Cubitt Town Primary School

Curriculum Intent and Overview

Year 4

Updated 2026

The Cubitt Town Primary School Curriculum:

- Places value in every core and foundation subject
- Is engaging and broad
- Reflects the diverse lived experience of our community
- Is progressive - each year group builds on learning from those preceding it

Our Curriculum directly addresses the needs of our children:

- Reading is prioritised at every opportunity
- Oracy is the golden thread that weaves through our subjects because we recognise the importance of spoken communication skills
- Core British values of Democracy, The Rule of Law, Individual Liberty and Mutual Respect are present across our curriculum content
- Linking key knowledge with disciplinary skills
- Encouraging wide-ranging and subject specific vocabulary
- Being reflecting of our communities diverse make-up and the experiences of our different families

Key:


Content related to families


Content related to war/conflict


Content related to Migration


Content related to discrimination

Content related to illness or death

Reading	**Guided Reading:** Daily Guided Reading sessions draw upon a range of high quality fiction and non-fiction texts, including some with direct links to the wider curriculum being studied (e.g. historical narratives, scientific texts etc). Children work on a range of comprehension and fluency skills as outlined in our school's Progression in Reading Skills document. **Reading for Pleasure:** Teachers also read to the class daily from the following suggested class reads: **The BFG,** Roald Dahl **Harry Potter,** JK Rowling **Kensuke's Kingdom,** Michael Morpurgo **The Explorer,** Katherine Rundel **Varjak Paw,** SF said **The last bear,** Hannah Gold					
Writing	**Core text:** The Midnight Panther **Writing outcome:** Description **Core text:**	**Core text:** Rumaysa **Writing outcome:** Narrative **Core text:** The Great Kapok Tree (Lynne Cherry)	**Core text:** Window, Belonging (Jeannie Baker) **Writing outcome:** Poetry **Core text:**	**Core text:** Escape from Pompeii **Writing outcome:** Newspaper Report **Core text:**	**Core text:** The Barnabas Project (Terry Fan) **Writing outcome:** Narrative retell **Core text:** Where in the World	**Core text:** Iron Man (Ted Hughes) **Writing outcome:** Narrative **Core text:** Alice in Wonderland (Lewis Carroll)

	Theseus and the Minotaur **Writing outcome:** Narrative	**Writing outcome:** Persuasive Letter	Rhythm of the Rain (Graham Baker Smith) **Writing outcome:** Explanation text	Romans (various non-fiction texts) **Writing outcome:** Non-chronological report	**Writing outcome:** Report	**Writing outcome:** Diary
Maths	**Autumn 1** Column addition Column subtraction Composition: 1000 and 4-digit numbers	**Autumn 2** Tenths Perimeter 3,6 and 9 times tables	**Spring 1** 7 times tables Multiplication and division and distributive law Multiplying and dividing by 10 or 100	**Spring 2** 11 and 12 times tables Area and perimeter Coordinates	**Summer 1** Fractions: part-whole relationships Improper fractions and mixed numbers	**Summer 2** Symmetry in 2D shapes Time Division with remainders
Science	**In Autumn Term 1, Y4 will study the topic:** Living Things and their habitats This will include: recognise that living things can be grouped in a variety of ways explore and use a classification key to group, identify and name a variety of living things (plants, vertebrates, invertebrates)	**In Autumn Term 2, Y4 will study the topic:** Electricity This will include: identify common appliances that run on electricity construct a simple series electric circuit identify and name the basic part in a series circuit, including cells, wires, bulbs, switches and buzzers identify whether or not a lamp will light in a simple series circuit, based on whether or	**In Spring Term 1, Y4 will study the topic:** Sound This will include: describe a range of sounds and explain how they are made associate some sounds with something vibrating recognise how vibrations from sound travel through a medium to an ear investigate how different materials can affect the pitch and volume of sounds	**In Spring Term 2, Y4 will study the topic:** Animals including humans This will include: compare the teeth of herbivores and carnivores explain what a simple food chain shows construct and interpret a variety of food chains, identifying producers, predators and prey identify and name the basic parts of the digestive system in humans	**In SummerTerm , Y4 will study the topic:** States of Matter This will include: compare and group materials together, according to whether they are solids, liquids or gases explain what happens to materials when they are heated or cooled measure or research the temperature at which different materials change state in degrees celsius use measurements to explain changes to the state of water identify the part that evaporation and condensation has in the water cycle	

