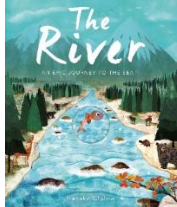
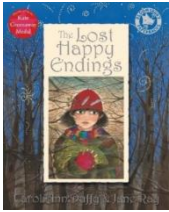
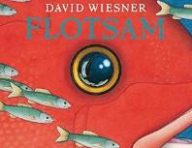
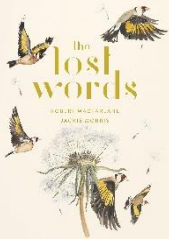
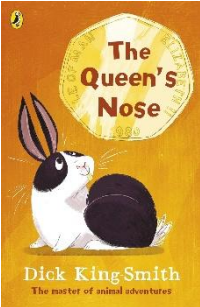
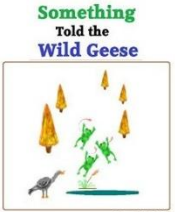
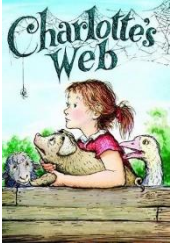
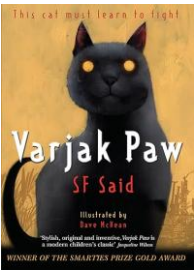
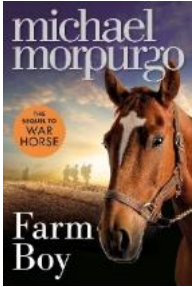
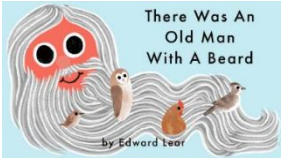
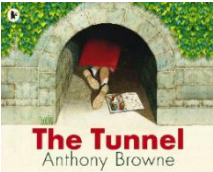
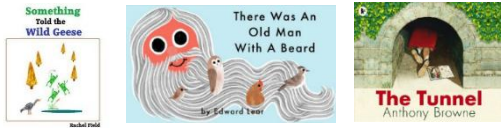
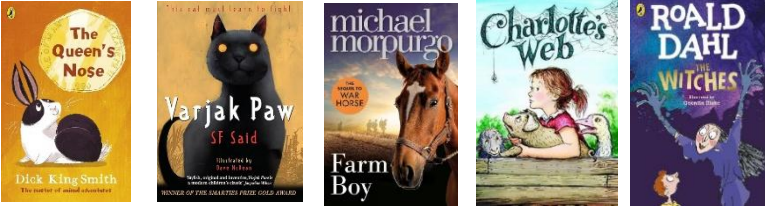
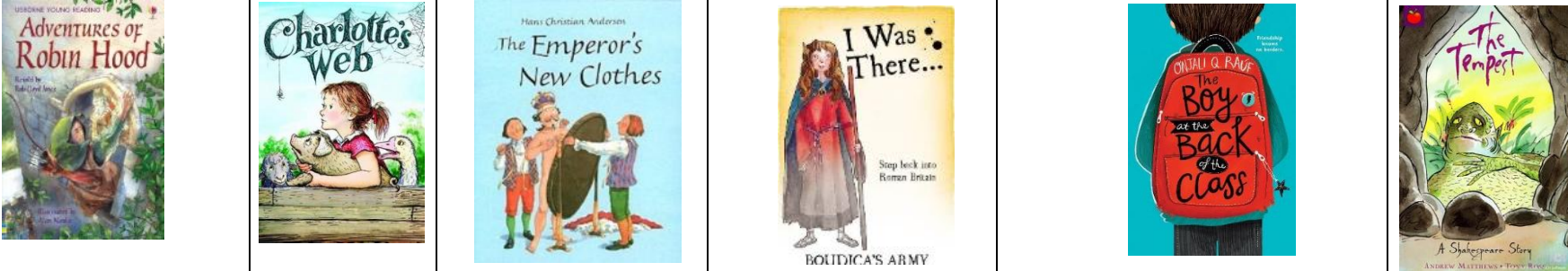


Year 4 Curriculum Overview 2026-2027

St Margaret Clitherow

	Autumn 1		Autumn 2	Spring 1	Spring 2	Summer 1		Summer 2
Curriculum Driver	Changing Landscapes: Nottingham		The Ancient Greeks	Rivers	The Romans	Kraków vs Nottingham		Benin
Ready, Steady Write Text		The Leaf by Sandra Dieckmann 	The River by Hanako Clulow 	Arthur and the Golden Rope by Joe Todd – Stanton 	The Lost Happy Endings by Carol Ann Duffy 	The Journey by Francesca Sanna 	Flotsam by David Wiesner 	The Lost Words by Robert Macfarlane 
Writing		Fiction – Outsider Narrative Purpose – To Narrate	Poetry – Descriptive Poem Purpose – To Entertain/ To Perform	Fiction – Myth Narrative Purpose – To Narrate Non-Fiction – Information Guide Purpose – To Inform	Non-Fiction – Persuasive Letter Purpose – To Persuade	Fiction – Refugee Narrative Purpose – To Narrate	Non-Fiction – Non-Chronological Report Purpose – To Inform	Poetry – Acrostic Poem Purpose – To Entertain/ To Perform
SPAG		 - Using the possessive apostrophe with plural nouns. - Fronted adverbials. - Pronouns to aid cohesion and avoid repetition.	- Use expanded noun phrases to convey information concisely. - Use a wide range of conjunctions including <i>when, if, because, although</i>. - Fronted adverbials.	- Understand the grammatical difference between plural and possessive -s. - Indicate possession by using the possessive apostrophe with plural nouns. - Fronted adverbials. - Using commas after fronted adverbials.		- Using a comma after the reporting clause and use of end punctuation within inverted commas. - Nouns and pronouns to aid cohesion and avoid repetition.	- Use expanded noun phrases to convey information concisely. - Use a wide range of conjunctions including <i>when, if, because, although</i>. - Fronted adverbials.	

