound and features of the object that produced it. Find patterns between the volume of a sound and the strength of the vibrations that produced it. Recognise that sounds get fainter as the distance from the sound source increases. <b>Scientist – Local audiologist</b></p> <p><b>Scientist – ‘I’m a scientist’ online event to meet a scientist Chemistry scientist</b></p>
<p><b>Enquiry Question</b></p>	<p><u>Africa</u></p> <p><b>What are the similarities and differences between South Africa and the UK?</b></p> <p>Location - Mapping</p>	<p><u>Water</u></p> <p><b>Where does Water come from?</b></p> <p>Human - Enquiry</p>	<p><u>Biomes</u></p> <p><b>How do the different biomes in Spain support diverse ecosystems and human activities?</b></p> <p>Physical - Fieldwork</p>
<p><b>Geography</b></p>	<p><b>Locational Knowledge</b></p> <p>Locate the world’s countries using maps to focus on Africa.</p>	<p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography including climates zones, vegetation belts, water</p>	<p><b>Locational Knowledge</b></p> <p>Locate the world’s countries using maps to focus on Europe</p>

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

	<p>Identify the position and significance of latitude, longitude, equator, northern and southern hemisphere.</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography including climates zones, rivers and mountains.</p> <p>Describe and understand key aspects of Human geography including settlement and land, trade and economic activity.</p>	<p>Describe and understand key aspects of Human geography including settlement and land, water, minerals, food.</p>	<p><b>Place Knowledge</b></p> <p>A region in a European Country.</p> <p><b>Human and Physical Geography</b></p> <p>Describe and understand key aspects of physical geography including climates zones, biomes and mountains.</p> <p>Describe and understand key aspects of Human geography including settlement and land, distribution of natural resources and food.</p>
<p><b>Geography Key learning and skills</b></p>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps, atlases and globes to locate countries and features studied</li> <li>• Use maps at more than one scale</li> <li>• Recognise that larger map scales cover less area.</li> <li>• Recognise patterns on maps and begin to explain what they show.</li> <li>• Use the index and contents page of atlases.</li> <li>• Create maps of small areas with features in the correct place.</li> <li>• Make a simple scaled drawing</li> <li>• Relate measurement on large scale maps to measurements outside.</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use 8 points on a compass</li> <li>• Observe, measure and record the human and physical features in the local area using a range of methods including sketch maps, cameras and other digital devices.</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>• Ask more searching questions including how and why as well as where and what when investigating places and processes.</li> <li>• Make comparisons with their own lives and their own situation.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Identify and describe geographical features and patterns</li> <li>• Use geographical language relating to the physical and human processes.</li> </ul>	<p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>• Ask more searching questions including how and why as well as where and what when investigating places and processes.</li> <li>• Make comparisons with their own lives and their own situation</li> <li>• Show increasing empathy and describe similarities as well as differences.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Identify and describe geographical processes and patterns</li> <li>• Use geographical language relating to the physical and human processes.</li> <li>• Express opinions and personal views about what they like and don't like about specific geographical features and situations</li> </ul>	<p><b>Mapping</b></p> <ul style="list-style-type: none"> <li>• Use a wider range of maps, atlases and globes to locate countries and features studied</li> <li>• Use maps from a range of publications eg, holiday brochures, leaflets and town plans.</li> <li>• Label maps with titles to show their purpose</li> <li>• Use 4 figure coordinates to locate features on a map</li> <li>• Use plan views</li> <li>• Make a simple scaled drawing</li> </ul> <p><b>Fieldwork</b></p> <ul style="list-style-type: none"> <li>• Use the 8 points of a compass</li> </ul> <p><b>Enquiry and Investigation</b></p> <ul style="list-style-type: none"> <li>• Ask more searching questions including how and why as well as where and what when investigating places and processes.</li> <li>• Show increasing empathy and describe similarities as well as differences.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>• Identify and describe geographical features and patterns</li> <li>• Use geographical language relating to the physical and human processes.</li> <li>• Communicate geographical information through a range of methods including sketch maps, plans, graphs, and presentations.</li> </ul>