	compare the classification of common plants and animals to living things found in other places (under the sea, prehistoric) recognise that environments can change and this can sometimes pose a danger to living things	not the lamp is part of a complete loop with a battery recognise that a switch opens and closes a circuit associate a switch opening with whether or not a lamp lights in a simple series circuit recognise some common conductors and insulators associate metals with being good conductors	find patterns between the pitch of a sound and features of the object that produce it find patterns between the volume of the sound and the strength of the vibrations that produced it compare sources of sound and explain how the sounds differ explain how to change a sound explain how you could change the pitch of a sound? Sounds recognise that sounds get fainter as the distance from the sound source increases	describe the simple functions of the basic parts of the digestive system in humans identify the simple function of different types of teeth in humans	associate the rate of evaporation with temperature
	Thinking Scientifically **In Year 4, children will be encouraged to think like scientists in a number of ways including:** • set up a simple fair test to make comparisons • plan a fair test and isolate variables, explaining why it was fair and which variables have been isolated • record more complex data and results using various scientific recording methods • find any patterns in their evidence or measurements • make a prediction based on something they have found out • make accurate measurements using standard units • use their research to draw a simple conclusion • evaluate what they have found using scientific language, drawings, labelled diagrams, bar charts and tables				

History **History Progression in Skills**	**In Autumn Term, Y4 will study:** Ancient Greece **Key enquiry question:** How did the Ancient Greeks influence our lives today? **This area of study will revolve around the following concepts:** • Government and Democracy • Power and Empire 	**In Spring Term 1, Y4 will study:** Ancient Rome **Key enquiry question:** How did the Government of Rome change over time? **This area of study will revolve around the following concepts:** • Government and Democracy • Power and Empire 	**In Spring Term 2, Y4 will study:** Roman Britain **Key enquiry question:** How did the Romans influence Britain? **This area of study will revolve around the following concepts:** • Power and Democracy • Invasion and settlement 	**In Summer Term 2, Y4 will study:** London's Architecture over Time **Key enquiry question:** What do London's buildings tell us about the past? **This area of study will revolve around the following concepts:** • Technological advance • Cause and Consequence 
Geography **Geography progression in Skills**	**In Autumn Term, Y4 will study:** The Amazon **Key enquiry question:** How do physical features effect where people live? **This area of study will revolve around the following concepts:** • Geographical location • Environment and sustainability	**In Spring Term, Y4 will study:** Rivers **Key enquiry question:** Should settlements be beside the river? **This area of study will revolve around the following concepts:** • Earth Systems • Environment and sustainability	**In Summer Term, Y4 will study:** Urbanisation **Key enquiry question:** How might cities change in the future? **This area of study will revolve around the following concepts:** • Human processes  • Interconnectedness	

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<tr><td>Music</td><td colspan="4">Throughout Year 4, children will learn to play the recorder with a professional ukulele teacher including performing in live concerts.

Within these sessions or in additional music lessons, children will learn the following:</td></tr>
<tr><td></td><td>Singing and listening:
Continue to sing a broad range of unison songs with the range of an octave (do–do) pitching the voice accurately and following directions for getting louder (crescendo) and quieter (decrescendo).
Sing rounds and partner songs in different time signatures (2, 3 and 4 time) and begin to sing repertoire with small and large leaps as well as a simple second part to introduce vocal harmony.
Perform a range of songs in school assemblies.</td><td>Listening:
Think about what the words of a song mean.
Take it in turn to discuss how the song makes them feel.
Listen carefully and respectfully to other people's thoughts about the music.
Understand that music comes in different forms (from different cultures) and has changed over time.</td><td>Composing:
Combine known rhythmic notation with letter names to create short pentatonic phrases using a limited range of 5 pitches suitable for the instruments being learnt. Sing and play these phrases as self-standing compositions.
Arrange individual notation cards of known note values (i.e. minim, crotchet, crotchet rest and paired quavers) to create sequences of 2-, 3- or 4-beat phrases, arranged into bars.
Explore developing knowledge of musical components by composing music to create a specific mood, for example creating music to accompany a short film clip.
Introduce major and minor chords.
Include instruments played in whole-class/</td><td>Improvising:
Improvise on a limited range of pitches on the instrument they are now learning, making use of musical features including smooth (legato) and detached (staccato).
Begin to make compositional decisions about the overall structure of improvisations.</td></tr>
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			group/individual teaching to expand the scope and range of the sound palette available for composition work.	
DT	**In Autumn Term, Y4 will study:** Cooking and nutrition Year 4 will create their own healthy smoothie recipe. They will: • Prepare ingredients hygienically using appropriate utensils • Measure ingredients to the nearest gram accurately • Follow a recipe Assemble or cook ingredients	**In Spring Term, Y4 will study:** Electrical circuits Year 4 will work with circuits and design a futuristic electrical device (e.g. motor boat, wind powered torch, solar powered toothbrush). They will: • Design and build simple circuits • Make alterations and measure the impact • Draw circuits scientifically	**In Summer Term, Y4 will study:** Mechanical pulleys and gears Year 4 will • Select appropriate tools and techniques for making their product • Measure, mark out, cut and shape a range of materials, using appropriate tools, equipment and techniques	
Art	**Across our school we utilise the Access Art scheme, and children will take part in three distinct art projects each year** **Art Overview 23-24 KEY STAGE 1 & 2**			
	In Autumn Term, Y4 will study: Storytelling through drawing	In Spring Term, Y4 will study: The art of display	In Summer Term, Y4 will study: Still life painting	

