


St James' CE Primary School Lower Darwen
Year 4 Overview
2025-2026

	Autumn 1: 8 weeks	Autumn 2: 7 weeks	Spring 1: 6 weeks	Spring 2: 5 weeks	Summer 1: 5 weeks & 4 days	Summer 2: 6 weeks & 1 day
English- Text	The Whale	Leaf	Arthur and the Golden Rope	The Lost Happy Endings	The Journey	Manfish
Writing Outcome & Writing Purpose (Fiction)	Narrative: Setting Narrative Purpose: To narrate	Narrative: Outsider Narrative Purpose: To narrate	Narrative: Myth Narrative Purpose: To narrate	Narrative: Twisted Narrative Purpose: To narrate	Narrative: Refugee Narrative Purpose: To narrate	Narrative: Invention Narrative Purpose: To narrate
Writing Outcome & Writing Purpose (Non-Fiction)	Recount: Newspaper Report Purpose: To recount	Information: Polar Bears Information Text Purpose: To inform	Information: Defeating a Viking monster Purpose: To inform	Persuasion: Letter Purpose: To persuade	Recount: Diary Purpose: To recount	Recount: Jacques Cousteau Biography Purpose: To recount
Further Independent Writing	Science – Explanation (Digestive system)		History – Stories with Issues & Dilemmas (Anglo Saxons)		Geography – Information Booklet (Magic Kingdom)	
Guided Reading	Novel Study: <u>The Secret of Platform 13</u>	Shorter Texts	Novel Study: <u>Goth Girl & The Ghost of a Mouse</u>	Shorter Texts	Novel Study: <u>How to Train your Dragon</u>	Shorter Texts

Oracy Outcomes	Teach oracy skills	RE: <u>Class Assembly</u> Multi-cultural Christianity Audience: Whole school / parents / governors	Teach oracy skills	Geography: Explore the water cycle Audience: Year 5	Teach oracy skills	Computing: On-line safety / AI Audience: Website
Spelling	<ol style="list-style-type: none"> 1. Use prefixes -dis, -mis, -re and understand how to add them. 2. Use suffixes -ly, -ous and understand how to add them 3. Year 4 word list 4. Use further prefixes, e.g. in-, im-ir-. 5. Use further suffixes, e.g. -ation, -tion, -ssion, -cian. 6. Year 4 word list 7. Consolidate and review 	<ol style="list-style-type: none"> 1. -el after m, n, r, s, v, w and often after s 2. -al (adjectives) 3. Homophones and near homophones 4. Spell words containing ou, e.g. young, touch, double 5. Identify and spell words with the /ʃ/ sound spelt ch (mostly French in origin), e.g. chef, chalet, machine. 6. Identify and spell words ending with the /g/ sound spelt -gue and the /k/ sound spelt -que (French in origin), e.g. tongue, antique. 7. Year 4 word list 8. Consolidate and review 	<ol style="list-style-type: none"> 1. Words ending -il 2. Year 4 word list 3. Spell words with endings -sure, e.g. treasure, pleasure 4. Investigate ways in which nouns and adjectives can be made into verbs by the use of suffixes e.g. pollen (noun) and -ate = pollinate (verb). 5. Year 4 word list 6. Consolidate and review 	<ol style="list-style-type: none"> 1. -le at the end of words 2. Year 4 word list 3. Spell words ending -ture, e.g. creature, furniture 4. Spell words containing ei, e.g. vein, weigh 5. Understand how diminutives are formed using e.g. suffix -ette and prefix mini-. 6. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell irregular past tense verbs, e.g. send/sent, hear / heard, think/ thought 2. Year 4 word list 3. Identify and spell words with the /s/ sound spelt sc (Latin in origin), e.g. science, scene. 4. Investigate what happens to words ending in f when suffixes are added, e.g. calf/calves. 5. Consolidate and review 	<ol style="list-style-type: none"> 1. Identify and spell irregular plurals, e.g. goose/ geese, woman/women, potato /es 2. Use further prefixes, e.g. sub-, inter-, super-, anti-, auto- 3. Identify and spell words with the /k/ sound spelt ch (Greek in origin), e.g. scheme, chorus. 4. Use the first three letters of a word to check its spelling in a dictionary. 5. The /ɹ/ sound spelt y elsewhere than at the end of words, e.g. myth, gym, Egypt. 6. Consolidate and review