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<b>Geography Key vocabulary</b>	<p><b>Use of ICT /Technology</b></p> <ul style="list-style-type: none"> <li>Use the zoom facility on digital maps to locate places at different scales.</li> </ul>		<p><b>Use of ICT /Technology</b></p> <ul style="list-style-type: none"> <li>Add a range of text and annotations to digital maps to explain features and places.</li> <li>Use presentation or multimedia software to record and explain geographical features and processes.</li> </ul>
<b>History</b>	<p>Countries, European, non-European, Africa, human geography, physical geography, climate, Water Aid, 4 figure grid references, Equator, urban areas, rural areas, deserts, plains, regions, continent, landscape,</p>	<p>natural resources, distribution, energy, food, minerals, water, fieldwork, survey, processes sanitation, cycle</p>	<p>Biome, Climate, Temperature, Rainfall, Vegetation, Tropical rainforest, Desert, Savanna, Grassland Temperate forest, Tundra, Humid Season, Equator, Northern Hemisphere Southern Hemisphere, Latitude</p>
<b>History Key learning and skills</b>	<p style="text-align: center;"><b><u>Fighting for Freedom</u></b></p> <p style="text-align: center; background-color: #00b050; color: white;"><b>How did Martin Luther King Jr. and Nelson Mandela help to change unfair rules for children in their countries?</b></p> <p style="text-align: center; color: blue;"><b>Substantive Concept - Childhood</b></p> <p style="text-align: center; color: red;"><b><u>Disciplinary Concept – Cause and Consequence</u></b></p>	<p style="text-align: center;"><b><u>Anglo Saxons</u></b></p> <p style="text-align: center; background-color: #00b050; color: white;"><b>How did the Anglo Saxons deal with crime and can we still see their ideas today?</b></p> <p style="text-align: center; color: blue;"><b>Substantive Concept – Justice and Equality</b></p> <p style="text-align: center; color: red;"><b><u>Disciplinary Concept – Enquiry and Interpretation</u></b></p>	<p style="text-align: center;"><b><u>Ancient Egypt</u></b></p> <p style="text-align: center; background-color: #00b050; color: white;"><b>What did the Ancient Egyptians invent, and how have their ideas shaped the way we live today?</b></p> <p style="text-align: center; color: blue;"><b>Substantive Concept – Inventions</b></p> <p style="text-align: center; color: red;"><b><u>Disciplinary Concept – Historical Sources</u></b></p>
<b>History Key learning and skills</b>	<p><b><u>Events People and Changes</u></b></p> <ul style="list-style-type: none"> <li>The lives of significant individuals in the past who have contributed to national and international achievements.</li> </ul> <p><b><u>Enquiry, Interpretation and Using Sources</u></b></p> <ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’</li> <li>Recognise how sources of evidence are used to make historical claims. ask questions such as, ‘What might this tell us about..?’</li> <li>Recognise that different versions of past events may exist.</li> <li>Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources.</li> <li>Identify historically significant people and events in different situations</li> </ul> <p><b><u>Chronology</u></b></p> <ul style="list-style-type: none"> <li>Identify where people and events fit into a chronological framework by noting connections, trends and contrasts over time</li> </ul>	<p><b><u>Events People and Changes</u></b></p> <ul style="list-style-type: none"> <li>Britain’s settlement by Anglo-Saxons and Scots</li> </ul> <p><b><u>Enquiry, Interpretation and Using Sources</u></b></p> <ul style="list-style-type: none"> <li>Recognise why some events happened and what happened as a result. Ask questions such as, ‘Why did..?’ ‘What were the effects..?’</li> <li>Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources.</li> </ul> <p><b><u>Chronology</u></b></p> <ul style="list-style-type: none"> <li>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc</li> <li>Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</li> <li>Explore main events, situations, changes and links within (and across) different periods e.g. differences/similarities between clothes, food, buildings or transport.</li> </ul> <p><b><u>Communication</u></b></p>	<p><b><u>Events People and Changes</u></b></p> <ul style="list-style-type: none"> <li>The achievements of the earliest civilizations (an overview) plus Ancient Egypt (in depth)</li> </ul> <p><b><u>Enquiry, Interpretation and Using Sources</u></b></p> <ul style="list-style-type: none"> <li>Use sources to address historically valid questions and hypotheses about change, cause, similarity and difference, and significance. Ask questions e.g. ‘How did..?’ ‘Why were..?’ ‘What was important..?’</li> <li>Recognise that our knowledge of the past is constructed from primary and secondary sources of evidence</li> <li>Recognise how sources of evidence are used to make historical claims. ask questions such as, ‘What might this tell us about..?’</li> <li>Describe some of the different ways the past can be represented e.g. through artists’ pictures, museum displays, films and written sources.</li> </ul> <p><b><u>Chronology</u></b></p> <ul style="list-style-type: none"> <li>Place events into different periods using the appropriate historical terminology e.g. decade, century, ancient, Roman, Egyptian, BC, AD, CE, BCE etc</li> </ul>

