

## Year 4 Yearly Overview 2026-2027

| Subject                 | Term 1                                                                          | Term 2                                                 | Term 3                                                    | Term 4                                                | Term 5                                                      | Term 6                                                |
|-------------------------|---------------------------------------------------------------------------------|--------------------------------------------------------|-----------------------------------------------------------|-------------------------------------------------------|-------------------------------------------------------------|-------------------------------------------------------|
| <b>Maths</b>            | Place value<br><br>Addition and Subtraction                                     | Area<br><br>Multiplication and Division A              | Multiplication and Division B<br><br>Length and Perimeter | Fractions<br><br>Decimal A                            | Decimals B<br><br>Money<br><br>Time                         | Shape<br><br>Statistics<br><br>Position and Direction |
| <b>English</b>          | Narrative: Retell the story<br><br>Newspaper Report: Eruption of Mount Vesuvius | Narrative: Innovate the story<br><br>Persuasive speech | Narrative: Character Description                          | Narrative: Flashback<br><br>Recount: Roman Baths Trip | Narrative: Myth<br><br>Non-chronological report: Greek Gods | Narrative: Formal Letter: To Persuade Sponsor         |
| <b>Whole Class Text</b> | Escape from Pompeii                                                             | Varjak Paw                                             | Podkin One Ear                                            | Butterfly Lion                                        | Who Let the Gods Out?                                       | Shackleton's Journey                                  |
| <b>Science</b>          | Electricity                                                                     | States of Matter                                       | States of Matter                                          | Sound                                                 | Animals Including Humans                                    | Living Things and Their Habitats                      |
| <b>History</b>          | The Ancient Greeks                                                              |                                                        | Who were the ancient Romans?                              |                                                       | How did the Romans change Britain?                          |                                                       |

| Geography | Antarctica                                       |                                                     | The USA                                                       |                                               | The Mediterranean                                      |                                                       |
|-----------|--------------------------------------------------|-----------------------------------------------------|---------------------------------------------------------------|-----------------------------------------------|--------------------------------------------------------|-------------------------------------------------------|
| RE        | What kind of world did Jesus want?               | How did St Decuman change local belief and culture? | Why might some people visit Jerusalem, Karbala or Makkah?     | How is art used in religions and beliefs?     | How does prayer and fasting help Muslims find harmony? | How do different Muslims in Somerset show submission? |
| PSHE      | Being Me In My World                             | Celebrating Difference                              | Dreams and Goals                                              | Healthy Me                                    | Relationships                                          | Changing Me                                           |
| Art       | Drawing: Exploring tone, texture and proportions |                                                     | Sculpture and 3D                                              |                                               | Painting & Mixed Media                                 |                                                       |
| DT        |                                                  | Electrical systems: Torches                         |                                                               | Adapting a recipe                             |                                                        | Structure: Pavilions                                  |
| Music     | Rock and Roll                                    | Adapting and transposing motifs (Romans)            | Body and tuned percussion (Rainforests)                       | Changes in pitch, tempo and dynamics (Rivers) | Haiku, music and performance                           | Samba and carnival sounds and instruments             |
| Latin     | Unit 5: Sentences in Latin                       | Unit 6: Numerals & 'to be'                          | Unit 6: Numerals & 'to be' and Unit 7: Adjectives & agreement | Unit 7: Adjectives & agreement                | Unit 8: Prepositions                                   | Unit 8: Prepositions                                  |
| Computing | Computing Systems and Network – The Network      | Creating Media - Audio Production                   | Programming A - Repetition in Shapes                          | Data and Information - Data Logging           | Creating Media - Photo Editing                         | Programming B - Repetition in Games                   |
| PE        | Cricket                                          |                                                     | Swimming                                                      | Swimming                                      |                                                        |                                                       |

