

# Curriculum Plan Overview Summer 2025-26

## Year Group: 4



HUNTINGTOWER  
A PRIORY ACADEMY

Breadth	Threshold Concept	Milestone 2 Yr 3 and Yr 4	Activities (that relate to Threshold Concepts and the Milestone indicators)
History			
Term 6 Anglo Saxons	<b>Investigate and interpret evidence</b>	<ul style="list-style-type: none"> <li>• Use evidence to ask questions and find answers to questions about the past.</li> <li>• Suggest suitable sources of evidence for historical enquiries.</li> <li>• Use more than one source of evidence for historical enquiry in order to gain a more accurate understanding of history.</li> <li>• Describe different accounts of a historical event, explaining some of the reasons why the accounts may differ.</li> <li>• Suggest causes and consequences of some of the main events and changes in history.</li> </ul>	<p>Lesson 1) Overview – Who were the Vikings and Anglo-Saxons – Timeline of the Anglo-Saxon rule in Britain.</p> <p>Lesson 2) Anglo-Saxon Villages</p> <p>Lesson 3) Danelaw – How did the Vikings and Anglo-Saxons share Britain?</p> <p>Lesson 4) Culture</p> <p>Lesson 5) Crime and punishment</p> <p>Lesson 6) How did Anglo-Saxon rule end?</p>
	<b>Build an overview of world history</b>	<p>Describe changes that have happened in the locality of the school throughout history.</p> <ul style="list-style-type: none"> <li>• Give a broad overview of life in Britain from ancient until medieval times.</li> <li>• Compare some of the times studied with those of other areas of interest around the world.</li> <li>• Describe the social, ethnic, cultural or religious diversity of past society.</li> <li>• Describe the characteristic features of the past, including ideas, beliefs, attitudes and experiences of men, women and children.</li> </ul>	

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	<b>Understand Chronology</b>	<ul style="list-style-type: none"><li>• Place events, artefacts and historical figures on a time line using dates.</li><li>• Understand the concept of change over time, representing this, along with evidence, on a time line.</li><li>• Use dates and terms to describe events</li></ul>	
	<b>Communicate historically</b>	<ul style="list-style-type: none"><li>• Use appropriate historical vocabulary to communicate, including:<ul style="list-style-type: none"><li>• dates</li><li>• time period</li><li>• era</li><li>• change</li><li>• chronology.</li></ul></li><li>• Use literacy, numeracy and computing skills to a good standard in order to communicate information about the past</li></ul>	

Geography

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<p><b>Chris Quigley Curriculum Companion p.</b></p> <p><b>Term 5</b></p> <p><u>Earthquakes and Volcanoes</u></p> <p><b>Vocabulary</b></p>	<p><b>Investigate places</b></p>	<ul style="list-style-type: none"> <li>• Ask and answer geographical questions about the physical and human characteristics of a location.</li> <li>• Explain own views about locations, giving reasons.</li> <li>• Use maps, atlases, globes and digital/computer mapping to locate countries and describe features.</li> <li>• Use fieldwork to observe and record the human and physical features in the local area using a range of methods including sketch maps, plans and graphs and digital technologies.</li> <li>• Use a range of resources to identify the key physical and human features of a location.</li> <li>• Name and locate counties and cities of the United Kingdom, geographical regions and their identifying human and physical characteristics, including hills, mountains, cities, rivers, key topographical features and land-use patterns; and understand how some of these aspects have changed over time.</li> <li>• Name and locate the countries of Europe and identify their main physical and human characteristics.</li> </ul>	<p><b>What is the earth made of?</b> Label and describe the Earth's: •core •outer core •mantle •crust.</p> <p><b>Plate tectonics/Where do volcanoes occur?</b> What are the boundaries of tectonic plates called? Locate and label on a world map the main tectonic plate boundaries <b>The Pacific Ring of Fire</b> Locate and label on a map the Pacific Ring of Fire. Describe the geographical location of the Pacific Ring of Fire. Describe some of the features of the Pacific Ring of Fire</p> <p><b>Using examples from around the world, explain the differences between active, dormant and extinct volcanoes.</b> Explain why about 90 per cent of the world's volcanoes happen around the Pacific Ring of Fire.</p> <p><b>How are volcanoes formed?</b> Explain the process that forms volcanoes. Explain the differences between magma and lava. What are the similarities and differences between the physical processes that create earthquakes and those that create volcanoes?</p> <p><b>How does an earthquake occur?</b> What does the word 'magnitude' mean when it is used to describe earthquakes and volcanoes? Describe the scale for measuring the magnitude of earthquakes. Describe the scale for measuring the intensity of volcanoes. •What is a tsunami? •Describe the impact of the: •2004 Boxing Day tsunami •1906 San Francisco earthquake •79 CE eruption of Vesuvius</p>
	<p><b>Investigate patterns</b></p>	<ul style="list-style-type: none"> <li>• Name and locate the Equator, Northern Hemisphere, Southern Hemisphere, the Tropics of Cancer and Capricorn, Arctic and Antarctic Circle and date time zones.</li> </ul>	