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<b>History Key vocabulary</b>	<b>Local history</b>	<b>Computing</b>	<p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</li> <li>Discuss some of the connections between local, regional, national and international history</li> <li>Discuss historical issues and changes</li> </ul>	<ul style="list-style-type: none"> <li>Use relevant and appropriate historical terms such as settlement, invasion, primary/secondary evidence, civilization, empire etc.</li> <li>Communicate historical findings through a range of methods including the use of ICT, maps and timelines</li> <li>Produce own accounts that make some connections and describe some contrasts</li> </ul>	<ul style="list-style-type: none"> <li>Recognise historical events as a coherent, chronological narrative from the earliest times to the present day.</li> </ul> <p><b>Communication</b></p> <ul style="list-style-type: none"> <li>Describe significant aspects of ancient history, local history, characteristics of societies, and achievements of mankind.</li> <li>Produce own accounts that make some connections and describe some contrast</li> </ul>		
<p>Segregation, apartheid, equality, civil rights, protest, boycott, speech, racism, freedom, democracy, injustice, peaceful, leadership, legacy, law, fairness</p>	<p><b>Local area links with Anglo Saxon place names and settlements</b></p>	<p><a href="#">Year 4 - Computing systems and networks – The Internet</a> <a href="#">Chrome Music Lab</a></p> <p>-To describe how networks physically connect to other networks</p> <p>-To recognise how networked devices make up the internet</p> <p>-To outline how websites can be shared via the World Wide Web (WWW)</p> <p>-To describe how content can be added and accessed on the World Wide Web (WWW)</p> <p>-To recognise how the content of the WWW is created by people</p> <p>-To evaluate the consequences of unreliable content</p> <p style="text-align: center;"><b>Self – Image and Identity</b></p>	<p><a href="#">Year 4 – Creating Media – Audio Production</a> <a href="#">Audacity</a></p> <p>-To identify that sound can be recorded</p> <p>-To explain that audio recordings can be edited</p> <p>-To recognise the different parts of creating a podcast project</p> <p>-To apply audio editing skills independently</p> <p>-To combine audio to enhance my podcast project</p> <p>-To evaluate the effective use of audio</p> <p style="text-align: center;"><b>Online Relationships</b></p> <p><a href="#">I can describe strategies for safe and fun experiences in a range of online social environments</a></p> <p><a href="#">I can explain how content shared online may feel unimportant to one person</a></p>	<p><a href="#">Year 4 Programming A – Repetition in shapes</a> <a href="#">(logo)</a> <a href="#">Turtleacademy.com</a></p> <p>-To identify that accuracy in programming is important</p> <p>-To create a program in a text-based language</p> <p>-To explain what ‘repeat’ means</p> <p>-To modify a count-controlled loop to produce a given outcome</p> <p>-To decompose a task into small steps</p> <p>-To create a program that uses count-controlled loops to produce a given outcome</p> <p style="text-align: center;"><b>Online Reputation</b></p> <p><a href="#">I can describe how to find out information about others by searching online.</a></p> <p><a href="#">I can explain ways that some of the information about anyone online could have been created, copied or shared by others</a></p>	<p><a href="#">Year 4 – Data and Information – Data Logging</a> <a href="#">TTS Logger / Google Science Journal</a></p> <p>-To explain that data gathered over time can be used to answer questions</p> <p>-To use a digital device to collect data automatically</p> <p>-To explain that a data logger collects ‘data points’ from sensors over time</p> <p>-To recognise how a computer can help us analyse data</p> <p>-To identify the data needed to answer questions</p> <p>” -To use data from sensors to answer questions</p> <p style="text-align: center;"><b>Online Bullying</b></p> <p><a href="#">I can describe ways people can be bullied through a range of media.</a></p> <p><a href="#">I can explain why people need to think carefully about how content they post might affect others, their feelings and how it may affect how</a></p>	<p><a href="#">Year 4 – Creating Media – Photo Editing</a> <a href="#">Paint.net</a></p> <p>-To explain that the composition of digital images can be changed</p> <p>-To explain that colours can be changed in digital images</p> <p>-To explain how cloning can be used in photo editing</p> <p>-To explain that images can be combined</p> <p>-To combine images for a purpose</p> <p>-To evaluate how changes can improve an image</p> <p style="text-align: center;"><b>Managing Online Information</b></p> <p><a href="#">I can analyse information to make a judgement about probable accuracy and I understand why it is important to make my own decisions regarding content</a></p>	<p><a href="#">Year 4 Programming B – Repetition in games</a> <a href="#">(scratch)</a></p> <p>-To develop the use of count-controlled loops in a different programming environment</p> <p>-To explain that in programming there are infinite loops and count controlled loops</p> <p>-To develop a design that includes two or more loops which run at the same time</p> <p>-To modify an infinite loop in a given program</p> <p>-To design a project that includes repetition</p> <p>-To create a project that includes repetition</p> <p style="text-align: center;"><b>Copyright and Ownership</b></p> <p><a href="#">When searching on the internet for content to use, I can explain why I need to</a></p>

