




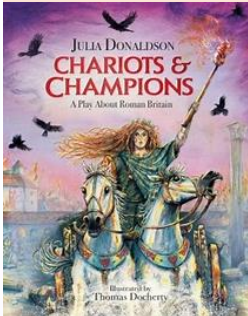
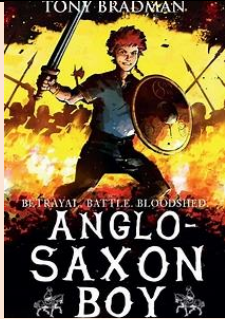
# All Hallows C of E Primary School Curriculum overview 2025-2026- Year 4

	Autumn		Spring		Summer	
<b>Quality Texts</b>  <b>Literacy Curriculum</b>						
<b>Genre and Audience</b>	Humorous Fiction to entertain Explanation- conclusions news reports and letters		Graphic Science to engage readers Myths and Legends Fables and Foke Tales		Adventure to entertain Historical Fiction- to entertain and inform Dilemma to entertain and explore issues	
<b>Enrichment</b>	Road Safety workshop Blackberry picking Conker hunt Library Visit	Have a pen pal Tin can cookery	Raise money for charity	Have a picnic Orienteering festival	Hathersage residential Go on a night walk (at Hathersage) Press flowers	Water fight (summer treat) Make a time capsule Bike ability
<b>Picture Book themes</b>	See Picture Book calendar					
<b>Whole school Theme weeks/days</b>	Unique is me day Macmillan Bake sale World mental Health day Harvest Festival	Black History Antibullying- Odd socks day Christmas Jumper Day Diwali Christmas	Community Week No pens day	World Book day Healthy Living week Science Week	Art Week World Earth Day Aspiration Week	Diversity Week
<b>School values</b>	Respect	HEART	Empathy	Humility	Trust	Ambition

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<b>British Values</b>	Rule of the Law	Mutual Respect	Individual Liberty	Mutual Respect	Tolerance	Democracy
<b>Personal Development</b>	Families Responsibility	Caring Friendships	Respectful – relationships Personal Safety	Safety in and around the home	Community First Aid Democracy	Changing and Growing (SRE) Economic Wellbeing
<b>History Key question and theme.</b>	<b>Enquiry: When did the Romans invade and why? The Roman Empire and its impact on Britain</b> <i>Significant Individual – Julius Caesar</i>		<b>Enquiry: What’s significant about the streets of All Hallows Church? A Local History Study</b>		<b>What were the effects of Anglo-Saxon and Scots’ settlement in Britain?</b> <b>British History-Anglo Saxons.</b> <b>Britain’s settlement by Anglo-Saxons and Scots.</b>	
	<ul style="list-style-type: none"> <li>- I can explain why there was more than one Roman Invasion.</li> <li>- I can explain why the Romans invaded Britain</li> <li>-I can compare Roman Britain with Iron Age Britain housing, food, beliefs, society and achievements.</li> <li>-I can describe some of the changes Romans brought to Britain and which still affect our lives today.</li> <li>-I know why Boudicca is a significant figure in British history</li> <li>-I know that historians use different sources to understand the Roman invasion, and can think carefully about validity.</li> <li>-I know how to use historical words such as empire, emperor, conquest, cause, effect, rebellion and era to explain why the Romans invaded and what happened next.</li> <li>-I can explain the cause and effect that Julius Caesar had on the Roman invasion of Britain.</li> </ul>		<p>A study of the history of All Hallows Church, originally built in c1230. There is a focus on the significance of the building now and across its history.</p> <ul style="list-style-type: none"> <li>-I know an aspect of history or a site dating from a period beyond 1066 that is significant in the locality.</li> <li>-I know how to describe the main changes in a period of history</li> <li>-I can explain why many streets in Eastwood are named after important people, places, or events from its past.</li> <li>-I can explain the impact that coal mining has had on Eastwood’s community, jobs, and streets.</li> <li>- I know that Lewis Latimer, helps us understand how different people have shaped Britain’s history.</li> <li>-I can use sources to find out how Gedling has grown and changed.</li> <li>-I can explain that different sources give different viewpoints, and some are more reliable than others.</li> <li>-I know that Gedling’s history fits into a wider timeline of Britain, including the Stone Age, Romans, Egyptians and other ancient civilisations.</li> <li>-I can compare Gedling’s past homes, jobs and beliefs with those in other historical period</li> </ul>		<ul style="list-style-type: none"> <li>-I know that the Anglo-Saxons and Scots settled in Britain after the Romans left, and can explain how this changed how people lived.</li> <li>-I can compare Anglo-Saxons housing, food, farming and village life, with Roman Britain.</li> <li>- I can explain how Anglo-Saxon beliefs changed over time, especially when Christianity spread across Britain.</li> <li>- I can describe the impact the Anglo-Saxons left on Britain, through place names.</li> <li>-I know that the Scots also settled in parts of Britain, and can explain how their culture and traditions influenced our country too.</li> <li>-I can compare life in Roman Britain with Anglo-Saxon Britain by looking at homes, society, food, entertainment and beliefs.</li> <li>–I know that the Anglo-Saxons lived at the same time as other important civilisations, such as the Ancient Greeks and early Islamic civilisations.</li> <li>-I can use different sources to find out about Anglo-Saxon life and discuss their validity · I know that different viewpoints and interpretations exist, and biases can affect how events and people are described.</li> <li>-I know that some ideas from earlier civilisations, like the Greeks and Romans, continued to influence life in Anglo-Saxon Britain.</li> <li>– I can use words linked to time—such as ‘era’, ‘period’, and ‘chronology’—to place the Anglo-Saxons on a timeline with the Romans, and Ancient Greeks.</li> </ul>	