	• use line, tone, shape and mark with care to represent things seen, imagined or remembered • will investigate and experiment with formal elements to make drawings that convey meaning • uses a journal/ sketchbook to plan and develop ideas, gather evidence and investigate testing media • use and manipulate a range of drawing tools with control and dexterity applying teacher guidance • Make quick studies from observation to record action or movement with some fluency • draw in line with care when taking a line for a walk, or in scale applying rules of simple perspective Artist focus: Shaun Tan; Laura Carlin	• construct a structure in linear or soft media before then covering the surface to make a form • Identify and assemble found materials to make a new form, • create textured surfaces using rigid and plastic materials and a variety of tools • use sketchbooks to collect visual information, comparing ideas from different styles / traditions Artist Focus: Anthony Gormley; Yinka Shonibare; Thomas J Price	• understand how artists use warm and cool colour using this when mixing paint to express a mood in a work • represent things observed, remembered or imagined, using colour selecting appropriate paint and brushes • create a painting from designs and research to communicate an idea or emotion • to reproduce a tighter range of colours, matching those in natural and made objects • to work into a painted surface with other media (chalks, pens, inks etc) Artist focus: Cezanne; Melchior D'Hondecoeter; Hirasho Sato; Nicole Dyer; Hilary Pecis; Jacob Vosmaer
RE	**Over the course of Year 4, children will study Christianity, Hinduism and Islam. In weekly lessons, their learning will follow the Tower Hamlets Agreed Syllabus, and address the following enquiry questions:** Who was the Prophet Mohammed? What makes Jesus an inspirational figure to some people? What does it mean to be a Hindu in the UK today? What can we learn from religion about right and wrong? **TH Agreed syllabus: https://www.the-partnership.org.uk/religion-resources#2342**		
PE	**In Autumn Term, Y4 will study:** Dance - Space • Do pupils move, staying in character as their astronaut? • Can pupils move with expression? • Do pupils respond to the music	**In Spring Term, Y4 will study:** Netball - Invasion game • Can pupils pass to their partner's target? • Do pupils adopt the correct chest pass technique, stepping forwards into the pass? • Are pupils' hands ready creating a target?	**In Summer Term, Y4 will study:** OAA - Communication and tactics • Working within a team, can pupils complete the challenge? • Can pupils identify the attributes of a successful team?

	with appropriate actions? ● Can pupils include flow in their movements? ● Can pupils perform in unison and be matching? ● Do pupils demonstrate a change of levels? ● Is there evidence of creativity? ● Are pupils able to create a sequence in a pair using 3 linked movements? ● Can pupils consistently include flow in their movements? ● Can pupils include a change of level in their sequences? ● Can pupils make improvements to another pairs work? Gymnastics – Bridges ● Can pupils make their movements excellent? ● Can pupils move in a bridge? ● Can pupils balance, creating a bridge? ● Can pupils execute these balances in pairs? ● Can pupils make balances excellent? ● Is there evidence of interesting gymnastics? (By this we mean different levels and different connection points.) ● Do pupils understand what constitutes a bridge? ● Do pupils understand why certain movements and balances are excellent? ● Can pupils identify strengths and weakness in their own and others performances? ● Can pupils perform excellent individual and pair bridge balances?	● Can attackers without the ball move into a space to receive it? ● In teams, are pupils able to pass around the defender using just the chest pass? ● Can pupils outwit their opponents and keep possession of the ball? ● Do pupils demonstrate physically and cognitively that they understand where to pass a ball and why? ● Can pupils demonstrate that they understand how to make it difficult for a defender to gain possession? ● Can pupils apply an understanding of passing and moving to score points against another team, using real posts to shoot into? Cricket - Striking and fielding • Can pupils hit the ball on both sides of their bodies into space away from fielders? • Can pupils direct the ball away from fielders into space, varying the speed and angles at which they strike the ball? • Can pupils apply pressure to the fielders when batting? Can pupils vary the speed when bowling underarm? • Can the bowler bowl the ball on the opposite side to which the batter is striking the ball? Can pupils stop the ball and return the ball to the bowler or wicket keeper? • Can pupils catch? • Do the fielders choose good places to stand; do pupils understand why they have chosen to stand there? Can pupils work positively with their team members to find success?	● Can pupils include everyone and take responsibility for each other? ● Can pupils collaborate, work together in their teams and apply the rules of the game? ● Do pupils show leadership attributes? ● Are pupils able to think tactically and suggest good ideas for completing the challenge? ● Are pupils able to make accurate observations about teamwork? ● Do pupils take responsibility for others and lead the group in an effective way? ● Do pupils continue to try their best and control their emotions even when they find an activity challenging? ● Can pupils create a range of attacking and defending tactics, applying these to their games? Athletics – Track & Field Competitions • Are pupils able to run with a pumping action with their arms, elbows bent and driving leg actions? • Do pupils understand why it is important to pump their arms, use the balls of their feet and focus forwards when sprinting? • Can pupils collaborate and organise their teams, to enable their team to run as fast as possible in the relays? • Can pupils use the correct technique to throw the discus and javelin and to push (put) the shot? • Can pupils extend as they release? • Can pupils rotate their bodies to create greater power to push (put) the shot and throw the discus and javelin further? • Are pupils able to transfer their body weight to push (put) the shot put and throw the discus and javelin further?