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<p><b>ongoing Computing</b></p>	<p>I can explain how my online identity can be different to my offline identity.</p> <p>I can explain that others online can pretend to be someone else, including my friends, and can suggest reasons why they might do this</p>	<p>but may be important to other people's thoughts feelings and beliefs</p>		<p>others feel about them (their reputation</p>	<p>and that my decisions are respected by others.</p> <p>I can explain that technology can be designed to act like or impersonate living things (e.g. bots) and describe what the benefits and the risks might be</p>	<p>consider who owns it and whether I have the right to reuse it</p> <p>I can give some simple examples of content which I must not use without permission from the owner, e.g. videos, music, images</p>
<p><b>Art and Design</b></p>	<p><b>Using technology:</b></p> <ul style="list-style-type: none"> <li>increasingly develop their independence and confidence in using these devices.</li> <li>aim to reach <b>20WPM</b> by the end of Year 4.</li> <li>make sensible <b>choices</b> about the technology they use to <b>enhance and help</b> them with their work, and to justify their choices</li> <li>make sharp, alert, secure, kind and brave online choices to help us to be internet legends.</li> </ul> <p><b>Big Brown Bear - using learn to type to develop speed and accuracy PurpleMash 2Type</b></p>					
<p><b>Art and Design Key learning and skills</b></p>	<p><b>Painting</b> - In this unit, the children look at different African art and African landscapes. The outcome is to produce an African landscape in watercolour.</p>	<p><b>3D and Sculpture</b> – This unit links to the cross-curricular topic of the Anglo-Saxons. The children work with clay to create an Anglo-Saxon inspired cross. They look in depth at the design of the crosses and design and create their own.</p>	<p><b>Collage</b> – The children use portraits of themselves and then use a range of collage techniques to re-create a mummification, linking in with their cross curricular topic of Egyptians.</p>			
<p><b>Art and Design Key vocabulary</b></p>	<p><b>Painting</b></p> <ul style="list-style-type: none"> <li>To experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects.</li> <li>To mix colours and know which primary colours make secondary colours.</li> <li>To mix and use tints and shades.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with different grades of pencil and other implements to create lines and marks</li> </ul>	<p><b>3D Sculpture</b></p> <ul style="list-style-type: none"> <li>To plan, design and make models from observations or imagination.</li> <li>To join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>To create surface patterns and textures in clay.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To apply tone in a drawing in a simple way.</li> <li>To begin to show an awareness of objects having a third dimension.</li> </ul>	<p><b>Collage</b></p> <ul style="list-style-type: none"> <li>To experiment with a range of collage techniques such as tearing, overlapping and layering to create images and represent textures.</li> <li>To use collage as a means of collecting ideas and information and building a visual vocabulary.</li> </ul> <p><b>Drawing</b></p> <ul style="list-style-type: none"> <li>To experiment with different grades of pencil and other implements to achieve variations in tone</li> <li>To experiment with different grades of pencils and other implements to draw different forms and shapes</li> </ul>			
<p><b>Art and Design</b></p>	<p>scenery, rural, urban, townscape, seascape, representational, imaginary, impressionist, abstract, idealised, natural, swirling, stippled, transparent, opaque, foreground, background, middle ground, horizon</p>	<p>viewpoint, detail, dimension, natural, form, two-dimensional, three-dimensional, stone, texture, form, shape, texture</p>	<p>daub, stamp, emblem, motif, ornamentation, geometric, stylised, abstract</p>			
<p><b>Art and Design</b></p>	<p><b>Exploring and Developing Ideas</b></p> <ul style="list-style-type: none"> <li>Select and record from first hand observation, experience and imagination, and explore ideas for different purposes.</li> <li>Question and make thoughtful observations about starting points and select ideas to use in their work.</li> </ul>					

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<b>Ongoing Y3/ Y4 key learning and skills</b>	<ul style="list-style-type: none"> <li>Explore the roles and purposes of artists, craftspeople and designers working in different times and cultures.</li> </ul> <p><b>Evaluating and Developing Work</b></p> <ul style="list-style-type: none"> <li>Compare ideas, methods and approaches in their own and others' work and say what they think and feel about them,</li> <li>Adapt their work according to their views and describe how they might develop it further.</li> <li>Annotate work in a journal.</li> </ul>	
<b>DT</b>		<p><b>Textiles</b> – The children use their finalised Art and Design textiles piece of an Anglo Saxon design, to adapt and create a purse or bag, using the Design and Technology skills to modify the creation into a usable product.</p> <p><b>Food</b> – With cross curricular links to the Egyptians, the children use this knowledge to develop their understanding of the popular Egyptian food Koshari. They plan, design and create a final product of a traditional Koshari dish.</p>
<b>DT Skills</b>		<p style="text-align: center;"><b>Textiles</b></p> <ul style="list-style-type: none"> <li>To develop vocabulary for tools materials and their properties.</li> <li>To understand seam allowance.</li> <li>To join fabrics using running stitch, over sewing, blanket stitch.</li> <li>To use prototype to make pattern.</li> <li>To explore strengthening and stiffening of fabrics.</li> <li>To explore fastenings and recreate some.</li> <li>To sew on buttons and make loops.</li> <li>To use appropriate decoration techniques.</li> </ul> <p style="text-align: center;"><b>Food</b></p> <ul style="list-style-type: none"> <li>To develop sensory vocabulary/knowledge using, smell, taste, texture and feel</li> <li>To analyse the taste, texture, smell and appearance of a range of foods (predominantly savoury).</li> <li>To prepare and cook using a range of cooking techniques.</li> </ul>
<b>DT Key Vocabulary</b>		<p>fabric, names of fabrics, fastening, compartment, zip, button, structure, finishing technique, strength, weakness, stiffening, templates, stitch, seam, seam allowance</p> <p>name of products, names of equipment, utensils, techniques and ingredients texture, taste, sweet, sour, hot, spicy, appearance, smell, preference, greasy, moist, cook, fresh, savoury, hygienic, edible, grown, reared, caught, frozen, tinned, processed, seasonal, harvested healthy/varied diet</p>
<b>DT Ongoing Y3/Y4 Key learning and skills</b>	<p><b>Design</b></p> <ul style="list-style-type: none"> <li>To develop more than one design or adaptation of an initial design.</li> <li>To plan a sequence of actions to make a product.</li> <li>To record the plan by drawing using annotated sketches.</li> <li>To begin to use cross-sectional and exploded diagrams.</li> <li>To use prototypes to develop and share ideas.</li> <li>To think ahead about the order of their work and decide upon tools and materials/ingredients.</li> <li>To propose realistic suggestions as to how they can achieve their design ideas.</li> <li>To consider aesthetic qualities of materials/ingredients chosen.</li> </ul> <p><b>Make</b></p> <ul style="list-style-type: none"> <li>To prepare pattern pieces as templates for their design.</li> <li>To select from a range of tools for cutting shaping joining and finishing.</li> <li>To use tools with accuracy.</li> <li>To select from techniques for different parts of the process.</li> <li>To select from materials according to their functional properties.</li> <li>To plan the stages of the making process.</li> <li>To use appropriate finishing techniques.</li> </ul> <p><b>Evaluate</b></p> <ul style="list-style-type: none"> <li>To investigate similar products to the one to be made to give starting points for a design.</li> <li>To draw/sketch products to help analyse and understand how products are made.</li> </ul>	



# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<b>FL</b> Adapted Language Angels	Vegetables	Presenting myself Noël	My family	Goldilocks and the Three bears	In the classroom	At the tea room
	Skills progression.	<b>Listening</b>  Listen attentively and show understanding by joining in and responding. Listen for specific words and phrases. Follow a short familiar text listening and reading at the same time.	<b>Speaking</b>  Perform simple communicative tasks using phrases and short sentences. Ask and answer questions on several topics. Using phonetical sounds imitate pronunciation and intonation so that others can understand. Memorise language and present ideas and information e.g. a short presentation about self / role play.	<b>Reading</b>  Read and understand a range of familiar written phrases. Follow a short familiar text listening and reading at the same time. Read some familiar words and phrases aloud and pronounce them accurately.	<b>Writing</b>  Write simple words and phrases using a model. Write some phrases from memory. Develop an awareness of sound spelling link, to be able to write with increasing accuracy from memory.	<b>Grammar</b>  Develop an awareness of sound spelling link to be able to write with increasing accuracy. Recognise different word classes e.g. nouns, verbs, adjectives. Recognise and use high frequency verbs. Question words. Develop an awareness of adjectival agreements.
PE My Personal Best	Self-motivation	Respect	Trust	Co-Operation	Resilience	Encouragement
PE Whole school festivals	<b>Handball Festival</b> 17.10.25	<b>Dance Festival</b> 21.11.25	<b>Inclusion Festival</b> 06.02.26	<b>Wellbeing Festival</b> 20.03.26	<b>Tennis Festival</b> 15.05.26	<b>Tri-Golf Festival</b> 10.07.26
<b>PE</b>  See GetSet4PE	<b>Gymnastics</b>  In this unit pupils develop balancing, rolling, jumping and inverted movements and use these skills to create more complex sequences. Pupils are taught to demonstrate control in their behaviour to create a safe environment for themselves and others to work in. They work independently and in collaboration with others to create and develop sequences. Pupils are given opportunities to receive and provide feedback in order to make improvements on their performances. In gymnastics as a whole, pupils develop performance skills considering the quality and control of their actions.	<b>Dance</b>  In this unit pupils focus on creating characters and narrative through movement and gesture. They gain inspiration from a range of stimuli, working individually, in pairs and small groups. In dance as a whole, pupils think about how to use movement to explore and communicate ideas and issues, and their own feelings and thoughts. Pupils will develop confidence in performing and will be given the opportunity to provide feedback and utilise feedback to improve their own work. <b>National Curriculum link:</b> Perform dances using a range of movement patterns. <b>Physical skills:</b> Actions, dynamics, space, relationships.	<b>Hockey</b>  In this unit pupils develop their understanding of the attacking and defending principles of invasion games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In hockey pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances. <b>National Curriculum link:</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.	<b>Golf</b>  In this unit pupils develop pupils will explore and develop their accuracy of aiming at a target. In golf, pupils do this using a club. Pupils will develop their understanding of techniques to use over long and short distances. They will have opportunities to apply their skills and knowledge in a range of challenges working individually and with others both co-operative and competitive environments. Pupils will learn how to work safely whilst playing golf and develop an awareness of how to play within the rules of the given game. <b>National Curriculum link:</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <b>Physical skills:</b> Balance, co-ordination, striking.	<b>Athletics</b>  In this unit 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. 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. <b>National Curriculum link:</b> Use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance. Pace, sprint, jump for	<b>Tennis</b>  In this unit pupils develop their understanding of the principles of net and wall games. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to play games independently and are taught the importance of being honest whilst playing to the rules. <b>National Curriculum link:</b> Use running, jumping and throwing in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending. <b>Physical skills:</b> Throwing, catching,

