

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.



YEAR 4 – AUTUMN TERM 2026

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 – Greek Myth – Theseus and the Minotaur
- Non-fiction – Persuasive Advert – Holiday Brochure.
- Poetry – People Need People – Benjamin Zephaniah
- Reading – 3 Whole Class Reading lessons per Week (Variety of text types) + 1 reading comprehension lesson fortnightly
- SPaG – 1 to 2 each week focussing on Y4 Spelling and Grammar skills.
- Handwriting – HW pattern every lesson + 2 HW lessons each week.
- Class novels – 'Greek Myths – Three Heroic Tales' and 'How to Train your Dragon.'



Holiday Brochure - Mutual respect – Knowledge of other cultures and countries.

'How to Train Your Dragon' – individual liberty – being different and standing for what you believe.



Theseus and the Minotaur - Broader understanding of the world – Ancient religions and beliefs. Vocabulary – Greek language still used today.

Holiday Brochure - Broader understanding of the world – Knowledge of other cultures and countries.

People Need People– Vocabulary – Rhyming words and rhyming structure.



Holiday Brochure - Diversity – Knowledge and understanding of other cultures and countries.



Theseus and the Minotaur - Religion – Ancient religions and beliefs.

MATHS

Place Value

- Represent and partition numbers to 1000 and 10,000
- Estimate, compare and order numbers to 10,000
 - Roman numerals
- Rounding to the nearest 10, 100 and 1000

Addition and Subtraction

- Add up to two 4 digit numbers with no exchange, one exchange and more than one exchange.
- Subtract up to two 4 digit numbers with no exchange, one exchange and more than one exchange.

- Efficient subtraction and estimating answers.

Area

- What is area?
- Counting Squares
- Making and comparing shapes

Multiplication and Division

- Multiplying and dividing by 3, 6, 9, 7, 11 and 12.
- Multiplying by 1 and 0
- Divide a number by 1 and itself.
- Multiplying 3 numbers.



Broader understanding of the world, vocabulary and personal skills.

SCIENCE

- Classifying animals and plants
- Researching and creating food chains
- Exploring a range of instruments, learning how sounds are made
- Comparing and grouping materials together – melting chocolate.
- Identifying common appliances and using different components within a circuit
- Identify the different types of teeth in humans and their simple functions.
- Describe the simple functions of the basic parts of the digestive system in humans..
- 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.

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 / the water cycle.



HISTORY

Ancient Greece and their influence on the western world.

- a study of Greek life and achievements and their influence on the western world (achievements and influences of the western world).



Diversity – understanding historical impact on cultures.

Religion – The Greek's system of belief both Ancient and current.

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

Athletics

To use coordination and balance to jump, run throw and catch.

To work as a team to an end goal.

Gymnastics

To be able to show precise movements and timing, improving hand-eye and foot-eye coordination.

To show quick changes in direction and body position enhance agility.

Fitness

To use speed, stamina and strength.

To work safely with others using communication.

Dance

To use precise coordination between different parts of the body, improving overall motor skills.

To develop a sense of rhythm and timing, which are critical for various physical activities.



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

GEOGRAPHY

Europe Past and Present. Are we still part of Europe?

- Locate countries, using maps to focus on Mediterranean Europe concentrating on environmental regions, key physical/human characteristics, countries, and major 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 (e.g. Why did the Ancient Greeks want these?)



Diversity – understanding geographical impact on cultures / outdoor learning (fieldwork)



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 an beliefs – learning about other cultures.

DT

Food – Healthy and Varied Diet.

- To design, make and evaluate a flatbread for children to eat on the go.
- Plan the main stages of a recipe.
- Select appropriate utensils to prepare and combine ingredients.



Sustainability – creating food over buying it.



Boarder understanding of the world/cultural experiences – food from different countries.

Personal skills – preparing food for personal consumption.



RE

What kind of world did Jesus want?

In this unit, pupils will learn about the concept of 'Gospel'* which tells the story of the life and teaching of Jesus. They will learn about the calling of the first disciples and how Christians today try to follow Jesus. Pupils will find out about Jesus' actions towards other people and what example these set for the actions of Christians today. Pupils will learn about links between the teachings within Bible and what the meaning of Jesus' good news for Christians is. Later in the unit. They will learn about the parable of the Good Samaritan and the importance of charity within the lives of many Christian people.

For Christians, when Jesus left; what was the impact of Pentecost?

In this unit, pupils will find out about the events of Pentecost found in the Bible, considering which events would be needed to retell the story for someone else. They will begin to consider what the events found in Acts 2 might have meant for the first Christians and what they mean for Christians today. They will make links between the description of the day of Pentecost in Acts 2, the Holy Spirit and the Kingdom of God. Pupils will learn how Christians today show their beliefs about the Holy Spirit in worship and the way that they live their lives.



Boarder understanding of the world – faith in other settings.



Individual liberty



Tolerance of different faiths and beliefs

Mutual respect

PSHE

My healthy self: How can I make healthy choices?

Understanding how healthy choices support both physical and mental wellbeing by exploring exercise, nutrition and hydration.

Connecting with others: How can we respect each other?

Examining respectful and disrespectful behaviour by considering how actions and expectations can vary in different settings.



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

Recap of Y3 Vocabulary

- Conversational Spanish
- Classroom instructions
- Numbers
- Colours
- Days, Months, Seasons
- Domestic animals

Weather and Christmas Traditions

- Relate weather to seasons
- Learn different weather types.
- Present a weather report in Spanish.



Intercultural understanding

Vocabulary associated with weather and meteorology.



Tolerance of other religions and beliefs.

MUSIC

Developing vocal technique, confidence and control by singing in rounds and performing musical loops.



Cultural experiences – exposure to music
Vocabulary – related to the performance of music.

Personal skills – learning coordination and performance.

ART

Storytelling through drawing

- To explore the work of artists who tell stories through imagery.
- To use toys, poetry, and my own text to create a richly illustrated narrative in a single drawing.
- To create a finished piece which contains sequenced images to describe a narrative.
- To display the work made through the half term and reflect on the outcomes.



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

Further Coding with Scratch.

Designing and programming a game using variables, sensors and 'if' statements to control outcomes and interactions. Pupils debug and evaluate their projects to improve functionality, refine gameplay and develop more effective game designs.

- Identify how variables and if statements are used in Scratch games.
- Explain what a variable is, tracking and how a condition changes what happens.
- Create variables to keep and display scores.
- Use sensing blocks and if statements to control game actions.
- Combine variables, sensors and if/else blocks to build a multiplication game.
- Debug code by finding and fixing errors.
- Evaluate the game by explaining what worked well and what could be improved.



Cultural experiences – exposure to computer technology.

Vocabulary – related to computing and ICT.

Personal skills – problem solving, creation,