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		<p>Describe some of the characteristics of these geographical areas.</p> <ul style="list-style-type: none"> <li>• Describe geographical similarities and differences between countries.</li> <li>• Describe how the locality of the school has changed over time.</li> </ul>	
	<b>Communicate geographically</b>	<ul style="list-style-type: none"> <li>• Describe key aspects of: <ul style="list-style-type: none"> <li>• <b>physical geography</b>, including: rivers, mountains, volcanoes and earthquakes and the water cycle.</li> <li>• <b>human geography</b>, including: settlements and land use.</li> </ul> </li> <li>• Use the eight points of a compass, four-figure grid references, symbols and key to communicate knowledge of the United Kingdom and the wider world.</li> </ul>	
Art & Design			
<p><b>Chris Quigley Curriculum Companion milestone 2 p. 116</b></p> <p><b>Term 5</b> <u>Theme: Art deco</u> <u>Sculpture</u></p> <p><u>Vocab:</u></p>	<b>Develop ideas</b>	<ul style="list-style-type: none"> <li>• Develop ideas from starting points throughout the curriculum.</li> <li>• Collect information, sketches and resources.</li> <li>• Adapt and refine ideas as they progress.</li> <li>• Explore ideas in a variety of ways.</li> <li>• Comment on artworks using visual language</li> </ul>	<p>Lesson 1) Recap - What is art deco?</p> <p>Lesson 2) Research Art Deco ceramics- Clarice Cliff</p> <p>Lesson 3) Finger fluency -clay</p> <p>Lesson 4) Designing our clay pot / begin making process</p> <p>Lesson 5) Making</p>
	<b>Master Techniques</b>	<ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> </ul>	

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<p><b>geometric:</b> made of simple forms and shapes such as circles and triangles</p> <p><b>aluminium:</b> a light metal</p> <p><b>jade:</b> a hard stone, usually coloured green</p> <p><b>chrome:</b> a metal plated with chromium</p> <p><b>sleek:</b> smooth, shiny, expensive looking</p> <p><b>streamlined:</b> has a trim, smooth, modern looking shape</p> <p><b>traditional:</b> older methods and ideas used for a long time</p> <p><b>sophistication:</b> being intelligent, knowing about fashion and culture</p> <p>Artwork for sketchbooks:</p>		<ul style="list-style-type: none"> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour</li> </ul> <p>Painting</p> <ul style="list-style-type: none"> <li>• Use a number of brush techniques using thick and thin brushes to produce shapes, textures, patterns and lines.</li> <li>• Mix colours effectively.</li> <li>• Use watercolour paint to produce washes for backgrounds then add detail.</li> <li>• Experiment with creating mood with colour.</li> </ul> <p>Collage</p> <ul style="list-style-type: none"> <li>• Select and arrange materials for a striking effect.</li> <li>• Ensure work is precise.</li> <li>• Use coiling, overlapping, tessellation, mosaic and montage.</li> </ul> <p>Sculpture</p> <ul style="list-style-type: none"> <li>• Create and combine shapes to create recognisable forms (e.g. shapes made from nets or solid materials).</li> <li>• Include texture that conveys feelings, expression or movement.</li> <li>• Use clay and other mouldable materials.</li> <li>• Add materials to provide interesting detail.</li> </ul> <p>Drawing</p> <ul style="list-style-type: none"> <li>• Use different hardnesses of pencils to show line, tone and texture.</li> </ul>	
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		<ul style="list-style-type: none"> <li>• Annotate sketches to explain and elaborate ideas.</li> <li>• Sketch lightly (no need to use a rubber to correct mistakes).</li> <li>• Use shading to show light and shadow.</li> <li>• Use hatching and cross hatching to show tone and texture.</li> </ul> <p>Print</p> <ul style="list-style-type: none"> <li>• Use layers of two or more colours.</li> <li>• Replicate patterns observed in natural or built environments.</li> <li>• Make printing blocks (e.g. from coiled string glued to a block).</li> <li>• Make precise repeating patterns</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Shape and stitch materials.</li> <li>• Use basic cross stitch and back stitch.</li> <li>• Colour fabric.</li> <li>• Create weavings.</li> <li>• Quilt, pad and gather fabric</li> </ul> <p>Digital Media</p> <ul style="list-style-type: none"> <li>• Create images, video and sound recordings and explain why they were created</li> </ul>	
	<p><b>Take inspiration from the greats</b></p>	<ul style="list-style-type: none"> <li>• Replicate some of the techniques used by notable artists, artisans and designers.</li> <li>• Create original pieces that are influenced by studies of others.</li> </ul>	