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

	<p><b>National Curriculum link:</b> Develop flexibility, strength, technique, control and balance. Individual and partner balances, rotation jumps, straight roll, barrel roll, forward roll, straddle roll, bridge, shoulder stand.</p> <p><b>Social skills:</b> Work safely, determination, collaboration, communication, respect.</p> <p><b>Emotional skills:</b> Confidence, perseverance.</p> <p><b>Thinking skills:</b> Observe and provide feedback, select and apply actions, creativity, evaluate and improve.</p> <hr/> <p><b>Swimming</b> This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence.</p> <p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence.</p> <p>They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b>National Curriculum link:</b> All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b>Social skills:</b> Communication, support and</p>	<p><b>Social skills:</b> Co-operation, communication, inclusion, collaboration.</p> <p><b>Emotional skills:</b> Confidence, empathy, determination.</p> <p><b>Thinking skills:</b> Observe and provide feedback, select and apply skills, creativity, comprehension.</p> <hr/> <p><b>Swimming</b> This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence.</p> <p>They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b>National Curriculum link:</b> All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b>Social skills:</b> Communication, support and encourage others, keep myself and others safe, collaboration.</p> <p><b>Emotional skills:</b></p>	<p><b>Physical skills:</b> Dribble, pass, receive, intercept, run, shoot.</p> <p><b>Social skills:</b> Communication, collaboration, work safely, respect.</p> <p><b>Emotional skills:</b> Honesty, perseverance, determination.</p> <p><b>Thinking skills:</b> Decision making, select and apply, comprehension, identifying strengths and areas for development.</p> <hr/> <p><b>Swimming</b> This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b>National Curriculum link:</b> All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b>Social skills:</b> Communication, support and encourage others, keep myself and others safe, collaboration.</p> <p><b>Emotional skills:</b></p>	<p><b>Social skills:</b> Work safely, support and encourage others, collaboration, respect, communication.</p> <p><b>Emotional skills:</b> Perseverance, determination, honesty.</p> <p><b>Thinking skills:</b> Comprehension, observation, provide feedback, select and apply skills.</p> <hr/> <p><b>OAA</b> OAA (outdoor adventurous activities) allows pupils to develop problem solving skills through a range of challenges. Pupils work independently, as a pair and in a small group to plan, explore, solve, reflect and improve on strategies. Pupils develop communication skills, taking on the role of a leader and working within a team. Pupils develop navigation skills including orientating a map, identifying key symbols and drawing and following a route.</p> <p><b>National Curriculum link:</b> Take part in outdoor and adventurous activity challenges both individually and within a team.</p> <p><b>Physical skills:</b> Balance, run at speed, run over distance, co-ordination.</p> <p><b>Social skills:</b> Communication, co-operation, collaboration.</p> <p><b>Emotional skills:</b> Determination, resilience, honesty, trust, confidence.</p> <p><b>Thinking skills:</b> Problem solving, evaluation, reflection, create, select and apply.</p> <hr/> <p><b>Swimming</b></p>	<p>distance, throw for distance.</p> <p><b>Social skills:</b> Collaboration, leadership.</p> <p><b>Emotional skills:</b> Perseverance, determination, honesty.</p> <p><b>Thinking skills:</b> Reflection, observing and providing feedback, exploring ideas, comprehension.</p> <hr/> <p><b>Football</b> In this unit pupils develop their understanding of the attacking and defending principles of invasion. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. In football pupils do this by maintaining possession and moving the ball towards goal to score. Pupils develop their understanding of the importance of fair play and honesty while self-managing games and learning and abiding by key rules, as well as evaluating their own and others' performances.</p> <p><b>National Curriculum link:</b> Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles</p>	<p>forehand, backhand, rallying.</p> <p><b>Social skills:</b> Co-operation, support and encourage others, collaboration, respect.</p> <p><b>Emotional skills:</b> Perseverance, honesty, determination</p> <p><b>Thinking skills:</b> Identifying strengths and areas for improvement, reflection, select and apply, comprehension, use tactics.</p> <hr/> <p><b>Rounders</b> In this unit pupils explore their understanding of the principles of striking and fielding. Pupils learn how to score points by striking a ball into space and running around cones or bases. When fielding, they learn how to play in different fielding roles. They focus on developing throwing, catching and batting skills. In all games activities, pupils have to think about how they use skills, strategies and tactics to outwit the opposition. Pupils are given opportunities to work in collaboration with others, play fairly demonstrating an understanding of the rules, as well as being respectful of the people they play with and against.</p> <p><b>National Curriculum link:</b></p>
--	---	---	--	---	---	--

