



# YEAR 4 – SPRING TERM 2026

## Cultural Capital

- Broader understanding of the world.
    - Vocabulary
    - Cultural experiences
    - Personal skills
- Cultural capital is the essential knowledge that children need to prepare them for their future success. It is about giving children the best possible start to their early education. Our cultural capital helps form our understanding, knowledge, experiences, thoughts and opinions. It helps us achieve goals, be successful, try different things and share our experiences with others.



## Spirituality

We work together to encourage everyone to develop the 4 concepts of spirituality: self, others, world and beauty and beyond.



- Encounter - Learning about life
- Reflection - Learning from life
- Respond - Putting into action what we believe

## Golden Threads



- Sustainability
- Diversity
- Religion
- Outdoor Learning

Substantive concepts, or golden threads of sustainability, diversity and religion will weave throughout the curriculum.

## British Values

- Democracy
- Rule of Law
- Individual liberty
- Tolerance of different faiths and beliefs
- Mutual respect



We want our children to become responsible, active citizens who participate in democracy and public life with respect for diversity and a commitment to working towards greater community cohesion. Through engaging lessons, challenge and appropriate activities, we can give them a better understanding of themselves and others in the 'community of communities' in which they live. Children will develop their understanding of British values

## ENGLISH

- First person narrative - The Lost Thing
- Non-fiction – Persuasive Advert – An Alternative to Plastic Straws.
- Story Writing – The Whale
- Poetry - Still I Rise
- Whole Class Reading sessions – 3 lessons per Week (Variety of text types)
- Spelling – 1 x 50 min lesson week one, 5 x 10 mins lesson week two.
- Class novels – 'The Legend of Podkin One-Ear'

The Lost Thing – *Tolerance and Diversity* – reading texts about people from a variety of cultures – reflecting and responding



Exploring things that are different to draw our own thoughts and conclusions.

An alternative to plastic straws – Broader understanding of the world – Climate change and its effects on the planet.



The Lost Thing – Vocabulary – Exploring portmanteau words.

An alternative to plastic straws – Sustainability – Plastic environmental impact.

## MATHS

### Multiplication and Division

- Multiplying 3-digit numbers by 1-digit numbers.
- Dividing 2-digit and 3-digit numbers by 1-digit numbers.

### Length and Perimeter

- Metres and Kilometres
- Equivalent lengths
- Perimeter

### Fractions

- Understanding 'whole'
- Mixed number fractions
- Improper fractions
- Converting fractions
- Equivalent fractions
- Adding and subtracting fractions

### Decimals

- Tenths as fractions and decimals.
- Divide a 1-digit and 2 digit number by 10.
- Hundredths as fractions and decimals.
- Divide a 1-digit and 2 digit number by 10.



- Broader understanding of the world, vocabulary and personal skills.

## SCIENCE

- Identify common appliances that run on electricity.
- Construct a simple series circuit.
- Recognise some common conductors and insulators.
- Compare and contrast features of animals and plants in different groups.
- Compare changes in to or more habitats and categorise the effects of the changes.
- Identify patterns in the flow of energy in chain.
- Compare and contrast human teeth with those of a carnivorous animal. Identify different types of teeth in humans and their simple functions.
- Describe the simple functions of the human digestive system.
- Comparing and grouping materials (states of matter) and observing changes in some materials.
- Identify how sounds are made, recognising that vibrations from sounds travel through a medium to the ear.
- Electrical circuits and how they apply to common appliances.

In order to commit our learning to long-term memory, we will revisit and build upon our understanding of these concepts in the Summer term



Broader understanding of the world, vocabulary and personal skills. Outdoor learning – food chains / webs / sound investigation.



## HISTORY


What was the impact of the Roman Empire on Britain?


- Show events on a timeline.
- Discuss why Romans wanted to invade Britain.
- Discuss whether the invasion of Britain was an easy feat.
- Investigate why the Romans stopped at Hadrian's Wall
- Find out the impact Romans had on the way Britons lived.




Diversity – understanding historical impact on cultures.

Religion – The introduction of Roman Catholicism to Britain.

 Boarder understanding of the world – Geographic learning outside of the UK and how history shaped the world.

Personal skills – to be able to investigate and question why things are a certain way. 

 Rule of law/Democracy – what law and democracy looked liked throughout history.

## PE

### OAA

Pupils develop communication by becoming a leader and working as a team.

