

A lush, moss-covered forest floor with large tree trunks and dense green foliage. The scene is a dense, sun-dappled forest with thick moss on the ground and hanging from the trees. Large, gnarled tree trunks are visible, and the ground is covered in a thick layer of green ferns and other forest plants. The overall atmosphere is serene and natural.

Year 4
Curriculum Map
Advent Term
2026-2027

Information about purpose and the end result:

During the autumn term, our topic is 'The Rainforest'. The children will be learning lots about the rainforest within many of their lessons, including: geography, science, art, DT and English.

The children will be working towards an end result. This will be an exhibition of the Art and DT work they have produced during the topic.

Year 4 will be joining with Year 1 to display their exhibition in the hall.

The exhibition will be open on Tuesday 19th November for all classes and parents to visit.

Please join us to celebrate your child's work.

English

Our English curriculum is divided into a series of areas. We will link any reading and writing experiences the children have to our topic of 'Rainforests' where appropriate, along side a book from 'The Power of Reading'. Within all lessons we focus on using the Spoken Word, such as listening and responding during class discussions and asking relevant questions.

Writing – Transcription, Handwriting and Composition

The children's writing this year will be inspired by high quality text from the 'The Power of Reading'. Through these texts, we will be focussing on writing for a purpose covering: instructions, explanations, persuasive writing, diary entries, booklets, letters and poetry.

Writing - Grammar, Punctuation, Vocabulary and Spelling

Over the term we will be looking at: extending the range of sentences with more than one clause; using the present perfect form of verbs to contrast with the past; choosing nouns and pronouns appropriately; using conjunctions, adverbs and prepositions to show time; using fronted adverbials; uses of apostrophes and punctuating direct speech.

Reading – Word Reading and Comprehension

We teach reading through exploration of texts in English lessons.



Maths

Our maths curriculum is divided into five areas: Number, Fractions, Measurement, Geometry and Statistics.
Over this term we will be focusing on:

Number- place value

- Count in multiples of 6, 7, 9, 25 and 1000.
- Find 1000 more or less than a given number.
- Count backwards through zero to include negative numbers.
- 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.
- Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.

Number- addition and subtraction

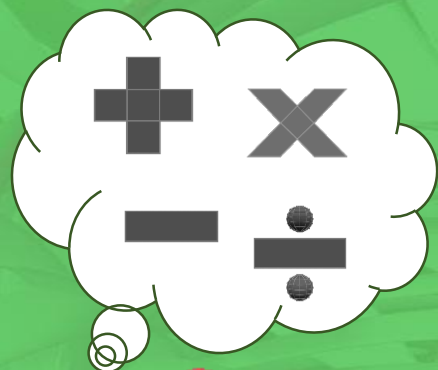
- Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.
- Estimate and use inverse operations to check answers to a calculation.
- Solve addition and subtraction two step problems

Number – multiplication and division

- Recall and use multiplication and division facts for multiplication tables up to 12×12 .
- Use place value to multiply and divide
- multiplying together three numbers.
- Recognise and use factor pairs and commutativity in mental calculations.
- Multiply two digit and three digit numbers by a one digit number using formal written layout. Solve problems involving multiplying and adding

Measurement- Length and perimeter

- Measuring and calculating different lengths and perimeter



Living things and their habitats

During this topic children will learn what a habitat is and what living things you will find in particular habitats.

They will be looking for mini-beasts in school and identifying which category of mini-beast their catch belongs to. The children will learn how to classify mini-beasts and create classification keys.

They will use ICT to create their own keys.

They will learn what a food chain is, completing them and discussing the importance of each animal within the chain. They will think about what effects will happen if the food chain were to change.

Suggestions of things you could do:

- You could take your child on a mini-beast hunt in the garden
- Compare living things you find in your garden compared to your local park
- Have a go at classifying different people/objects/animals
- Take a trip to Iwer Environment Centre

Animals Including humans

Children will be revisiting and building on some previous learning: producers, predators and prey and teeth. They will be extending their knowledge, learning about tooth decay and food chains and webs.

Children will be learning new information about their digestive system. They will be introduced to lots of new vocabulary and will learn the functions of each part of the digestive system. We will be recapping the different food groups and what happens to them within the body.

Key words to learn:

Oesophagus, stomach, ileum, colon, intestines, anus, rectum, enzymes. They will then look at the digestive systems of different animals.



Art and DT

Our Art and DT lessons this year will be linked with our topic of 'The Rainforest'

Art

We will be presenting the children's art work in an exhibition. The children will have the opportunity to explore lots of different media and artistic techniques.

When looking at the animals from the rainforest, they will be taught steps for how to sketch particular animals.

Whilst at Kew Botanical Gardens, they will have many opportunities to observe the plants around them. This experience will help to inspire their art work.

We shall be looking at the work of Henri Rousseau; the children will be creating a collaborative artwork inspired by his artwork.



DT

In DT, the children will be using sewing skills to create a toy beanbag of a rainforest animal which will be their half term homework.

The children will aim for the highest quality design and production, having compared them to similar products on the market.



Geography

At the start of the topic, the children will use atlases to identify the different continents, the equator, tropic of Cancer and tropic of Capricorn. They will locate the countries which have rainforests and understand why rainforests thrive there.

The children will be learning about the 4 layers of the rainforest, the different conditions of each layer and the living things found there.