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

	<p>All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p><b>Physical skills:</b> Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b>Social skills:</b> Communication, support and encourage others, keep myself and others safe, collaboration.</p> <p><b>Emotional skills:</b> Confidence, honesty, determination, independence, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, observe and provide feedback, tactics, select and apply skill.</p>	<p>encourage others, keep myself and others safe, collaboration.</p> <p><b>Emotional skills:</b> Confidence, honesty, determination, independence, perseverance</p> <p><b>Thinking skills:</b> Comprehension, observe and provide feedback, tactics, select and apply skill.</p>	<p>Confidence, honesty, determination, independence, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, observe and provide feedback, tactics, select and apply skill.</p> <p style="background-color: yellow;"><b>South Ribble Coach – Joy of Moving Intervention</b></p>	<p>This unit is aimed at developing swimmers. In this unit, pupils will be introduced to specific swimming strokes on their front and on their back. They will learn how to travel, float and submerge with increasing confidence. They will learn and use different kicking and arm actions. Pupils will be given opportunities to observe others and provide feedback. They will also be introduced to some personal survival skills and how to stay safe around water.</p> <p><b>National Curriculum link:</b> All schools must provide swimming instruction either in key stage 1 or key stage 2.</p> <p>Submersion, float, glide, front crawl, backstroke, breaststroke, rotation, scull, tread water, handstands, surface dives, H.E.L.P and huddle position.</p> <p><b>Social skills:</b> Communication, support and encourage others, keep myself and others safe, collaboration.</p> <p><b>Emotional skills:</b> Confidence, honesty, determination, independence, perseverance.</p> <p><b>Thinking skills:</b> Comprehension, observe and provide feedback, tactics, select and apply skill.</p>	<p>suitable for attacking and defending.</p> <p><b>Physical skills:</b> Dribble, pass, receive, track.</p> <p><b>Social skills:</b> Co-operation, respect, communication.</p> <p><b>Emotional skills:</b> Determination, honesty, persevere, independence.</p> <p><b>Thinking skills:</b> Decision making, comprehension, select and apply, use tactics.</p>	<p>Use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.</p> <p><b>Physical skills:</b> Underarm and overarm throw, catch, bowl, track a ball, field and retrieve a ball, bat.</p> <p><b>Social skills:</b> Collaboration, communication, co-operate, support and encourage others.</p> <p><b>Emotional skills:</b> Honesty, fair play, confidence, determination.</p> <p><b>Thinking skills:</b> Comprehension, select and apply skills, tactics, make decisions.</p> <p style="background-color: yellow;"><b>South Ribble Coach – Scoot Safe Session</b></p> <p style="background-color: yellow;"><b>South Ribble Coach – Dance From The Heart Session</b></p>
<p><b>PSHE</b> See 1 Decision</p>	<p><b>Living in the wider world</b></p> <p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> <li>• <i>Caring for others</i></li> <li>• <i>The environment; people and animals</i></li> <li>• <i>Shared responsibilities,</i></li> </ul>	<p><b>Relationships</b></p> <p>How do we treat each other with respect?</p> <ul style="list-style-type: none"> <li>• <i>Respect for self and others</i></li> <li>• <i>Courteous behaviour</i></li> <li>• <i>Safety;</i></li> <li>• <i>Human rights</i></li> </ul>	<p><b>Health and wellbeing</b></p> <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> <li>• <i>Keeping safe; out and about;</i></li> <li>• <i>Recognising and managing risk</i></li> </ul>	<p><b>Health and wellbeing</b></p> <p>How can we manage our feelings?</p> <ul style="list-style-type: none"> <li>• <i>Feelings and emotions</i></li> <li>• <i>Expression of feelings</i></li> <li>• <i>Behaviour</i></li> </ul>	<p><b>Health and wellbeing</b></p> <p>What makes up our identity?</p> <ul style="list-style-type: none"> <li>• <i>Identity</i></li> <li>• <i>Personal attributes and qualities</i></li> <li>• <i>Similarities and differences</i></li> <li>• <i>Individuality</i></li> </ul>	<p><b>Health and wellbeing</b></p> <p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> <li>• <i>Self-esteem</i></li> <li>• <i>Self-worth</i></li> <li>• <i>Personal qualities</i></li> <li>• <i>Managing set back</i></li> </ul>