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## Design & Technology

<p><b>Chris Quigley Curriculum Companion p.</b></p> <p><b>Term 6</b> <u>Dips</u> <b>Vocabulary:</b></p>	<p><b>Master practical skills</b></p>	<p>Food</p> <p>Prepare ingredients hygienically using appropriate utensils.</p> <ul style="list-style-type: none"> <li>• Measure ingredients to the nearest gram accurately.</li> <li>• Follow a recipe.</li> <li>• Assemble or cook ingredients (controlling the temperature of the oven or hob, if cooking).</li> </ul> <p>Materials</p> <ul style="list-style-type: none"> <li>• Cut materials accurately and safely by selecting appropriate tools.</li> <li>• Measure and mark out to the nearest millimetre.</li> <li>• Apply appropriate cutting and shaping techniques that include cuts within the perimeter of the material (such as slots or cut outs).</li> <li>• Select appropriate joining techniques.</li> </ul> <p>Textiles</p> <ul style="list-style-type: none"> <li>• Understand the need for a seam allowance.</li> <li>• Join textiles with appropriate stitching.</li> <li>• Select the most appropriate techniques to decorate textiles.</li> </ul>	<p><b>Term 6</b> <b><u>Dips</u></b></p> <p>Lesson 1: Finger fluency- claw grip/ chopping using playdough Lesson 2: Mood board for dips/ product outline Lesson 3: Design diagram with construction steps Lesson 4: Vegetable prep/ making dips Lesson 5: Guided design- re-think Lesson 6: Product evaluation</p> <p>Quigley DT Curriculum guide Milestone 2</p>
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		<p>Electricals and electronics</p> <ul style="list-style-type: none"> <li>• Create series and parallel circuits</li> </ul> <p>Computing</p> <ul style="list-style-type: none"> <li>• Control and monitor models using software designed for this purpose.</li> </ul> <p>Construction</p> <ul style="list-style-type: none"> <li>• Choose suitable techniques to construct products or to repair items.</li> <li>• Strengthen materials using suitable techniques.</li> </ul> <p>Mechanics</p> <ul style="list-style-type: none"> <li>• Use scientific knowledge of the transference of forces to choose appropriate mechanisms for a product (such as levers, winding mechanisms, pulleys and gears).</li> </ul>	
	<p><b>Design, make, evaluate and improve</b></p>	<ul style="list-style-type: none"> <li>• Design with purpose by identifying opportunities to design.</li> <li>• Make products by working efficiently (such as by carefully selecting materials).</li> <li>• Refine work and techniques as work progresses, continually evaluating the product design.</li> <li>• Use software to design and represent product designs.</li> </ul>	
	<p><b>Take inspiration from design throughout history</b></p>	<ul style="list-style-type: none"> <li>• Identify some of the great designers in all of the areas of study (including pioneers in horticultural techniques) to generate ideas for designs.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Improve upon existing designs, giving reasons for choices.</li> <li>• Disassemble products to understand how they work</li> </ul>	
Science			
<p><b>White Rose Science</b></p> <p><b>Term 5</b> Data Collection B (2 weeks) Habitats (2 weeks) Deforestation (1 week)</p> <p><b>Term 6</b> The Digestive System (5 weeks) Food chains (2 weeks)</p>	<p><b>Work scientifically</b></p>	<ul style="list-style-type: none"> <li>• Ask relevant questions.</li> <li>• Set up simple, practical enquiries and comparative and fair tests.</li> <li>• Make accurate measurements using standard units, using a range of equipment, e.g. thermometers and data loggers.</li> <li>• Gather, record, classify and present data in a variety of ways to help in answering questions.</li> <li>• Record findings using simple scientific language, drawings, labelled diagrams, bar charts and tables.</li> <li>• Report on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions.</li> <li>• Use results to draw simple conclusions and suggest improvements, new questions and predictions for setting up further tests.</li> <li>• Identify differences, similarities or changes related to simple, scientific ideas and processes.</li> <li>• Use straightforward, scientific evidence to answer questions or to support their findings.</li> </ul>	<p><b>Term 5</b> Data Collection B (2 weeks) Habitats (2 weeks) Deforestation (1 week)</p> <p><b>Term 6</b> The Digestive System (5 weeks) Food chains (2 weeks)</p>
	<p><b>Biology</b></p> <p><b>Understand plants</b></p>	<ul style="list-style-type: none"> <li>• Identify and describe the functions of different parts of flowering plants: roots, stem, leaves and flowers.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Explore the requirements of plants for life and growth (air, light, water, nutrients from soil, and room to grow) and how they vary from plant to plant.</li> <li>• Investigate the way in which water is transported within plants.</li> <li>• Explore the role of flowers in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.</li> </ul>	
	<p><b>Understand animals and humans</b></p>	<ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.</li> <li>• Construct and interpret a variety of food chains, identifying producers, predators and prey.</li> <li>• Identify that humans and some animals have skeletons and muscles for support, protection and movement.</li> <li>• Describe the simple functions of the basic parts of the digestive system in humans.</li> <li>• Identify the different types of teeth in humans and their simple functions.</li> </ul>	<p>Year 4</p> <p>Lesson 1: Digestive system – Look at what happens to foods in our bodies. Discover the journey food goes on.</p> <p>Lesson 2: Digestive system functions - learn about the importance of our digestive system.</p> <p>Lesson 3: Types and functions of teeth</p> <p>Lesson 4: Tooth decay investigation</p> <p>Lesson 5: Tooth decay investigation</p> <p>Lesson 6: Food chains</p> <p>Vocab: Mouth , tongue, oesophagus, intestine, pancreas, molar, incisor, canine, liver, stomach</p>