		- Paragraphs to organise ideas. - Using commas after fronted adverbials.	- Use prepositions to describe movement and location. - Use adverbials to describe time, place and manner. - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. - Use adjectives to create vivid description and imagery. - Using commas after fronted adverbials.	- Use a wide range of conjunctions including <i>when, if, that, because, although, before, after, while & so</i>. - Nouns and pronouns to aid cohesion and avoid repetition. - Paragraphs to organise ideas.		- Understand standard English forms for verb inflections instead of local spoken forms. - Noun phrases expanded by the addition of modifying adjectives, nouns and prepositions. - Paragraphs to organise ideas.		- Use prepositions to describe movement and location. - Use adverbials to describe time, place and manner. - Appropriate choice of pronoun and noun within and across sentences to aid cohesion and avoid repetition. - Use adjectives to create vivid description and imagery. - Using commas after fronted adverbials.
Handwriting	Letter-join - Develop fluent, joined handwriting with consistent letter size, spacing and presentation across all subjects. - Build handwriting confidence by practising through English, Maths, Science, Geography and Languages. - Increase writing speed and stamina while maintaining neat, clear and legible handwriting.							
Spelling	 Vowels and Consonants Compound Words Introduction to Morphology	Revisit Y2 -ness, -ed, -ing Revisit Y3 -ion Y4 Spelling -ion, -an	Revisit Y2 -er, -or, -s, -es, -y, -ed, -ing, de- Y4 Spelling -ous, per-, sub-, auto	Revisit Y2 -ness Revisit Y3 tele, port Y4 Spelling tract, -ship, aud, phone, kilo, gram, mill, cent	Revisit Y3 -ed, -ing Y4 Spelling -fy, fic, fice en-, em- -hood	Revisit Y3 inter-, ject, struct, spect Y4 Spelling act, rupt, -en, -ise	Revisit Y2 -s, -es, -y, -ly, -ment Revisit Y3 -ous, -ion Y4 Spelling -ic, -al, -able, -ible, -ive, -ty	Revisit Y2 -ful, -ly Y4 Spelling -ic, -al, -able, -ible
Whole Class Reading Text		 			 			

Reading	 - To confidently learn and recite poems and songs by heart, using expression, tone, volume and actions to bring them to life. - To read aloud clearly and confidently, thinking about my audience and changing my voice to keep listeners interested. - To recognise and talk about different types and styles of poetry.
Reading for Pleasure	 - To use knowledge of phonics to read new words quickly and accurately. - To use understanding of root words, prefixes and suffixes to help me read and understand unfamiliar words. - To confidently read Year 4 common exception words and recognise when spelling patterns do not match the usual sounds. - To use clues from the text to predict what might happen next. - To identify themes and ideas that appear across a text. - To explain what characters are thinking, feeling and why they act in certain ways, using evidence from the text to support ideas. - To make predictions using hidden clues and details that the author has included. - To use a dictionary and thesaurus independently to check the meanings of unfamiliar words. - To explain the meaning of words and phrases by thinking about the context they are used in. - To discuss why an author has chosen particular words and phrases and explain the effect they have on the reader. - To identify vocabulary that helps to interest and engage the reader. - To explore how authors use language to create images, feelings and imagination in a text. 
Maths	Number – Place Value Number – Addition & Subtraction Measurement – Area Number – Multiplication & Division Number – Multiplication & Division Measurement – Length & Perimeter Number – Fractions Number – Decimals Number – Decimals Measurement – Money Measurement – Time Geometry: Shape Statistics Position and Direction

R.E	Creation and Covenant Why is Abraham seen as a model of prayer?	Prophecy and Promise How did the Prophets help prepare for the coming of Christ?	Galilee to Jerusalem How can I be compassionate like Jesus?	Desert to Garden How do the words and life of Christ speak to and guide Christians today?	To the Ends of the Earth How can examining our conscience help us recognise when we have sinned and hurt others? How can we change?	Dialogue and Encounter Why is the whole Bible important for Christians?
Science	Animals Including Humans	Living Things and their Habitats	States of Matter		Sound	Electricity
Computing	Computing Systems and Networks		Programming	Data Handling	Programming	Online Safety
History			Ancient Greeks	The Romans		Kingdom of Benin
Geography	Nottingham Land Use and Settlements		Rivers		Kraków vs Nottingham	
PE	Hockey	Football	Gymnastics	Dance	Athletics	Tennis
MFL	La Clase The Classroom		Los Romanos Romans		La Ropa Clothes	
Art and Design	Drawing		Painting & Mixed Media		Sculpture & 3D	
Design & Technology		Food		Structures		Electrical Systems
Music	Mamma Mia	Glockenspiel Stage 2	Stop!	Leon On Me	Blackbird	Reflect, Rewind & Replay
RSHE/PSHE	Created and Loved by God Respecting our bodies What is puberty? Changing bodies Life Cycles A time for everything Big changes, little changes	Created to Love Others Safe in my body Drugs, alcohol and tobacco First aid heroes Rights and responsibilities Classroom Shorts – We're all different!	Created to Love in Community How do I love others? Working together Classroom Shorts – We are called! Money matters Classroom Shorts – Spend or save?	British Values Democracy Rule of Law Individual Liberty Mutual Respect, Tolerance and Diversity	Economic Well-Being Value for money Keeping track of money Looking after money Influences on career choices Changing career Workplace equality	Transition Setting Goals