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

	<i>making choices and decisions</i>				• <i>Stereotypes</i>	
<b>My Happy Mind</b>	<p><b>MEET YOUR BRAIN</b></p> <p>How to train our minds to focus on whatever we want. We will learn that this is Neuroplasticity, and we can do anything we put our mind to. How we use each part of Team H-A-P and reflect on when we use them to develop our understanding. How the Amygdala reacts to real and perceived danger. About what triggers our own Amygdala to fight, flight and freeze, and how we can train our brain to calm our Amygdala down. About the brain's structure and how Neurons carry messages to create Neural Pathways. How Neural Pathways help us to form habits. More about how to look after our brains and what happens if we don't. We will learn how our minds can feel like a snow globe, leaving us unable to see clearly.</p> <p><i>Vocab: Brain, Cells, Hippocampus, Amygdala, Prefrontal Cortex, Mind, Focus, Neuroplasticity, Neuron, Neural Pathway, Happy Breathing, 'Fight, Flight, Freeze', Oxygen, Real Danger, Perceived Danger, Trigger</i></p>	<p><b>CELEBRATE</b></p> <p>That scientists have discovered that we all have 24 Character Strengths, but in different amounts. To identify our top Character Strengths out of the following: 1.Love and Kindness 2.Bravery and Honesty 3.Exploring and Learning 4.Teamwork and Friendship 5.Love of Life and Our World.</p> <p>Why Strengths Spotting is so powerful and how the best way to learn about strengths is by noticing them. How when we spot strengths over and over, we will build Neural Pathways to create a habit. That Character Strengths can help us solve problems and that everyone uses different strengths. Character Strengths can always help us. That Team H-A-P loves it when we use our Character Strengths because Dopamine gets released in the brain to help us perform at our best.</p> <p><i>Vocab: Character Strengths, Love and Kindness, Bravery and Honesty, Exploring and Learning, Teamwork, and Friendship, Love of Life and Our World, Unique, Special, Strengths Spotting, Neuroplasticity, Team H-A-P,</i></p>	<p><b>APPRECIATE</b></p> <p>How we can develop an Attitude of Gratitude at home and school. How to create a Gratitude Domino Effect - when we notice what makes us feel good, we show more gratitude to others and then that makes them feel good and show more gratitude too. That the more time we think about gratitude, the stronger the Neural Pathways get and the easier it is to give gratitude. This is because of Neuroplasticity, and we need to make it a habit. How giving gratitude can help us get through tough times, and when we can see everything we are grateful for, it makes the problems we face a little easier to manage.</p> <p><i>Vocab: Appreciate, Grateful, Thankful, Wheel of Gratitude, Gratitude Domino Effect, Yourself, Others, Experiences, Team H-A-P, Happy Breathing</i></p>	<p><b>RELATE</b></p> <p>That when we use Stop, Understand and Consider, it gives us time to pause, understand where others are coming from and consider how to respond best. When we see things from different perspectives, our brain will remember and grow; this helps children to build better relationships. That friends can help us see things from a different perspective and that's why we should talk to our friends about our problems. Why it is important to show gratitude to our friends when they help. That the skills needed to listen actively can help us to 'Stop, Understand and Consider'. That it is important to listen to your friends and ask about their feelings and opinions to be a good friend. That it is also important for us to talk to friends too.</p> <p><i>Vocab: Character Strengths, Relate, Get along, People, Active Listening, 'Stop Understand and Consider', Friendships, Relationships, Differences, Perspectives</i></p>	<p><b>ENGAGE</b></p> <p>That to engage means to pay attention and put effort into something. How our feelings affect our ability to do well in an activity and learn that we have to feel good, to do good. What Big Dream Goals are. How to use perseverance and resilience to help us not give up on something. That we have to Believe to Achieve. How to set our own Big Dream Goals</p> <p><i>Vocab: Engage, Activity, Goal, Perseverance, Feel Good, Do Good, Believe to Achieve, Happy Breathing, Habits, Resilience, Dopamine</i></p>	

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

		<i>Dopamine, Habits, Neural Pathways</i>				
--	--	--	--	--	--	--

# Cop Lane C of E Primary School – Year 4 overview 2025-2026

<a href="https://questful-re.org.uk/">https://questful-re.org.uk/</a> By following this plan, LKS2 pupils will make a progressive study of Christianity, Islam and Hinduism and Judaism and non-religious. They will encounter Buddhism, Sikhism and non-religious World Views.										
Key	Th	<b>Theology</b> involves studying a) how beliefs have changed over time; b) applied theology to different contexts and c) how beliefs relate to each other.								
	Ph	<b>Philosophy</b> involves studying a) how and whether things make sense; b) morality and ethics and c) questions of reality, knowledge and existence.								
	Ss	<b>Social science</b> involves the studying a) exploring diverse ways people practise their beliefs and b) how beliefs impact individuals, communities and societies.								
Y4	4:1 Which values are considered important by people of faith?		4:2 Why is light an important symbol in World Faiths?		4:3 Why do Christians believe Jesus is the son of God?		4:4 Easter: A story of betrayal or trust?		4:5 Why are holy buildings and places important to people of faith?	
	Th	Is there a difference between human values and faith values?	Th	Why do people of faith light candles?	Th	Where did Jesus' power and authority come from?	Th	How do the events in the Easter story reveal Christian beliefs about trust and forgiveness?	Th	Why are there similarities and differences between places of worship?
	Ph	What values do you consider important?	Ph	Why is light such a powerful symbol?	Ph	How do these stories reveal Jesus to be the son of God?	Ph	Who thinks the value of forgiveness is important? Why?	Ph	Are all places of worship the same? Why not?
	Ss	Who decides the values we live by?	Ss	In what ways do the actions of Christians show the light of Jesus in the world today?	Ss	In what ways does the keeping of Shabbat affect the lives of Jews and Christians?	Ss	In what ways can trust and forgiveness challenge the lives of believers?	Ss	Why are certain buildings and places important to some people and not others?
	World Faiths and World Views Christianity Hinduism Islam Non-religious World Views Sikhism		World Faiths and World Views Christianity Hinduism Judaism		World Faiths and World Views Christianity Judaism		World Faiths and World Views Christianity Hinduism Islam Judaism Sikhism		World Faiths and World Views Christianity Hinduism Islam	
	4:6 What is prayer?									
	Th	Why do people of faith pray?								
	Ph	What is prayer?								
	Ss	How do people of faith pray?								
	World Faiths and World Views Buddhism Christianity Hinduism Islam Judaism									