

YEAR 4 ROBINS CURRICULUM MAP AUTUMN 2026

ENGLISH			
English: Writing Composition	WRITING PURPOSES	The Flying Books of Mr Morris Lessmore (Short film/ fantasy) Purpose: Express thoughts and feelings. Outcome: A diary entry Audience: Only to be read by the reader themselves. The Street Beneath my Feet by Charlotte Guillian and Yuval Zommer Purpose: To inform Outcome: A non-chronological report Audience: Could be read by anyone.	Poet study: Brian Patten Writing in response to poetry: e.g. The Race to Get to Sleep (retell story), conversations, diaries, letters, explaining understanding, identifying themes, identifying favourites and comparing poems Varjak Paw by SF Said (Contemporary fantasy) Purpose: To persuade Outcome: A persuasive leaflet to lean 'The Way' Audience: Could be read by anyone.
English: Writing Transcription	Spelling	• Use further prefixes and suffixes (sure/ture, tion/sion/cian, ous). • Spell further homophones. • Spell words that are often misspelt (Y3/4 list). • Place the possessive apostrophe accurately in words with regular plurals. • Use the first two or three letters of a word to check its spelling in a dictionary. • Write from memory simple sentences, dictated by the teacher.	
	Hand Writing	• Increase the legibility, consistency and quality of handwriting. • Decide whether or not to join specific letters choosing the writing implement that is best suited for a task.	
English: Writing Sentence Structure	Sentence Structure Work Lesson 1 – Common and proper nouns Lesson 2 – Verb focus – being verbs + to have Lesson 3 – Regular and irregular verbs		Lesson 4 – What is a subject? Lesson 5 – Building single clause sentences Lesson 6 – Building single clause sentences
English: Writing Vocabulary, Grammar And Punctuation	• Use paragraphs to structure writing. • Use inverted commas. • Plan by discussing and recording ideas. • Organise paragraphs around a theme. • Use correct tense including present perfect. • Use a wide range of subordinating and coordinating conjunctions.		• In non-narrative, use organisational devices. • Use colons and commas in a list. • In narratives, create characters. • Choose pronouns for clarity and cohesion. • Build a rich and varied vocab. • Increase the range of sentences structures used. • Use commas to separate clauses.

	Guided reading	Reading Strategies Vocabulary	Retrieval
	Word Reading	• Apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet • Read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.	
	Comprehension	• Read books that are structured in different ways and reading for a range of purposes. • Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context. • Ask questions to improve their understanding of a text. • Identify themes & conventions. • Retrieve & record information.	

MATHEMATICS

Number: Place Value • Find 1000 more or less than a given number. • Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). • Order and compare numbers beyond 1000 Identify, represent and estimate numbers using different representations. • Round any number to the nearest 10, 100 or 1000 Solve number and practical problems that involve all of the above and with increasingly large positive numbers. • Count backwards through zero to include negative numbers. Number: Addition and subtraction • Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate. • Estimate and use inverse operations to check answers to a calculation. • Solve addition and subtraction two step problems in contexts, deciding which operations and methods to use and why.	Number: Multiplication and Division • Recall and use multiplication and division facts for multiplication tables up to 12×12. • Count in multiples of 6, 7, 9, 25 and 1000. • 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. • Solve problems involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects. Measurement: Length and Perimeter • Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. • Convert between different units of measure [for example, kilometre to metre]
--	---

SCIENCE

Scientific Enquiry

- Planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary
- Taking measurements, using range of scientific equipment with increasing accuracy and precision, taking repeat readings when appropriate
- Recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar & line graphs

• Reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • Using test results to make predictions to set up further comparative and fair tests • Identifying Scientific evidence that has been used to support or refute ideas or arguments	
Animals including humans • 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	Sound • Know how sound is made associating some of them with vibrating. • Know what happens to a sound as it travels from its source to our ears. • Know the correlation between the volume of a sound and the strength of the vibrations that produced it. • Know how sound travels from a source to our ears. • Know the correlation between pitch and the object producing a sound. • Recognise that sounds get fainter as the distance from sound source increases
BEHAVIOURS FOR LEARNING	Pride Listening
HISTORY	Ancient Greece - Which legacy of the Ancient Greeks has the most lasting impact today? •How much united the Ancient Greeks? •Did more divide the Ancient Greeks than unite them? •Why did Greek civilisation spread so far? •How do we know what the Parthenon really looked like? •Which legacy of the Ancient Greeks has the most lasting impact today?
GEOGRAPHY	Year 4 The West Midlands and the South Aegean, Greece • Place Knowledge • Locational Knowledge • Physical and Human Knowledge • Geographical Skills involving the use of atlases, maps and globes.
ART	Artist study: Picasso • Replicate some of the techniques used by notable artists, artisans and designers. • Create original pieces that are influenced by studies of others.
DT	Design, make and evaluate a Greek pita bread for us and our families to enjoy food from other cultures. • Children investigate a range of food • Carry out sensory evaluations on the contents of the food • Record results, for example using a table. Use appropriate words to describe the taste/smell/texture/appearance. • Gather information about existing products available relating to your product. • Learn to select and use a range of utensils and use a range of techniques as appropriate to prepare ingredients hygienically including the bridge and claw technique, grating, peeling, chopping, slicing, mixing. Food preparation and cooking techniques could be practised by making a food product using an existing recipe. Discuss basic food hygiene practices when handling food including the importance of following instructions to control risk.

MUSIC	Listen and Appraise: • Describe what they hear using a wider range of musical vocabulary. • Recognise how the inter-related dimensions of music are used by composers to create different moods and effects. • Appreciate harmonies, drone and ostinato • Explore ways the way in which sounds are combined towards certain effects • Understand the relationship between lyrics and melody • Can they explain why silence is used in a piece of music and say what effect it has? • Start to identify the character of a piece of music. • Describe and identify the different purposes of music. • Use musical words (pitch, duration, timbre, dynamics, tempo) to describe a piece of music and composition. Understand musical notation: Use notes G,A,B and C Revise Crotchets and Quavers Compose and transcribe: • Use notations to record and interpret sequences of pitches and use notations to record compositions in a small group or on their own and perform. Perform: • Perform a simple part of an ensemble rhythmically. • Improvise using repeated patterns with increasing accuracy and fluency.	
PE	Rounders & Hockey	Dance & Gymnastics
COMPUTING	Technology in our lives - 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. Programming - This unit is the first of the two programming units in Year 4, and looks at repetition and loops within programming. Pupils will create programs by planning, modifying, and testing commands to create shapes and patterns. They will revisit scratch programming, as well as apply their existing knowledge of programming in Blockly and Hopscotch Programming.	
PSHE	Values: Sept – Responsibility Oct – Respect Being me in my world Content includes Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences Group decision-making, Having a voice, What motivates behaviour	Values: Nov – Peace Dec – Appreciation Celebrating Differences Content includes Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, problem solving, Identifying how special and unique everyone is, First impressions
RE	Hinduism	Christianity

	Does visiting the Ganges make a person a better Sanatani?	What is the most significant part of the Nativity story for Christians today?
FRENCH	• Understanding that French nouns have a gender (masculine/feminine) and that this affects the choice of definite and indefinite articles (<i>le, la, les; un, une, des</i>). • Awareness of adjectival agreement, knowing that adjectives (e.g. colours) change to match the gender and number of the noun they describe. • Knowledge of the usual position of colour adjectives (after the noun) and some exceptions. • Formation of plural nouns and how this affects articles and adjectives. • Understanding how to form formal questions using expressions such as <i>Comment vas-tu ?</i> and <i>Comment vous appelez-vous ?</i> • Understanding of the formal 'you' (<i>vous</i>) and when it is used compared to <i>tu</i>. • Knowledge of French phonics, including French accents, consonant sounds, vowel combinations, and the frequent use of silent letters. • Knowledge of time expressions (e.g. <i>le matin, l'après-midi, le soir</i>) and their use to describe routines. • Formation of the 1st and 2nd person singular of the irregular high-frequency verb <i>porter</i> (to wear) and of key reflexive verbs used to talk about daily routines.	