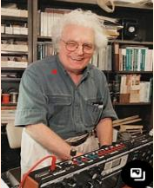










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		- I know that learning about the history of Gedling helps us understand how communities change and how the past still affects us today.	- I know that learning about the Anglo-Saxons and Scots helps us understand how Britain developed and why some of our traditions, laws and language are the way they are today.
<b>History Enrichment</b>		Local walk around Gedling- All Hallows Church source box loan visitor	
<b>History Texts</b>	 		
<b>Geography Key Question and Theme</b>	<p><b>Geography - Mountains</b>  <b>Geography Key Concepts: Place, space, scale, physical and human processes, environmental interaction and sustainable development.</b></p>		<p><b>Geography - Somewhere to settle (rivers)</b>  <b>Geography Key Concepts: Place, space, scale, physical and human processes, interdependence, sustainable development and environmental interaction.</b></p>
<b>Key Knowledge</b>	<p><b>Our Country.</b>          - Name and locate counties and cities of the UK.          - Name and locate at least six cities in England.          - Know about the geographical regions and identify human and physical characteristics of counties and cities in parts of the UK.          - Know key topographical features of the UK including hills, mountains, coasts, rivers.          - Use 4 figure grid references, symbols and keys to build knowledge of the United Kingdom.          - Use digital mapping to locate countries and describe features studied.</p> <p><b>Vocab</b>-Ordnance survey Maps Symbols Grid reference Digital map – Satnav Mountain Hill River Coast Coastline Seashore Topographical County Agriculture, Recreation Retail Rural Symbol Urban Easting Northing National Grid</p>		<p>- Know, name and locate the main rivers in the UK- Thames, Trent, Mersey, Tyne, Spey.          - Know and label the main features of a river- Ouse dyke.          - Know the name of and locate a number of the world's longest rivers.          - Know the longest river in the UK, <b>the main river that runs through London and the river that runs through Nottingham. Identify these on a map.</b>          - Explain the features of a water cycle (evidence in science books).          - Know why most cities are located by a river.          - Know the importance of keeping rivers clean as plastic pollution leads to the oceans/seas.          - Know different types of settlements and land use.          - Linking with history, know how to compare land use maps of the UK from the past with the present.          - Explain why most cities are located by a river.          - Know the land in the UK has changed over time.</p>

