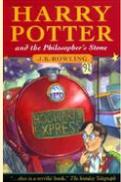
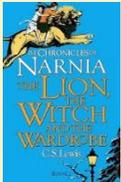


Hanley St Luke's Church of England Academy

Year 4 Curriculum Overview 2025-2026						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Weeks	8 weeks	7 weeks	6 weeks	7 weeks	4 weeks	7 weeks
Worship	Trust	Hope and Christmas	Friendship	Easter	Love and Respect	Service and Sacrifice
Events	<ul style="list-style-type: none"> *Local History Day *National Coding Week 15-21 September *European Day of Languages *Black History Month - October *National Poetry Day *St Luke's Day - 18 October 	<ul style="list-style-type: none"> *Remembrance Day 11 November *Anti-Bullying Week 10-14 November *Children In Need 20 November *Parliament Week 24-30 November *Christmas Celebrations 	<ul style="list-style-type: none"> *Children's Mental Health Week 1-7 February *National Storytelling Week *Safer Internet Day *Key Strings *Parent X Table workshop *Number Day 7 February *Safer Internet Day 10 February 	<ul style="list-style-type: none"> *World Book Day *Lent/Easter *British Science Week *Comic Relief 	<ul style="list-style-type: none"> *Sir Stanley Mathews Day *Year 4 MTCs 	<ul style="list-style-type: none"> *Athletics trials *Sports Day *Transition *School show
Educational Visits		STEM visit - Harper Adams University	Tatton Park - Anglo-Saxons and Vikings	The Potteries Museum - Staffordshire Hoard Stanley Head	Ancient Egypt - Manchester Museum - TBC	
Careers Links	Electrician Illustrator Fashion Designer	Printer Product designer	Archaeologist Author Computer game designer Joiner/Carpenter	Textile Designer Curator Vet	Egyptologist Data Analyst	Graphic Designer Dentist Nutritionist Yoga Instructor
Key Topics	Our World		Anglo-Saxons and Vikings		Ancient Egypt	

Key Texts	Harry Potter and the Philosopher's Stone (JK Rowling) 		How to train your dragon (Cressida Cowell) 		The Lion, The Witch and The Wardrobe (C.S Lewis) 	
Guided Reading	Fiction: The Abominables (Eva Ibbotson) Non-Fiction: Black and British: An Illustrated History (David Olusoga) Poetry: Skateboarding (Joseph Coelho)		Fiction - Butterfly Lion (Michael Morpurgo) Non-Fiction - Explore Vikings (Jane Bingham) Poetry: Nonsense - Jabberwocky (Lewis Carroll)		Fiction - The Egyptian Cinderella (Shirley Climo) Non-Fiction - Little People Big Dreams - Ada Lovelace (Maria Isabel Sánchez Vegara) Poetry: Cultural - A Nest full of Stars' (James Berry)	
Reading for pleasure	Texts chosen by both teacher and children. Poetry, fiction and non-fiction. Malorie Blackman - Ellie and the Cat	Texts chosen by both teacher and children. Poetry, fiction and non-fiction.	Texts chosen by both teacher and children. Poetry, fiction and non-fiction.	Texts chosen by both teacher and children. Poetry, fiction and non-fiction. Malorie Blackman - Cloud Busting	Texts chosen by both teacher and children. Poetry, fiction and non-fiction.	Texts chosen by both teacher and children. Poetry, fiction and non-fiction.
Spelling and Grammar	Possessive apostrophes for regular singular and plural nouns e.g. Adam's pencil. St Wilfrid's Choir. Expanded noun phrases: E.g. The strict English teacher with the grey beard. Fronted adverbials followed by a comma. Prepositional phrases starting with an adjective and ending in "-ed". Pronouns, possessive pronouns or nouns in sentences for cohesion and to avoid repetition. Specific determiners: their, whose, this, that, these, those, which. Powerful Verbs and Past perfect continuous verbs: "had" + past participle + "-ing" E.g. They had been playing football in the field. Synonyms of words to up-level sentences and give a greater effect. Prepositions: at, underneath, since, towards, later. Adverbs: slowly, calmly, angrily, steadily. Compound nouns using hyphens E.g. ice-skate.					