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	<b>Investigate living things</b>	<ul style="list-style-type: none"><li>• Recognise that living things can be grouped in a variety of ways.</li><li>• Explore and use classification keys.</li><li>• Recognise that environments can change and that this can sometimes pose dangers to specific habitats</li></ul>	
	<b>Understand evolution and inheritance</b>	<ul style="list-style-type: none"><li>• Identify how plants and animals, including humans, resemble their parents in many features.</li><li>• Recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago.</li><li>• Identify how animals and plants are suited to and adapt to their environment in different ways.</li></ul>	
	<b>Chemistry</b>  <b>Investigate materials</b>	Rocks and Soils  <ul style="list-style-type: none"><li>• Compare and group together different kinds of rocks on the basis of their simple, physical properties.</li><li>• Relate the simple physical properties of some rocks to their formation (igneous or sedimentary).</li></ul>	

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		<ul style="list-style-type: none"> <li>• Describe in simple terms how fossils are formed when things that have lived are trapped within sedimentary rock.</li> <li>• Recognise that soils are made from rocks and organic matter.</li> </ul> <p>States of Matter</p> <ul style="list-style-type: none"> <li>• Compare and group materials together, according to whether they are solids, liquids or gases.</li> <li>• Observe that some materials change state when they are heated or cooled, and measure the temperature at which this happens in degrees Celsius (°C), building on their teaching in mathematics.</li> <li>• Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</li> </ul>	
	<p><b>Physics</b></p> <p><b>Understand movement, forces and magnets</b></p>	<ul style="list-style-type: none"> <li>• Compare how things move on different surfaces.</li> <li>• Notice that some forces need contact between two objects, but magnetic forces can act at a distance.</li> <li>• Observe how magnets attract or repel each other and attract some materials and not others.</li> <li>• Compare and group together a variety of everyday materials on the basis of whether</li> </ul>	