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	<p><b>Geography Skills</b></p> <ul style="list-style-type: none"> <li>• Use the eight points of a compass (as in Y3)</li> <li>• Use four-figure grid references.</li> <li>• Use OS maps, symbols and a key.</li> <li>• Label the same features on an aerial photograph as on a map.</li> <li>• Name and locate the world's most famous mountain ranges on maps.</li> </ul>		<p><b>Geography Skills</b></p> <ul style="list-style-type: none"> <li>• Use four-figure grid references.</li> <li>• Be able to use digital mapping to see how land use has changed over time and describe the features studied.</li> <li>• Use the eight points of a compass (as in Y3)</li> <li>• Use OS maps, symbols and a key.</li> <li>• Label the same features on an aerial photograph as on a map.</li> <li>• Locate and name the world's major rivers on a map.</li> <li>• Use digital mapping to locate countries and describe features studied.</li> <li>• Use fieldwork to observe, measure, record and present the human and physical features in the local area using a range of methods, including sketch maps, plans and graphs, and digital technologies.</li> </ul> <p><b>Retrieval from Y3: Know the names of and locate the seven continents of the world and locate these in an atlas.</b>  <b>-Know the names of and locate the five oceans of the world</b>  <b>- Know the names of the four countries that make up the UK and name the three main seas that surround the UK</b>  <b>Know the name of and locate the four capital cities of England, Wales, Scotland and Northern Ireland</b>  <b>- Use the eight points of a compass, N,NE,E,SE,S,SW,W, NW.</b>  <b>- Use some basic OS symbols and a key to read maps.</b>  <b>- Name some countries from the Northern and Southern hemispheres</b></p>		
<p><b>Geography Fieldwork and geography enrichment.</b></p>	<p>External speaker: James Ketchell who has climbed Everest.  <b>How do contour lines change as we climb a hill?</b>          Using OS map extracts, explaining how the gradient changes as they climb the hill.  <b>Trip to the Peak District.</b></p>		<p><b>How does a river's load change with the distance downstream?</b>          Trip to Moorland Discovery Centre at the Longshaw Estate: River Study.</p>		
<p><b>Science</b></p>	<p><b>Sound</b></p> <ul style="list-style-type: none"> <li>-Know how sound is made associating some of them with vibrating</li> <li>-Know how sound is made associating some of them with vibrating</li> <li>-Know how sound travels from a source to our ears</li> <li>-Know the correlation between pitch and the object producing a sound</li> <li>-Know the correlation between the volume of a sound and the strength of the vibrations that produced it</li> <li>-Know what happens to a sound as it travels away from its source</li> </ul>	<p><b>Animals (including humans):</b></p> <ul style="list-style-type: none"> <li>-What happens to the food we eat?</li> <li>-Identify and name the parts of the human digestive system</li> <li>-Know the functions of the organs in the human digestive system</li> <li>-Identify and know the different types of teeth that humans have</li> <li>-Know the functions of different human teeth</li> </ul>	<p><b>Changes of state</b></p> <ul style="list-style-type: none"> <li>-Group materials based on their state of matter (solid, liquid, gas</li> <li>-Know about and explore how some materials can change state</li> <li>-Know the temperature at which materials change state</li> </ul>	<p><b>Electricity</b></p> <ul style="list-style-type: none"> <li>-Identify and name appliances that require electricity to function</li> <li>-Construct a series circuit</li> <li>-Identify and name the components in a series circuit (including cells, wires, bulbs, switches and buzzers)</li> <li>-Predict and test whether a lamp will light within a circuit</li> <li>-Know the function of a switch in a circuit</li> </ul>	<p><b>Living things and their habitats: which animals and plants thrive in our local environment?</b></p> <ul style="list-style-type: none"> <li>-Use classification keys to group, identify and name living things</li> <li>-Know how changes to an environment could endanger living things</li> </ul> <p><b>Retrieval</b></p>