	• Can pupils execute movements over or under their partners' bridge balance?					
PHSE	**In Autumn Term 1, Y4 will study the topic:** Being Me **This will include:** • class charters • Our school community • The right to learn	**In Autumn Term 2, Y4 will study the topic:** Healthy Me **This will include:** • Online relationships Healthier friendships Group dynamics Smoking Alcohol 	**In Spring Term 1 Y4 will study the topic:** Celebrating Difference **This will include:** • Families and love • Challenging assumptions • Accepting self and others Understanding influences • Identifying how special and unique everyone is  	**In Spring Term 2 Y4 will study the topic:** Dreams and Goals **This will include:** • Listening to my body • Hopes and dreams • Creating new, realistic dreams • Achieving goals • Working in a group • Resilience Positive attitudes	**In Summer Term 1 Y4 will study the topic:** Relationships **This will include:** • Staying safe Jealousy Love and loss • Falling Out Showing appreciation to • people and animals  	**In Summer Term 2 Y4 will study the topic:** Changing Me **This will include:** • being unique and belonging, • Change and confidence 
Computing	**In Autumn Term 1, Y4 will study the topic:** The internet	**In Autumn Term 2, Y4 will study the topic:** Creating media animation	**In Spring Term 1 Y4 will study the topic:** Programming: repetition & shape	**In Spring Term 2 Y4 will study the topic:** Audio editing	**In Summer Term 1 Y4 will study the topic:** Programming: repetition in games	**In Summer Term 2 Y4 will study the topic:** Data logging

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<tr><td rowspan="3">French</td><td>In Autumn Term 1, Y4 will study the topic:
Joyeux Anniversaire</td><td>In Autumn Term 2, Y4 will study the topic:
Mon corps</td><td>In Spring Term 1 Y4 will study the topic:
Ma famille</td><td>In Spring Term 2 Y4 will study the topic:
Les glaces</td><td>In Summer Term 1 Y4 will study the topic:
L'alphabet</td><td>In Summer Term 2 Y4 will study the topic:
Les fêtes en France</td></tr>
<tr><td colspan="6">French Skills to be developed in Year 4</td></tr>
<tr><td>Listening and Responding
listen and respond to a range of familiar spoken words and phrases
understand instructions, messages and dialogue within a short passage
respond to a wide range of classroom instructions
recognise and match key sounds and words that rhyme</td><td>Speaking
produce short pre-prepared phrases on a familiar topic, with secure pronunciation
take part in short conversations using familiar structures and vocabulary
ask and answer simple pre-learned questions
match sound to print, by reading aloud familiar words and phrases
substitute one element in a simple phrase or sentence to vary the meaning, e.g. the colour adjective or the noun
use a variety of plural nouns, including some irregular ones</td><td>Reading
read and understand a range of familiar written phrases
begin to use a bilingual dictionary to check the meaning of new words
begin to apply phonic knowledge when meeting new words.
use the visual clues and context to follow the gist of a short text
start to understand that accents affect pronunciation</td><td>Writing
write short sentences using words banks and writing frames for support
begin to spell some commonly used words correctly
begin to use simple conjunctions</td><td>Intercultural understanding
identify similarities and differences in my culture to that of another.
talk about celebrations in other cultures and know about aspects of daily life are different to my own</td></tr>
<tr><td>Oracy</td><td colspan="6">In oracy, children will develop their spoken communication skills in fortnightly assemblies and across the curriculum, around the four strands of oracy as identified by Oracy Cambridge in their Oracy Framework</td></tr>
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Oracy Framework	**Physical skills:** what we show through our body language and facial expressions. **Linguistic skills:** what we express through the use of words and language. **Cognitive skills:** applying discussion and learning to develop our thinking further. **Social and emotional skills:** how we work together by considering and respecting our feelings and those of others.