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		<p>they are attracted to a magnet, and identify some magnetic materials.</p> <ul style="list-style-type: none"><li>• Describe magnets as having two poles.</li><li>• Predict whether two magnets will attract or repel each other, depending on which poles are facing.</li></ul>	
	<b>Understand light and seeing</b>	<ul style="list-style-type: none"><li>• Recognise that they need light in order to see things and that dark is the absence of light.</li><li>• Notice that light is reflected from surfaces.</li><li>• Recognise that light from the sun can be dangerous and that there are ways to protect their eyes.</li><li>• Recognise that shadows are formed when the light from a light source is blocked by a solid object.</li><li>• Find patterns in the way that the size of shadows change.</li></ul>	

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	<b>Investigate sound and hearing</b>	<ul style="list-style-type: none"><li>• Identify how sounds are made, associating some of them with something vibrating.</li><li>• Recognise that vibrations from sounds travel through a medium to the ear</li></ul>	
	<b>Understand electrical circuits</b>	<ul style="list-style-type: none"><li>• Identify common appliances that run on electricity.</li><li>• Construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers.</li><li>• Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery.</li><li>• Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit.</li></ul>	

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		<ul style="list-style-type: none"> <li>Recognise some common conductors and insulators, and associate metals with being good conductors.</li> </ul>	
	<b>Understand the Earth's movement in space</b>	<ul style="list-style-type: none"> <li>Describe the movement of the Earth relative to the Sun in the solar system.</li> <li>Describe the movement of the Moon relative to the Earth</li> </ul>	
Computing			
<p><b><u>National Centre for Computing Education</u></b></p> <p><b><u>Term 5</u></b> Repetition in Shapes</p> <p><b><u>Term 6</u></b> Repetition in Games</p>	<b>Code</b>	<p>This concept involves developing an understanding of instructions, logic and sequences</p>	<p><b><u>Term 5</u></b> <b>Repetition in Shapes (Logo)</b> Lesson 1- <b>Programming a screen turtle</b> Introduction to programming in Logo. Learn the basic Logo commands, and will use their knowledge of them to read and write code. Lesson 2 -<b>Programming letters</b> create algorithms (a precise set of ordered instructions, which can be turned into code) for their initials. Implement these algorithms by writing them in Logo commands to draw the letter. Debug their code by finding and fixing any errors that they spot. Lesson 3- <b>Patterns and repeats</b> look at examples of patterns in everyday life. Recognise where numbers, shapes, and symbols are repeated, and how many times repeats occur. Create algorithms for drawing a square, using the same annotated diagram as in Lesson 2. Use this algorithm to program a square the 'long' way, and recognise the repeated pattern within a square. Use the repeat command within Logo to program squares the 'short' way Lesson 4- <b>Using loops to create shapes</b> work with count-controlled loops in a range of contexts. First, they will think about a real-life example, then they will move on to using count-controlled loops in regular 2D shapes. Trace code to predict which</p>

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			<p>shapes will be drawn, and they will modify existing code by changing values within the code snippet</p> <p>Lesson 5- <b>Breaking things down</b> focus on decomposition. Break down everyday tasks into smaller parts and think about how code snippets can be broken down to make them easier to plan and work with. Learn to create, name, and call procedures in Logo, which are code snippets that can be reused in their programming</p> <p>Lesson 6- <b>Creating a program</b> apply the skills that they have learnt in this unit to create a program containing a count-controlled loop. Design wrapping paper using more than one shape, which they will create with a program that uses count-controlled loops. Begin by creating the algorithm, either as an annotated sketch, or as a sketch and algorithm, and then implement it as code. Debug their work throughout, and evaluate their programs against the original brief.</p> <p><b>Term 6</b> <b>Repetition in Games (Scratch)</b></p> <p>Lesson 1-<b>Using loops to create shapes</b> create shapes using count-controlled loops. use existing code to modify and create new code, and work on reading code and predicting what the output will be once the code is run.</p> <p>Lesson 2 - <b>Different loops</b> look at different types of loops: infinite loops and count-controlled loops. Practise using these within Scratch and think about which might be more suitable for different purposes.</p> <p>Lesson 3- <b>Animate your name</b> create designs for an animation of the letters in their names. The animation uses repetition to change the costume (appearance) of the sprite. Program them in Scratch.</p>
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			<p>Lesson 4- <b>Modifying a game</b> look at an existing game and match parts of the game with the design. Make changes to a sprite in the existing game to match the design. Implement the remaining changes in the Scratch game. They add a sprite, re-use and modify code blocks within loops, and explain the changes made.</p> <p>Lesson 5- <b>Designing a game</b> look at a model project that uses repetition. Design their own games based on the model project, producing designs and algorithms for sprites in the game. Share these designs with a partner and have time to make any changes to their design as required.</p> <p>Lesson 6 - <b>Creating your games</b> build their games, using the designs they created in Lesson 5. Follow their algorithms, fix mistakes, and refine designs in their work as they build. Evaluate their work and showcase their games.</p>
	<b>Connect</b>	This concept involves developing an understanding of how to safely connect with others.	<p>The internet Explore how a network can share messages with another network to form the internet. Internet safety, including what to do if you are upset/ worried about anything you see online. Recognising and dealing with cyberbullying. Recognising fake websites.</p>
	<b>Communicate</b>	Use some of the advanced features of applications and devices in order to communicate ideas, work or messages professionally.	<p>Creating Media Audio Editing examine devices capable of recording digital audio</p>