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		<p>-Use and construct food chains to identify producers, predators and prey          -Use classification keys to group, identify and name living things  <i>Retrieval from year 3</i>          -Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat          -Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p>-Know the part played by evaporation and condensation in the water cycle</p>	<p>-Know the difference between a conductor and an insulator; giving examples of each</p>	<p>-Identify and describe the functions of different parts of flowering plants: roots, stem/trunk, leaves and flowers          -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          -Investigate the way in which water is transported within plants          -Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p>
<p><b>Famous Scientists</b></p>	<p>Alexander Graham Bell- Inventor of the telephone (1847-1922)            Bob Moog- Inventor of the synthesiser (electronic sounds) (1934-2005)  </p>	<p>Ernest Everett- Marine Biologist (1883-1941)            Sarah Gilbert- COVID vaccine developer  </p>	<p>Rachel Carson- Conservationist (1907–1964)            Nikola Tesla- Inventor of the Tesla Coil (Tesla car technology) (1856-1943)  </p>		
<p><b>Art</b></p>	<p>Pencil          Artist – Bridget Riley   </p>	<p>Paint          Artist George Seurat             -Create facial expressions through review and</p>	<p>Sculpture - Clay and wire          Artists- Kenneth Armitage/ Anish Kapoor   </p>		

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	<ul style="list-style-type: none"> <li>-Use a wide range of sketching pencils.</li> <li>-Consider scale and proportion</li> <li>-Create accurate observational drawing.</li> <li>-Work on a variety of scales.</li> <li>-Identify and draw the effects of reflection.</li> <li>-Draw for a sustained period of time.</li> </ul> <p>2B, 8B, 4B, 2H and H pencils. Pencil crayons <i>Sketches, lines, texture, tone, shape, colour, represent, figures, forms, movement, reflection, materials. Facial expression, body language,</i></p>		<ul style="list-style-type: none"> <li>revisit.</li> <li>-To use a sketchbook to experiment with different textures.</li> <li>-To know how to show facial expressions and body languages in sketches and painting.</li> <li>-To use line, tone, shape and colour to represent figures and forms in movements.</li> <li>-To show reflections. Experiment, textures, body language, forms of movement, reflections, print, scale, malleable.</li> <li>- To know how to produce artwork using increasingly accurate proportion and scale.</li> <li>-To explain art from different historical periods.</li> </ul>		<ul style="list-style-type: none"> <li>-Discuss the work of other sculptors and architect and how these have influenced their own work/ designs.</li> <li>-Adapt work when necessary and explain why.</li> <li>-Develop awareness in environmental sculpture.</li> <li>- Use wire and clay to sculpt figures.</li> <li>-To use a sketchbook to experiment with different textures.</li> <li>-To join clay adequately and construct a simple base for extending and modelling other shapes.</li> <li>-To create surface patterns and textures in a malleable material.</li> <li>-To use photographs to help create reflections.</li> <li>-To understand how to integrate digital images into artwork.</li> </ul> <p><i>Sculpt, clay, mouldable, material, experiment, processes, design, 3d, form</i></p>	
<b>DT</b>	<b>Ice-cream Maker- (Food and Nutrition)</b>		<b>A useful bag (Textiles)</b>		<b>How fast should your Roman chariots be? (Mechanisms/Electrical systems)</b>	
<b>RE</b>	<p>4.1 <b>The journey of life and death</b> <i>Why do some people think life is like a journey? Where do we go? What do different people think about life after death?</i> <i>Christianity, Hinduism, Islam, humanism</i> Visit to the Mandir Visit from Reverend Stevenson</p>	<p><b>RE day- Focus on Christmas</b> <i>Invite visitor</i> <i>Focus- drama and art</i></p>	<p>4.2 <b>Symbols and religious expression</b> How do people express their religious and spiritual ideas on pilgrimages? <i>Islam, Hinduism, Christianity, non religious worldviews</i></p>	<p>4.3 <b>Spiritual expression Christianity, music and worship.</b> What can we learn? Christianity and also the idea of being spiritual but non-religious</p>	<p>4.4 <b>Religion, family, community, worship, celebration, ways of living</b> <i>How do Hindu families practice their faith? What are the deeper meaning of some Hindu festivals?</i> <i>Hinduism</i></p>	<p><b>RE day- Focus- Express yourself spiritually through the arts</b> <i>Music, drama, art</i></p>
<b>PE</b>	<b>Hockey</b> <b>Basket Ball</b>	<b>Dance</b> <b>Fitness</b>	<b>Gymnastics</b> <b>Yoga</b>	<b>Rounders</b> <b>Golf</b>	<b>Cricket</b> <b>Tennis</b>	<b>Athletics</b> <b>Swimming</b>
<b>Music</b>	<b>Mamma Mia/Glockenspiel Stage 2</b>		<b>Stop!/Lean On Me</b>		<b>Blackbird/Reflect, Rewind and Replay</b>	
<b>ICT</b>	<b>Networks</b> <b>INTERNET safety</b> Navigate the web to complete simple searches	<b>Develop and create programs</b> Write programs that accomplish specific goals	<b>Develop and create programs.</b> Design a sequence of instructions, including directional instructions	<b>Algorithm's</b> Discern when it is best to use technology and where it adds little or no value	<b>Networks</b> navigate the web to complete simple searches	<b>Networks</b> <b>INTERNET safety</b> Navigate the web to complete simple searches
<b>French</b>	<b>Presenting Myself</b>	<b>My Family</b>	<b>Habitats</b>	<b>In the classroom</b>	<b>At the team room</b>	<b>The weather</b>

