

## 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 2025

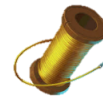
### Spirituality

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 – The River
- 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 – '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.

The River – 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.



Broader 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)



Broader 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.



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

Personal skills – preparing food for personal consumption.



## RE

Identity/Sikhism

- Discover the significance of Guru Nanak, Guru Singh and “The Living Guru” (Guru Granth Sahib) in the lives of the Sikh community.
- Explore the wearing of the 5Ks and how they help Sikhs to lead better lives.

Symbolism/Judaism

- What is the meaning of ‘symbol’?
- What do Hanukkah lights mean for Jewish people?
- What is the value of the symbol of Hanukkah?
- What symbols do I have that mean something special in my life?
- How do symbols apply to mine and others lives?



Religion - Sikhism and Judaism and their variations.  
Broader understanding of the world – faith in other settings.

Vocabulary – related to Sikh and Jewish faith.

Individual liberty

Tolerance of different faiths and beliefs

Mutual respect

## PSHE

Me and My Relationships

The people around me.

How people react to different things.

Is it OK?

Valuing Difference

What would I do in different situations?

People we share our world with

What is a stereotype?

Friend or Acquaintance?

What make you special.



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

### Glockenspiel Unit

- Reading music from a score.
- Understanding the language of music.
- Exploring and developing playing skills.



Cultural experiences – exposure to music and instruments.

Vocabulary – related to the performance of music.

Personal skills – learning coordination and performance.

## ART

### The Art of Display – Working in 3 dimensions

- To explore how we present what we create, and how context changes/inspires intention (for example set design/fashion).
- To develop skills in thinking and talking about how artists re-see the world and re-present objects to us.
- To create sketch books to record their observations and use them to review and revisit ideas
- To improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials [for example, pencil, charcoal, paint, clay]
- To know about great artists, architects and designers in history.



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

### Year 4

#### Computing systems and networks – The Internet

- Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns. Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet, and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.

#### Creating media – Audio production

- Learners will identify the input device (microphone) and output devices (speaker or headphones) required to work with sound digitally. Learners will discuss the ownership of digital audio and the copyright implications of duplicating the work of others. In order to record audio themselves, learners will use Audacity to produce a podcast, which will include editing their work, adding multiple tracks, and opening and saving the audio files. Finally, learners will evaluate their work and give feedback to their peers.



Cultural experiences – exposure to computer technology.

Vocabulary – related to computing and ICT.

Personal skills – problem solving, creation,