

Year 4 Group Overview: Year Four 2026-2027

	<u>Autumn 1</u> 8 weeks	<u>Autumn 2</u> 7 weeks	<u>Spring 1</u> 6 weeks	<u>Spring 2</u> 5 weeks	<u>Summer 1</u> 6 weeks	<u>Summer 2</u> 7 weeks
Theme/ Key Question (Lead focus- Geog/ Hist)	<u>Geography - Food</u> How does the UK source its food?	<u>History – Local History</u> What would it be like to be a miner in Huddersfield in the 19 th century?	<u>Geography – Rainforests</u> Why are rainforests important to us?	<u>History – Ancient Greece</u> Why is ancient Greece considered to be so influential in the modern world?	<u>Geography – Rivers</u> What are rivers and how are they used?	<u>History – Roman Britain</u> How did the Romans impact Britain?
Enhancements/ planned trips/ visitors (2 per year)		Coal Mining Museum		Royal Armouries - Greeks		Real History Alive - Romans
Texts/ Stimuli	The Enchanted Wood Women Who Led the Way (GR)	You Wouldn’t Want to be a Victorian Hetty Feather	The Where on Earth Book of Rainforests Wild World	Orchard Greek Myths The Great Kapok Tree	Orchard Greek Myths Escape from Pompeii	The Tooth Book We are the Romans: Meet the people behind the history
Writing output (audience and purpose)	Setting description – describe a land from The Enchanted Wood Biography about an inspirational woman Polished pieces: 2	Job advertisement for a Victorian Miner Diary entry as Hetty Feather Performance poetry in the style of the chocolate cake Polished pieces: 3	To write a travel brochure for the rainforest for people wanting to visit Poem in the style of Wild World Polished pieces: 2	Persuasive letter to the woodcutter Wanted poster character description of a Greek mythical creature Polished pieces: 2	Narrative for Greek mythical creature Recount of volcano exploding in Pompeii Polished pieces: 2	Information text – leaflet for a dentist surgery Instructions to an apprentice on how to do a Roman job Polished pieces: 2
Oracy	Social and Emotional - Use more natural and subtle prompts for turn taking Start to develop empathy with an audience Consider the impact of their words on others when giving feedback	Linguistic - Carefully consider the words and phrasing they use to express their ideas and how this supports the purpose of the talk e.g. to persuade or to entertain		Physical - Deliberately select movement and gesture when addressing an audience. To use pauses for effect in presentational talk e.g. when telling an anecdote or joke. Use the appropriate tone of voice in the right context. (Class Worship)	Cognitive - Give supporting evidence e.g. citing a text (using sentence stems) a previous example or a historical event Ask probing questions Reflect on their own oracy skills and identify areas of strength and areas to improve and begin to set own targets	
Writing progression of skills	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’”) taught so far. Building on expanded noun phrases (the strict maths teacher with curly hair) Using pronouns for cohesion and avoid repetition. Prepositions Adverbs. Verb inflections (were/was did/done) Use paragraphs as a way of organising ideas around a theme. Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’”) taught so far. Headings and subheadings to present information Building on expanded noun phrases (the strict maths teacher with curly hair) Using pronouns for cohesion and avoid repetition. Prepositions Use paragraphs as a way of organising ideas around a theme. Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Fronted adverbials including the comma that comes after	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’”) taught so far. Headings and subheadings to present information Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Using pronouns for cohesion and avoid repetition. Use paragraphs as a way of organising ideas around a theme. Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Fronted adverbials including the comma that comes after	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’”) taught so far. The use of present perfect form of verbs instead of simple past. Noun phrases expanded by the addition of modifying adjectives, nouns and preposition phrases. Apostrophes for single and plural possession Fronted adverbials To identify determiners. Expressing time, place and cause using subordinating conjunctions ISAWAWABUB	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’”) taught so far. Use a range of sentence structures for purpose: sentence types, subordinate and co-ordinating clauses including positioning, fronted adverbial phrases. Sentence types should include commas where appropriate Introduce inverted commas and other punctuation to indicate direct speech. Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Using pronouns for cohesion and avoid repetition.	Write from memory simple sentences, dictated by the teacher, that include words and punctuation(., ! ? ‘ ’”) taught so far. Headings and subheadings to present information Expressing time, place and cause using subordinating conjunctions ISAWAWABUB Fronted adverbials Use paragraphs as a way of organising ideas around a theme. Use a range of sentence structures for purpose: sentence types, subordinate and co-ordinating clauses including positioning, fronted adverbial phrases. Sentence types should include commas where appropriate