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	<b>Collect</b>	Devise and construct databases using applications designed for this purpose in areas across the curriculum.	
Music			
Summer 1- Compose with your Friends Summer 2- Feelings Through Music	<b>Perform</b>	<ul style="list-style-type: none"> <li>• Sing from memory with accurate pitch.</li> <li>• Sing in tune.</li> <li>• Maintain a simple part within a group.</li> <li>• Pronounce words within a song clearly.</li> <li>• Show control of voice.</li> <li>• Play notes on an instrument with care so that they are clear.</li> <li>• Perform with control and awareness of others.</li> </ul>	<p><b>See separate planning documentation from Charanga.</b></p> <ul style="list-style-type: none"> <li>-Start to learn the song</li> <li>-Sing the song</li> <li>-sing the song and play instrumental parts within the song</li> </ul> <p>Warm up games Flexible games (optional) Improvise Compose Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Listen and appraise activities -Warm up games</p> <p>Y4 Charanga units: Summer 1-Compose with your Friends Summer 2- Feelings Through Music</p>
	<b>Compose</b>	<ul style="list-style-type: none"> <li>• Compose and perform melodic songs.</li> <li>• Use sound to create abstract effects.</li> <li>• Create repeated patterns with a range of instruments.</li> <li>• Create accompaniments for tunes.</li> <li>• Use drones as accompaniments.</li> <li>• Choose, order, combine and control sounds to create an effect.</li> </ul>	<p>Compose Play composition within your song Choose and play any of the options below, then decide which one to practise for the end-of-unit performance Listen and appraise activities -Warm up games</p>

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		<ul style="list-style-type: none"> <li>Use digital technologies to compose pieces of music.</li> </ul>	
	<b>Transcribe</b>	<ul style="list-style-type: none"> <li>Devise non-standard symbols to indicate when to play and rest.</li> <li>Recognise the notes EGBDF and FACE on the musical stave.</li> <li>Recognise the symbols for a minim, crotchet and semibreve and say how many beats they represent.</li> </ul>	
	<b>Describe music</b>	<ul style="list-style-type: none"> <li>Use the terms: duration, timbre, pitch, beat, tempo, texture and use of silence to describe music.</li> <li>Evaluate music using musical vocabulary to identify areas of likes and dislikes.</li> <li>Understand layers of sounds and discuss their effect on mood and feelings.</li> </ul>	Y4 Charanga units: Mama Mia (Term 1) Structure of songs linked to literacy. Music and styles of the 70s and 80s, analysing performance, Sweden as a country Glockenspiel 2 (Term 2) Learning basic instrumental skills by playing tunes in varying styles Tune, pitch, compose, instrument, symbol, note, rhythm
PE			
<p><b>Get Set 4 PE</b></p> <p><b>Term 5</b> Tennis Rounders</p> <p><b>Term 6</b> OAA Athletics</p> <p>Mini-Olympics 10/06/25</p>	<p><b>Develop practical skills in order to participate, compete and lead a healthy lifestyle</b></p>	<p><b>Games</b></p> <ul style="list-style-type: none"> <li>Throw and catch with control and accuracy.</li> <li>Strike a ball and field with control.</li> <li>Choose appropriate tactics to cause problems for the opposition.</li> <li>Follow the rules of the game and play fairly.</li> <li>Maintain possession of a ball (with, e.g. feet, a hockey stick or hands).</li> <li>Pass to team mates at appropriate times.</li> <li>Lead others and act as a respectful team member.</li> </ul>	<p><b>Term 5</b></p> <p><b>Tennis (teacher)</b></p> <p>Lesson 1- Develop racket and ball control Lesson 2- Develop returning the ball using forehand and know when to use it Lesson 3- Develop backhand and understand when to use it Lesson 4- Keep a continuous rally going using increased technique Lesson 5- Use and apply rules and simple tactics</p> <p><b>Rounders (PPA)</b></p>