Grammar	1. Ready to Write 2. Pronouns 3. Fronted Adverbials		1. Apostrophes 2. Speech 3. Noun Phrases 4. Suffixes (1)		1. Standard English 2. Paragraphs 3. Suffixes (2)	
Mathematics	Number – place value 4 weeks Number – addition & subtraction 3 weeks Measurement – area 1 week Number – Multiplication & division 3 weeks Consolidation 1 week Number – multiplication & division 3 weeks		Measurement – length & perimeter 2 weeks Number – fractions 4 weeks Number – decimals 3 weeks Number – decimals 2 weeks		Measurement – money 2 weeks Measurement – time 2 weeks Consolidation 1 week Geometry – shape 2 weeks Statistics 1 week Geometry – position & Direction 2 weeks	
Mastering number	Weeks 1-5 Weeks 6-10		Weeks 11-15 Weeks 16-20		Weeks 21-26 Weeks 27-30	
Science	Working Scientifically / Enquiry					
	Sound (6 lessons)	Animals including Humans (6 lessons)	Electricity (6 lessons)	Living things and their habitats (6 lessons)	Living things and their habitats Conservation (6 lessons)	States of matter (6 lessons)
RE	4.1 David and the Psalms (6) 4.2 Christmas (4 + 2 Jewish Hanukkah)		4.6 Prayer (4 + 2 <i>World Faiths - Prayer Beads</i>) 4.4 Easter (5 + 1 <i>World Faiths - Sikhism</i>)		4.5 The Church (6 + 6 <i>World Faiths - Judaism/ Islam</i>)	

PSHE	<p>Me and My Relationships Includes feelings, emotions, conflict, resolution and friendship</p>	<p>Valuing Difference Includes British Values focus</p>	<p>Keeping Myself Safe Includes aspects of relationships education</p>	<p>Rights and Respect Includes money / living in the wider world / environment</p>	<p>Being My Best Includes keeping healthy, growth mindset, goal setting and achievement</p>	<p>Growing and Changing Includes RSE related issues</p>
	<ol style="list-style-type: none"> 1. <u>Human machines</u> 2. <u>Ok or not ok? (part 1)</u> 3. <u>Ok or not ok? (part 2)</u> 4. <u>An email from Harold!</u> 5. <u>Different feelings</u> 6. <u>Under pressure</u> 7. KAPOW: Discover – Resilience 8. KAPOW: Connect - Pen pals 	<ol style="list-style-type: none"> 1. <u>Can you sort it?</u> 2. <u>What would I do?</u> 3. <u>The people we share our world with</u> 4. <u>That is such a stereotype!</u> 5. <u>Friend or acquaintance?</u> 6. <u>Islands</u> 7. KAPOW: Give – Giving to my Community 	<ol style="list-style-type: none"> 1. <u>Danger, risk or hazard?</u> 2. <u>How dare you!</u> 3. <u>Keeping ourselves safe</u> 4. <u>Raisin challenge (2)</u> 5. <u>Picture wise</u> 6. <u>Medicines: check the label</u> 	<ol style="list-style-type: none"> 1. <u>Who helps us stay healthy and safe?</u> 2. <u>It's your right</u> 3. <u>How do we make a difference? - (Sustainability focus)</u> 4. <u>In the news!</u> 5. <u>Safety in numbers</u> 	<ol style="list-style-type: none"> 1. <u>What makes me ME!</u> 2. <u>Making choices</u> 3. <u>SCARF hotel</u> 4. <u>Harold's Seven Rs</u> 5. <u>My school community (1)</u> 6. <u>Basic first aid</u> 	<ol style="list-style-type: none"> 1. <u>Moving house</u> 2. <u>My feelings are all over the place!</u> 3. <u>All change!</u> 4. <u>Preparing for changes at puberty</u> 5. <u>Secret or surprise?</u> 6. <u>Together</u>
Art and Design	Drawing: Power Prints		Painting & Mixed Media: Light and Dark		Craft & Design: Fabric of Nature	
Computing	<p>Unpacking Hardware & Software (4 weeks) (Information Technology)</p> <p>Logo (4 weeks) (Computer Science)</p>	<p>Animation (6 weeks) (Information Technology)</p>	<p>Sound Stories (4 weeks) (Information Technology)</p>	<p>Effective Searching (4 weeks) (Digital Literacy)</p>	<p>Coding (6 weeks) (Computer Science)</p>	<p>Introduction to AI (3 weeks) (Information Technology)</p> <p>Making Music (3 weeks) (Information Technology)</p>
	<i>Online Safety – Delivered throughout the year using 2BeSafe – Being Safe in a Digital World</i>					
Design and Technology		Structure: Pavilions		Mechanical systems: Mechanical cars		Electrical Systems: Torches