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<b>Maths Curriculum Links</b>	<p><b>Science: animals including humans</b> interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs. When carrying out different scientific experiments on salvia, tooth decay and the digestive system</p> <p>solve comparison, sum and difference problems using information presented in bar charts, pictograms, tables and other graphs. When carrying out different scientific experiments on salvia, tooth decay and the digestive system</p> <p>Understand and use a greater range of scales in their representations. Begin to relate the graphical representation of data to recording change over time. When carrying out different scientific experiments on salvia, tooth decay and the digestive system</p> <p><b>Design and Technology: smoothies</b> Convert between different units of measure when making smoothies, measuring amounts.</p>	<p><b>Geography: Mountains</b> Scale and converting heights of mountains using scales to determine distance on maps. Measuring accurately and converting units.</p> <p>Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical) Drawing our own maps. Using a key effectively</p> <p><b>Art: Observational sketching</b> Perspective and scale factor when sketching.</p>	<p><b>Art: Painting David Hockney landscapes</b> Using ratio to mix paints to create colours.</p> <p><b>Science: Electricity</b> Perspective and scale factor Measurement and converting units when using the circuits. Investigating patterns and using symbols effectively to draw a circuit</p>	<p><b>Design and Technology: textiles</b> Convert between different units of measure and use ratio effectively when doing accurate designs for our fabric bags</p> <p>measure and calculate the perimeter of a rectilinear figure in centimetres and metres when meeting the design brief</p> <p><b>History: The Romans</b> 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 using these for decoration in Roman art work.</p> <p>Timelines and sequencing Working out how long ago or far apart events are/ were. Place value knowledge for sequencing.</p> <p>Looking at money and currency and the changes over periods of time.</p> <p><b>Science: States of Matter</b> solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days when carrying out and recording experiments on changing states. Recording the rates of changing states of matter.</p>	<p><b>Art: Sculpture</b> Perspective and scale factor when sketching, creating a sculpture.</p> <p>Tessellation and translation to create pattern. Using ratio to mix paints to create colours</p> <p>Representing our findings in an appropriate table and graph and making changes to our data relating to date and or time.</p> <p>Map reading, grid references and coordinates, knowing axis names and position (horizontal/vertical) Drawing our own maps. Using a key effectively</p>	<p><b>Geography: Rivers</b> estimate, compare and calculate different measures when taking water samples in pond dipping.</p> <p>solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days when carrying out and recording our findings.</p>
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	<p>Following smoothie recipes, using ratio and proportion. Use scales to weigh accurately.</p>			<p>Representing our findings in an appropriate table and graph and making changes to our data relating to date and or time.</p> <p>Use equipment such as thermometers to measure and compare temperature</p> <p><b>Art: Printing</b> compare and classify geometric shapes identify lines of symmetry in 2-D shapes presented in different orientations complete a simple symmetric figure with respect to a specific line of symmetry when printing patterns onto different materials</p>		
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