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A PRIORY ACADEMY

		<p><u>Dance</u></p> <p>Plan, perform and repeat sequences.</p> <ul style="list-style-type: none"> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Create dances and movements that convey a definite idea.</li> <li>• Change speed and levels within a performance.</li> <li>• Develop physical strength and suppleness by practising moves and stretching.</li> </ul> <p><u>Gymnastics</u></p> <ul style="list-style-type: none"> <li>• Plan, perform and repeat sequences.</li> <li>• Move in a clear, fluent and expressive manner.</li> <li>• Refine movements into sequences.</li> <li>• Show changes of direction, speed and level during a performance.</li> <li>• Travel in a variety of ways, including flight, by transferring weight to generate power in movements.</li> <li>• Show a kinesthetic sense in order to improve the placement and alignment of body parts (e.g. in balances experiment to find out how to get the centre of gravity successfully over base and organise body parts to create an interesting body shape).</li> <li>• Swing and hang from equipment safely (using hands).</li> </ul>	<p>Lesson 1- develop throwing and catching with accuracy and apply these to a striking and fielding game</p> <p>Lesson 2- develop bowling and learn the rules of the skill within the game</p> <p>Lesson 3- develop batting techniques and understand where to hit the ball</p> <p>Lesson 4- develop fielding techniques and apply them to a game situation</p> <p>Lesson 5- play different roles in a game and begin to think tactically about each role</p> <p><b><u>Term 6</u></b></p> <p><b>OAA (teacher)</b></p> <p>Lesson 1- develop cooperation and teamwork skills</p> <p>Lesson 2- orientate a map and navigate around a grid</p> <p>Lesson 3- develop observational skills, listening to others and following instructions</p> <p>Lesson 4- develop trust whilst listening to others and following instructions</p> <p>Lesson 5- identify, draw and follow a simple map</p> <p>Lesson 6- orientate and navigate around a map and draw a route using directions</p> <p><b>Athletics (PPA)</b></p> <p>Lesson 1- develop stamina and an understanding of speed and pace in relation to distance</p> <p>Lesson 2- develop power and speed in the sprinting technique</p> <p>Lesson 3- Develop technique when jumping for distance</p> <p>Lesson 4- develop power and technique when throwing for distance</p> <p>Lesson 5- develop a pull throw for distance and accuracy</p>
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	<p><u>Swimming</u></p> <ul style="list-style-type: none"><li>• Swim between 25 and 50 metres unaided.</li><li>• Use more than one stroke and coordinate breathing as appropriate for the stroke being used.</li><li>• Coordinate leg and arm movements.</li><li>• Swim at the surface and below the water</li></ul> <p><u>Athletics</u></p> <ul style="list-style-type: none"><li>• Sprint over a short distance up to 60 metres.</li><li>• Run over a longer distance, conserving energy in order to sustain performance.</li><li>• Use a range of throwing techniques (such as under arm, over arm).</li><li>• Throw with accuracy to hit a target or cover a distance.</li><li>• Jump in a number of ways, using a run up where appropriate.</li><li>• Compete with others and aim to improve personal best performances.</li></ul> <p><u>Outdoor and adventurous activities</u></p> <ul style="list-style-type: none"><li>• Arrive properly equipped for outdoor and adventurous activity.</li><li>• Understand the need to show accomplishment in managing risks.</li><li>• Show an ability to both lead and form part of a team.</li><li>• Support others and seek support if required when the situation dictates.</li><li>• Show resilience when plans do not work and initiative to try new ways of working.</li><li>• Use maps, compasses and digital devices to orientate themselves.</li></ul>	Lesson 6- develop officiating and performing skills
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		<ul style="list-style-type: none"> <li>• Remain aware of changing conditions and change plans if necessary.</li> </ul>	
R.E			
Pilgrimage	<b>Understand beliefs and teachings</b>	<ul style="list-style-type: none"> <li>• Present the key teachings and beliefs of a religion.</li> <li>• Refer to religious figures and holy books to explain answers.</li> </ul>	<p>Spirituality: how is art used in religions and beliefs?</p> <p>THREAD: Expressing belief</p> <p>In this unit pupils will build on their understanding of spirituality. They will examine how many worldviews use art to help express their beliefs. They will connect Islamic teachings on images to the development of calligraphy. They will examine different Christian attitudes to images.</p> <ol style="list-style-type: none"> <li>1. I can describe different ways people may express beliefs in ways other than words.</li> <li>2. I can explain why and how some Muslims use calligraphy.</li> <li>3. I can give examples of how poetry is important in different religions.</li> <li>4. I can give examples of how different Christian traditions use art to retell stories.</li> <li>5. I can describe different examples of how Christians use art to express belief.</li> <li>6. I can produce a piece of art that shows my beliefs and values.</li> </ol>
	<b>Understand practices and lifestyles</b>	<ul style="list-style-type: none"> <li>• Identify religious artefacts and explain how and why they are used.</li> <li>• Describe religious buildings and explain how they are used.</li> </ul>	