<p>Geography</p>	<p><u>Where does our food come from?</u> <u>(Autumn 2)</u></p> <p>How can our food choices impact the environment?</p> <p>What does it mean to trade responsibly?</p> <p>How do we get our chocolate?</p> <p>Where does our food come from?</p> <p>Are our school dinners locally sourced?</p> <p>Is it better to buy local or imported food?</p>	<p><u>What are rivers and how are they used?</u> <u>(Spring 2)</u></p> <p>What is the water cycle?</p> <p>How is a river formed?</p> <p>Where can we find rivers?</p> <p>How are rivers used?</p> <p>(Sustainability focus lesson)</p> <p>What can we find out about our local river?</p> <p>What features does our local river have?</p>	<p><u>Why are rainforests important to us?</u> <u>(Summer 2)</u></p> <p>Where in the world are tropical rainforests?</p> <p>What is the Amazon rainforest like?</p> <p>Who lives in the rainforest?</p> <p>How are rainforests changing?</p> <p>How is our local woodland used?: Data collection.</p> <p>How is our local woodland used?: Findings.</p> <p>How sustainable is our school?</p> <p>(Sustainability focus lesson)</p> <p>Fieldwork: Use fieldwork to observe, measure, record and present the human and physical features in the local area using plans, graphs, and digital technologies.</p>
<p>History</p>	<p><u>How have children's lives changed?</u> <u>(Autumn 1)</u></p> <p>What do sources tell us about how children's lives have changed?</p> <p>Why did Tudor children work and what was it like?</p> <p>What were children's jobs like in Victorian England?</p> <p>How did Lord Shaftesbury help to change the lives of children?</p> <p>How and why has children's leisure time changed?</p> <p>What were the diseases children caught and how were they treated?</p>	<p><u>How hard was it to invade and settle in Britain?</u> <u>(Spring 1)</u></p> <p>Who were the Anglo-Saxons and the Scots?</p> <p>What did Anglo-Saxon settlements look like?</p> <p>What does Sutton Hoo tell us about Anglo-Saxon life?</p> <p>How did Christianity arrive in Britain?</p> <p>Was King Alfred really 'Great'?</p> <p>How did Anglo-Saxon rule end?</p>	<p><u>How did the achievements of the ancient Maya impact their society and beyond?</u> <u>(Summer 1)</u></p> <p>How did the ancient Maya settle in a rainforest?</p> <p>How important was chocolate to the ancient Maya?</p> <p>What did the ancient Maya believe?</p> <p>How did the Maya reflect world beliefs in their inventions?</p>

					<p>What do remains tell us about ancient Maya cities?</p> <p>What caused the decline of the ancient Maya cities?</p>	
Music	Body & Tuned Percussion (Rainforest theme)		Changes in pitch, tempo & dynamic (Rivers Theme)	Samba & Carnival sounds & instruments		Adapting & transforming motifs (Theme: Romans)
MFL (French)	Portraits	Clothes	Numbers, calendars and Birthdays	Weather	Food	Music
PE	Fundamentals Y3/4	Ball Skills Y3/4	Dodgeball	Fitness	Athletics	Rounders
	Gymnastics	Dance	Netball	OAA	Cricket	Golf
	Swimming					