To use balance, speed and coordination, to successfully complete tasks

### Gymnastic

Link balance and travel with actions.

Show control and tension.

### Netball

Introduce high five netball positions

Acquire and apply basic shooting techniques

Develop netball skills such as marking and footwork.

### Handball

To use possession to score against the opposer.

To throw, catch, dribble and change speed.



Mutual respect – working as a team, competitive play, sportspersonship.

## GEOGRAPHY

Europe Past and Present continued What was the impact of the Roman Empire on Britain?

- Locate countries, using maps to focus on Northern Europe (incl. Russia) concentrating on environmental regions, key physical/human characteristics, countries and cities
- Use maps atlases globes & digital/computer mapping to locate countries and describe features studied. Describe and understand key aspects of physical and human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals & water
- Use maps atlases globes & digital/computer mapping to locate countries and capital cities
- Use 8 points of a compass to locate countries in relation to each other. 4-figure grid references on Ordnance Survey maps to build their knowledge of the UK of some Roman cities.




Diversity – understanding geographical impact on cultures.



Boarder understanding of the world – Geographic learning outside of the UK.



Rule of law/Democracy – how laws and rights differ in different countries.

Tolerance of other faiths and beliefs – learning about other cultures. 

## RE

Incarnation/God


- What is the Trinity?
- Why is water important?
- Contrasting the importance of water in different religions (Islam and Christianity)
- Understand symbolism of baptism.
- Express ideas about what the God of Christianity is like.

Salvation

- Use Bible stories to consolidate our understanding of the Easter story.
- Through role-play, explore the events of Holy Week and discover how Christians mark these events in their church communities.
- Interrogate the character of Judas on the night of the Last Supper by using drama techniques.



Religion - Christianity and its variations. 

Broader understanding of the world – faith in other settings. 

Vocabulary – related to Christian faith.



Individual liberty

Tolerance of different faiths and beliefs

Mutual respect

## PSHE

Keeping myself safe

Understand terms like 'danger', 'risk' and 'hazard'.

Staying safe online

Rights and Responsibilities

Define what is meant by 'responsible'

Understand that humans have rights and responsibilities.

Explain the role of the bystander and how it can influence bullying or other anti-social behaviour.

To develop an initial understanding of the concepts 'interest', 'loan', 'debt', and 'tax'



Individual liberty – Human rights

Mutual respect – listening and respecting others in context.

Rule of law – looking at money and laws attached to it.

Democracy – Everyone has a say.

## MFL

### La familia

- Develop gender determiners.
- Develop further understanding of wider family.

### Festivals

- La Tomatina, San Fermin Bull Run.

### Wild Animals

- Names, adjectives to describe them.

### Body Parts

- Names, locations (left, right), adjectives to describe them.



Intercultural understanding  
Vocabulary associated with  
body parts and animals.



Tolerance of other religions and beliefs.



## MUSIC

### Compose with Your Friends

- To study the beginnings of formal notation, linking sound to symbol
- To understand that music has its own language.
- To talk about the words of a song. To think about why the song or piece of music was written.
- To rehearse and learn songs from memory and/or with notation.
- To rehearse and play a simple melodic instrumental part, by ear or from notation, in C major, F major, G major and D major.
- To explore improvisation within a major scale, using more notes.



Cultural experiences – exposure to music and instruments.

Vocabulary – related to the performance of music.

Personal skills – learning coordination and performance.

## ART

### Exploring Still Life

Explore artists working with the genre of still life, contemporary and more traditional.

Create your own still life inspired art work  
Artists: Paul Cezanne, Peter Claesz, Melchior d' Hondcoeter, Jan Davidsz, Jacob Vosmaer, Hilary Pecis, Nicole Dyer, Bass Meeuws, Hiroshi Sato



Diversity – Artists from different backgrounds and time periods.



Cultural experiences – to view artwork that they may not have been exposed to before.



Individual liberty – Art is subjective and the choice of the creator.

## COMPUTING

We are co-authors – Communication and collaboration.

- Understand the opportunities [networks] offer for communication and collaboration.
- Use technology safely, respectfully and responsibly; recognise acceptable/unacceptable behaviour; identify a range of ways to report concerns about content and contact.



Cultural experiences – exposure to computer technology.

Vocabulary – related to computing and ICT.

Personal skills – problem solving, creation,