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		<ul style="list-style-type: none"> <li>• Explain some of the religious practices of both clerics and individuals.</li> </ul>	
	Understand how beliefs are conveyed	<ul style="list-style-type: none"> <li>• Identify religious symbolism in literature and the arts.</li> </ul>	
	Reflect	<ul style="list-style-type: none"> <li>• Show an understanding that personal experiences and feelings influence attitudes and actions.</li> <li>• Give some reasons why religious figures may have acted as they did.</li> <li>• Ask questions that have no universally agreed answers.</li> </ul>	
	Understand values	<ul style="list-style-type: none"> <li>• Explain how beliefs about right and wrong affect people's behaviour.</li> <li>• Describe how some of the values held by communities or individuals affect behaviour and actions.</li> <li>• Discuss and give opinions on stories involving moral dilemmas</li> </ul>	

RHE & PSED

<p><b><u>Jigsaw PSHE</u></b>  <b>Term 5</b>  <b>Relationships</b></p> <p><b>Term 6</b>  <b>Changing Me</b></p>		<p><b><u>Term 5 Relationships</u></b>          Lesson 1- <b>Jealousy</b>          recognise situations which can cause jealousy in relationships          Lesson 2- <b>Love and Loss</b>          identify someone they love and can express why they are special to them          Lesson 3- <b>Memories</b>          talk about someone they know that they no longer see</p>
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			<p>Lesson 4- <b>Getting on and Falling out</b> recognise how friendships change, know how to make new friends and how to manage when they fall out with their friends</p> <p>Lesson 5- <b>Girlfriends and Boyfriends</b> understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when they are older</p> <p>Lesson 6- <b>Celebrating my relationships with people and animals</b> know how to show love and appreciation to the people and animals who are special to them</p> <p><b><u>Term 6 Changing Me</u></b></p> <p>Lesson 1- <b>Unique Me</b> understand that some of personal characteristics come from birth parents and that this happens because of the joining of their egg and sperm</p> <p>Lesson 2- <b>Having a baby</b> correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>Lesson 3- <b>Girls and Puberty</b> understand what responsibilities there are in parenthood and the joy it can bring consider what people's lives</p> <p>Lesson 4- <b>Circles of change</b> describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>Lesson 5- <b>Accepting change</b> know how the circle of change works and can apply it to changes children want to make in their own lives</p> <p>Lesson 6- <b>Looking ahead</b></p>
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			<p>identify changes that have been and may continue to be outside their control that and they have learnt to accept</p>
			<p>What sorts of things do people like sharing together – with whom? Is this the same for everyone?</p> <p>When is it more (or less or never) important for privacy to be kept?</p>
MFL			
<p><b>Language Angels</b> <b>Les Glaces</b></p>		<p>Read fluently- This concept involves recognising key vocabulary and phrases.</p> <p>Write imaginatively. This concept involves using key vocabulary and phrases to write ideas.</p> <p>Speak confidently. This concept involves using key vocabulary and phrases to verbally communicate ideas.</p> <p>Understand the culture of the countries in which the language is spoken. This concept involves the background knowledge and cultural capital needed to infer meaning from interactions</p>	<p>Build upon the previous learning and vocabulary and develop simple conversational skills. Allow opportunities for simple sentence construction.</p>

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