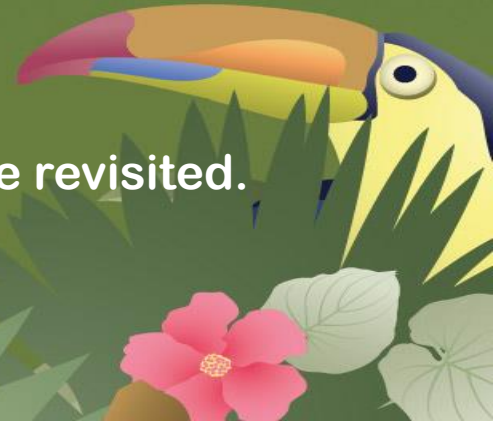
We shall be discussing the climate of the United Kingdom and comparing it to the climate of the rainforest. We will also be discussing the water cycle.

The children will be investigating the settlements of people living in the rainforest, focusing on the Yanomami tribe.

We will be exploring why the rainforest is under threat and the measures taken to protect it.

We will be identifying a variety of forest plants and their uses.

Whilst on our school trip, many of these learning focuses will be revisited.



Computing

In E-safety the children discuss good behaviour when using technology. The talk about the safe sharing on the internet and how to control what is seen. Being a good digital citizen is about communicating responsibly and nicely on line. They talk about technology benefits and how to use it properly.

We will be focusing on two main topics:

- The Internet
- Data Logging



Music

In Year 4, children begin the Autumn term with Create and Notate, where they will develop their ability to copy and improvise short melodic phrases and use music technology to compose and structure their own pieces. They will begin to record their musical ideas using notation, developing their understanding of melody, rhythm and structure. In Singing and Traditions, children explore songs from different traditions and stories, developing their ability to sing in two parts with accurate pitch and expression. Through these units, children will strengthen their creativity, listening, notation, singing and ensemble skills.

RE



Hear -The first section for each unit is the 'Hear' section. This section of the resource should not be changed, as the scripture should be the starting point and foundation of the learning. Catholic children's Bibles should be used to share this scripture. The scripture that the children will explore in this branch is: The story of Abraham, focusing on the following key texts: • The call of Abram (Gen 12:1-5)• The Abrahamic covenant (Gen 15:1-6)• Abraham and Sarah (Gen 18:1-15)



• Abraham and Isaac (Gen 22:1-18)• (Optional) The story of Joseph, focusing on the following key texts:• Gen: 37:2-35, 41:1-42, 44:1-17, 33-34, 45:1-5, 16-2



• **Believe** – This section details the Catholic belief and teaching related to the scripture or church teaching being studied and suggested ways to share this with the children. God's covenant with Abraham is the foundation of the faith of the people of the Old and New Testaments: Judaism and Christianity • Faith is believing in God, trusting what God reveals, and following God's loving purpose to live a good life. • Through living out virtues of faith, hope, and love (sometimes referred to as charity), Christians are drawn into a closer relationship with the Holy Trinity. • Abraham is a model of how to pray



Live- This section has a range of activities that you could use to help the children to understand how Catholics respond to the scripture and belief and to enable them to better understand it and how they are also invited to live it out in their own lives. The virtues of faith, hope, and love. • The life and work of a person who was an example of faith made active in love.

Celebrate – Age-appropriate extracts from prayers of faith in God from the Catholic tradition. (For example, Ps 40:1, the St Therese prayer, 'May today there be peace within', St John Henry Newman's 'Mission of my Life', Bl Charles de Foucauld's 'Prayer of Abandonment'.)



Vocabulary – the key words for the children to learn, use and understand in this topic are:-

covenant, Abraham, Sarah, Isaac, Joseph, forgiveness, virtue, faith, hope, love

P.E.

The children will be developing their football skills, focusing on ball familiarisation, tackling, passing in triangles and playing in small sided games. They will also work on their netball skills using a proper netball and ensure they have confidence in pass and catching this ball. They will work on their ability to pass into space and show greater team work when playing in the game.

In gymnastics they children will develop their basic skills as outline by Key Steps Two/Three Gymnastics and put these into a sequence working with a partner.

There will also be time to develop Indoor Athletics skills both track and field.



Extra Information

School Trip- TBC

To support and secure the children's learning of the rainforest and habitats, we will be visiting Kew Botanical Gardens. You will receive a letter with more information and asking for parent helpers.

Exhibition 18th November and 20th November

The date of the Year 1 and 4 exhibition will be announced soon.

Parents evening 17th November and 19th November

You will receive letters with more information nearer the time.

Multiplication Tables Check

In the Pentecost term, children will receive an online timestables check which consists of 25 questions. They will have 6 seconds to answer each question and they are expected to know up to 12x12. The results will be on their reports.

PE Lessons

Miss Dardis' are on Monday and Wednesday
Mrs Green/Mrs Evan's lessons are on Monday and Friday.

Please send your child to school in their full kit.
Hair should be tied back and earrings should be removed or covered.

Homework:

Homework is set on Friday and due on Wednesday. Homework consists of daily spellings, reading and times tables. Homework is now set online with mymaths for maths and reading eggspress for Literacy. It is expected that children spend at least 30 minutes on reading eggspress or two lessons each week. Homework will be recorded in your child's homework diary which should be in school every day. Parents must sign homework diaries to show that they have supported reading, please aim to read daily. Homework diaries should be brought into class to be checked by the class teacher to monitor reading.