	Use inverted commas to punctuate direct speech.				Fronted adverbials	
Spelling	- From Year 2: possessive apostrophe with singular proper nouns - Homophones (peace/piece, main/mane, fair/fare) Spell many words from 3/4 statutory word list correctly	- Prefixes ‘in-’, ‘il-’, ‘im-’ and ‘ir-’ - Adding suffixes beginning with vowel letters to words of more than one syllable (‘-ing’, ‘-er’, ‘-en’, ‘-ed’) - Adding suffixes beginning with vowel letters to words of more than one syllable (‘-in’, ‘-err’, ‘-end’, ‘-end’) Spell many words from 3/4 statutory word list correctly	- The /g/ sound spelt ‘gue’ – league - Words with endings sounding like /tʃə/ spelt ‘-ture’ and ‘-sure’ - Possessive apostrophe with plurals - Homophones (scene/seen, mail/male, bawl/ball) Spell most words from 3/4 statutory word list correctly	- Prefixes ‘anti-’ and ‘inter-’ - Endings that sound like /ʃən/ spelt ‘-cian’, ‘-sion’, ‘-tion’ and ‘-ssion’ - Suffix – ation e.g. sensation - Suffix -que – sounds like k Unique/antique Spell most words from 3/4 statutory word list correctly	- Words with the sh sound spelt ‘ch’ – chef, machine - Endings that sound like /ʃən/ spelt ‘sion’ - Apostrophes for possession including singular and plural - Homophones Spell most words from 3/4 statutory word list correctly	- Suffix ‘-ous’ - Prefixes ‘un-’, ‘dis-’, ‘in-’, ‘re-’, ‘sub-’, ‘inter-’, ‘super-’, ‘anti-’, ‘auto’ - Suffix ‘-ly’ added to words ending in ‘y’, ‘le’ and ‘ic’ Spell most words from 3/4 statutory word list correctly
Guided Reading Texts	- F: A book of fairy tales - NF: Women Who Led the Way	- F: Matilda - NF: How do Meerkats Order Pizza?	- F: The Hodgeheg - NF: Leo Messi – Little people big dreams	- F: The Worst Witch - NF: Earth is Big	- F: Gangsta Granny - P: Welcome to Wild Town	- F: Onyeka - NF: The Tooth Book
Poetry	A sea creature ate my teacher	Chocolate Cake by Michael Rosen	A year full if poems by Harrison Clark	Once Upon a Raindrop	Welcome to Wild Town	Where Zebras go by Sue Hardy Dawson
Maths (White Rose)	- Place Value - Addition and Subtraction	- Measurement – Area - Multiplication & Division	- Multiplication & Division - Length & Perimeter	- Fractions - Decimals	- Money - Time	- Shape - Statistics - Position & Direction
Science (White Rose)	Biology: Group and classify living things (week 1-3) Biology: Data collection A (week 4) Chemistry: States of matter (week 5-11)		Physics: Sound (week 1-5) Biology: Data collection B Physics: Electricity (week 7-10) Sustainability: Energy (week 11)		Biology: Data collection C (week 1-2) Biology: Habitats (week 3-4) Sustainability: Deforestation (week 5) Biology: The digestive system (week 6-10) Biology: Food chain (week 11-12)	
RE (Trust)	UC: Creation What do Christians learn from the creation story?	UC: People of God What is it like to follow God?	World Faith What does it mean to be a Hindu in Britain today? Part 2	UC: Kingdom of God When Jesus left, what was the impact of Pentecost?	Thematic How and why do believers show their commitment during the journey of life?	World Faith What does it mean to be a Sikh in Britain today? Part 2
Christian Values (Friendship, Forgiveness, Courage, Hope, Trust)	Courage – women who lead the way	Friendship – Hetty Feather	Hope – Journey to the River Sea	Forgiveness – can the animals forgive the woodcutter?	Trust	
Fundamental British Values (Democracy, rule of law, individual liberty, mutual respect & tolerance)	Individual liberty – women’s rights		Mutual respect & tolerance – learning about the faiths of others	Democracy – Ancient Greeks		Rule of Law – Compare Roman Crime and Punishment
Geography (Kapow)	Where does our food come from?		Why are rainforests important to us?		What are rivers and how are they used?	
New knowledge Revist (for curriculum area)						
History (CCA bespoke)		At the Coalface (Local History- Victorian Era)		Ancient Greece		Roman Britain
Art (Kapow)			Painting and mixed media: Light and dark	Drawing: Power prints	Craft and Design: Fabric of Nature	Sculpture and 3D: Mega Materials (4wk)

DT (Kapow)	Structures: Pavilions Food: Adapting a Recipe	Mechanical systems: Making a slingshot car Textiles: Fastenings				Electrical systems: Torches (3wk)
Computing (Kapow)	Computing systems and networks: Collaborative Learning	Programming 1: Further coding with scratch	Creating media: Website design	Skills showcase: HTML	Programming 2: Computational Thinking	Data Handling: Investigating weather
	Online Safety Lesson (1)	Online Safety Lesson (2)	Online Safety Lesson (3)	Online Safety Lesson (4)	Online Safety Lesson (5)	Online Safety Lesson (6)
Music (Kapow)	Body and Tuned Percussion (Theme: Rainforests)	Ukuleles	Ukuleles	Ukuleles	Ukuleles	Ukuleles
PE (Get set for PE)	Fundamentals	Coach - Gymnastics	Ball skills	Coach - Dance	Rounders	Coach - Athletics
MFL	Revisit numbers & colours Parts of the body Read & understand short sentences	Names of animals (Zoo animals) Read words & short phrases Write short sentences French alphabet	Family members Possessive pronouns Subject pronouns Third person	Names of pets Plural nouns Use of the verb 'avoir'	Hobbies- describe free time Use a bilingual dictionary Express an opinion	Ask & answer questions Form accurate sentences
RSHE (SCARF)	Me and My Relationships	Valuing Difference	Keeping Safe	Rights and Respect	Being My Best	Growing and Changing