	<p>Sentences with "-ing", using a comma to for the subordinate clause: E.g. Flying through the air,</p> <p>Capital letters for proper nouns: names, places, days of the week, months, titles and languages.</p> <p>Compound sentences using all of the co-ordinating conjunctions.</p> <p>Informal and formal language. E.g. I aren't and I am not.</p> <p>Use inverted commas where the speech is preceded by the speaker: e.g. Dave shouted, "Don't do that!"</p> <p>Drop-in clauses with an "-ing" verb: Tom, smiling secretly, hid the magic potion book.</p>		
<p>Writing Opportunities</p>	<ul style="list-style-type: none"> • Character Description - Albus Dumbledore • Letter Writing - Dumbledore to Harry (formal) • Recount Writing - Diary Entry (Harry's first day) • Non-Chronological Report - Quidditch • Narrative - Fantasy setting description 	<ul style="list-style-type: none"> • Informal letter - character from the story • Diary - 2 different perspectives • Narrative - write from a different characters perspective • Instructions - Linked to book • Narrative - mystery with dialogue (based on Jabberwocky) 	<ul style="list-style-type: none"> • Fact file - Mr Tumnus (Ch 2) • Diary - Susan or Edmund (Ch 4 or 5) • Explanation - magic power (Ch 8) • Persuasive poster - visit the Queen • Narrative - write as if a bird watching from above (Ch 14) • Non-Chronological report - Lion
<p>Writing content</p>	<p>Produce carefully thought out plans that match finished independent pieces.</p> <p>Descriptions in narratives are made up of detail to help the reader gain a better understanding about the way the narrative is unfolding, through character and setting.</p> <p>A variety of sentences using different openers, phrases and different clause types are used.</p> <p>Paragraphs organise ideas around a theme or open with topic sentences in recounts, reports and explanations.</p> <p>Subordination connectives used between, at the beginning and within sentences.</p> <p>Cohesion in sentences is achieved through using appropriate nouns and pronouns.</p> <p>Non chronological reports make controlled use of linking verbs to give coherence. (is, are, has, have and belong to).</p> <p>Words are chosen carefully to describe events, characters and feelings.</p> <p>Word use is lively and imaginative, intended to amuse, entertain or inform.</p> <p>Use of powerful verbs add impact.</p> <p>Use adjectival phrases (e.g. biting cold wind).</p> <p>Use appropriate choice of noun or pronoun.</p> <p>Use fronted adverbials.</p> <p>Pronouns and nouns are carefully chosen across sentences to aid cohesion and avoid repetition.</p> <p>In non -fiction texts the layout attempts to organise key elements through control of the specific features.</p> <p>In stories with historical settings vocabulary is chosen to describe in detail.</p> <p>Narratives (Historical, imaginary worlds, Dilemmas) are well paced, build-up and complication lead to defined ending.</p> <p>Recounts have three clear parts made up of the setting, events in order and a concluding comment.</p> <p>Characters are created with interaction to reveal feelings.</p>		

	<p>Handwriting: Increase in legibility, consistency and fluency. A fluent continuous cursive handwriting style is secure. Handwriting is consistent. Different effects for different text types are experimented with (capitalisation, bold or printing)</p>				
<p>Speaking and Listening</p>	<p>Listen to information, know the important parts and comment on it. Work out what could happen next even when the teacher has not told them. Ask a series of questions to hold a conversation. Say when they can't remember certain words and ask for an explanation. Ask a question to help them. Summarise and explain their group's discussion. Add to a conversation by explaining their thinking to other people. Discuss what might happen and why. Say polysyllabic words clearly. Identify the sounds in a word, the number of syllables and rhyming words and use it in their reading and spelling. Talk politely and formally to school visitors. Take different roles in a group discussion e.g. leader or note taker. When talking to people they usually know how much information to give to make themselves clear. Make reading or talking more interesting by how they use their voice. Begin explanations or start sentences with 'later, before, after, while'. Follow complicated information that someone is sharing and remember the important points. Know lots of phrases that people of that age use. Know when to use them with their friends. Tell exciting stories using a clear plot and good vocabulary. Explain things that have happened to them or other people including how they or others feel. Perform poems and plays from memory conveying ideas about characters and situations by adapting their expression and tone.</p>				
<p>Science</p>	<p>Electricity What are the main components that can make up a circuit? What are the main energy sources used in the UK?</p>	<p>States of Matter What are the three states of matter? Which processes initiate a change in state of matter? Properties of solids, liquids and gases.</p>	<p>Sound How is sound made? How does sound travel to our ears? What happens once sound has entered our ear canal? Vibrations and sound waves</p>	<p>Living Things and their Habitats British Science Week What are the seven life processes that define something as alive? What must a habitat provide for</p>	<p>Animals, including Humans What parts of the body make up the human digestive system? Why is dental hygiene important? What is a food chain? Parts of the digestive system (mouth, oesophagus, stomach, small and large intestines, anus) and the functions of each.</p>

	<p>Electrical appliances vs Non-electrical appliances</p> <p>Electrical components that can be incorporated into a circuit.</p> <p>Investigations linked to conductors and insulators.</p> <p>Literacy Link : Who is Ade Lovelace?</p>	<p>Particles of solids, liquids and gases.</p> <p>Examples of solids, liquids and gases.</p> <p>How heating and cooling initiates a change of state.</p> <p>Melting and boiling points.</p> <p>Stages of the water cycle.</p> <p>Investigating change of state using chocolate.</p>	<p>Pitch and volume</p> <p>Muffling and amplifying sounds</p> <p>Components of the inner ear.</p>	<p>the animals that live there?</p> <p>Life processes including movement, respiration, sensitivity, growth, reproduction, excretion and nutrition.</p> <p>Classification of animals (mammals, fish, reptiles, amphibians and birds)</p> <p>Vertebrates and Invertebrates.</p> <p>Classification keys.</p>	<p>Comparison of digestive systems (human, cow and bird)</p> <p>Tooth decay and dental hygiene.</p> <p>Balanced diet and active lifestyle.</p> <p>Food chains including producer, consumer and predator and prey.</p>	
Computing	1. Computing systems and networks - The Internet	2. Creating media - Audio production	3. Programming A - Repetition in shapes	4. Data and information - Data logging	5. Creating media - Photo editing	6. Programming B - Repetition in games
History	<p>Local History Day</p> <p>How has Hanley St. Luke's changed over time?</p> <p>What can evidence tell us about our school?</p> <p>Timeline of Headteachers</p> <p>Handling evidence and artefacts</p> <p>Making judgements about what life was like at Hanley St. Luke's in the past.</p> <p>Black History Month</p>		<p>The Anglo-Saxons</p> <p>Why did the Anglo-Saxons leave their homelands and settle in Britain? What was life like in Anglo-Saxon Britain in comparison to modern day? Who was Alfred the Great and what was his legacy?</p>	<p>The Vikings</p> <p>How did Viking beliefs change during their time in Britain?</p> <p>Why were the Vikings known as travellers and traders?</p> <p>Homelands of Vikings.</p>	<p>Ancient Egyptians</p> <p>Why was the Nile so important to Ancient Egyptians?</p> <p>Who was Cleopatra and how is she remembered?</p> <p>What were the beliefs and rituals of Ancient Egyptians?</p> <p>Timeline of Ancient Egyptian events.</p> <p>'Gifts of the Nile'</p> <p>Key members of Ancient Egyptian society - Pharaohs.</p>	

	Who is Ade Adepitan? Childhood and accomplishments. Experiences with racism. Lessons linked to Black History Month Theme		Life in Britain at the end of 4 th Century. Homelands of Anglo-Saxons. Artefacts/Grave goods of Anglo-Saxon men and women. Anglo-Saxon society. Impact of Alfred the Great's reign.	Knorrs and Longships. Evidence that supports the end of the Anglo-Saxon/Viking Era in Britain - Bayeux Tapestry.	Burial rituals (mummification) and beliefs about 'the afterlife'. The structure and purpose of pyramids. Key individuals such as Tutankhamun and Cleopatra Egyptians God's and associated beliefs. Use of hieroglyphics and evidence that still stands.	
Geography	Our World: What is the structure of the earth? Tectonic plates, earthquakes and volcanic eruptions. Features of mountains Impact of natural disasters with historic examples. RE link: Locations of Muslim festivals RE link: Locations associated with the incarnation		History link: Anglo-Saxon travel and settlement Science link: Stages of the water cycle. RE link: Locations of Hindu origins and modern-day statistics	History link: Viking travel and settlement Science link: Habitats	History link: Locating Egypt and identifying its geographical features	
D & T	Circuit Collage - TTRS Characters		Materials and Construction - Anglo-Saxon Model Houses	Food technology - Viking Loaf		
Art	Monochromatic Unit	Painting	Chromatic Unit	Textiles (Weaving)	Sculpture Unit	Collage (Egyptians)
Music	'Stop' a rap/song about bullying (Charanga year 4 unit)		Whole-class ukuleles Play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.		Whole-class ukuleles Play an instrument with control, repeated patterns, notation, duration, timbre, pitch, beat, tempo, texture, use of silence.	
RE	People of God L2.2 What is it like for someone to follow God?	Incarnation/God L2.3 What is the 'Trinity' and why is it important for Christians?	Digging deeper L2.11 How and why do people mark significant events in their life? (C/M)	Gospel L2.4 What kind of world did Jesus want?	Gospel L2.4 What kind of world did Jesus want?	L2.12 How and why do people try to make the world a better place? (C/M)

PE	Table Tennis (indoor) Rounders (outdoor)	Invasion Games (outdoor) Bench ball (indoor)	Basketball (outdoor) Swimming	Hockey (outdoor) Swimming	Dance (indoor) Athletics (outdoor)	Gymnastics (indoor) Cricket (outdoor)
PSHE	Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships; Building the Mind Up Community & My Mindful Brain	Valuing Difference: a focus on respectful relationships and British values; Mindful Senses	Keeping Myself Safe: looking at keeping ourselves healthy and safe Building well-being with a Mindful Mindset	Rights and Responsibilities: learning about money, living the wider world and the environment; Building well-being with a Mindful Mindset	Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement; Mindful of ourselves in the world.	Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe Mindful of ourselves in the world.
Spanish	Early Language - La fonética (Phonics & Pronunciation)	Sé...(I am able.../ I Know How...) Using verbs and conjunctions	La fruta (Fruits)	Las verduras (Vegetables)	Me presento (Presenting Myself)	Mi familia (My Family)