

New Valley Primary Curriculum Outline

Lower Key Stage Two: Year 4



Oracy: Oracy should underpin and feature in every lesson, however the explicit teaching of the skills within the oracy curriculum should be planned for and delivered in line with the most appropriate contexts and opportunities across the year.

2025-2026	Autumn (15 weeks)	Spring (11 weeks)	Summer (12 weeks)
<p>Science</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> • Recognise that living things can be grouped in a variety of ways • Explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment • Recognise that environments can change and that this can sometimes pose dangers to living things <p>Animals including humans</p> <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey 	<p>Sound</p> <ul style="list-style-type: none"> • Identify how sounds are made, associating some of them with vibrating • Recognise that vibrations from sounds travel through a medium to the ear • Find patterns between the pitch of a sound and features of the object that produced it • Find patterns between the volume of a sound and the strength of the vibrations that produced it • Recognise that sounds get fainter as the distance from the sound source increases <p>States of matter incl the water cycle</p> <ul style="list-style-type: none"> • Know that materials are solids, liquids or gases • Compare and group materials together, according to whether they are solids, liquids or gases • Observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius • Define evaporation and condensation <p>Identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature</p>	<p>Electricity</p> <ul style="list-style-type: none"> • Identify a variety of common appliances that run on electricity • Able to construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers • Identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery • Recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit <p>Recognise some common conductors and insulators, and associate metals with being good conductors</p>
<p>Design Technology</p>	<p>Food and Nutrition: Healthy and Varied Diet -World Street Food</p> <ul style="list-style-type: none"> - Understand how to prepare and cook a variety of predominantly savoury dishes safely and hygienically including, where appropriate, the use of a heat source. - Know how to use a range of techniques spreading, kneading and baking. 	<p>Textiles:2D shape to 3D product</p> <ul style="list-style-type: none"> - Sew more accurately using a range of different stitches, cross stitch, running and back stitch - Create strong fabrics though macramé and weave and knit - Measure, tape or pin, cut and join fabric 	<p>Electrical Systems</p> <p>Torches, nightlights, displays, illuminated signs, a simple game</p> <ul style="list-style-type: none"> - Understand and use electrical systems in their products [for example, series circuits incorporating motors].

	<ul style="list-style-type: none"> - Know that a healthy diet is made up from a variety and balance of different food and drink as depicted in the 'Eat Well Plate' - Know that to be active and healthy, food and drink are needed to provide energy for the body 	<ul style="list-style-type: none"> - Know how to add further decoration to work using buttons, beads, sequins etc - Know how to use a pattern and make a simple prototype of the product 	
IT Computing	<p>The Internet</p> <ul style="list-style-type: none"> - To describe how networks physically connect to other networks - To recognise how networked devices make up the internet - To outline how websites can be shared via the World Wide Web (WWW) - To describe how content can be added and accessed on the World Wide Web (WWW) - To recognise how the content of the WWW is created by people - To evaluate the consequences of unreliable content <p>Audio Production</p> <ul style="list-style-type: none"> - To identify that sound can be recorded - To explain that audio recordings can be edited - To recognise the different parts of creating a podcast project - To apply audio editing skills independently - To combine audio to enhance my podcast project - To evaluate the effective use of audio 	<p>Repetition in Shapes</p> <ul style="list-style-type: none"> - To identify that accuracy in programming is important-To create a program in a text-based language - To explain what 'repeat' means - To modify a count-controlled loop to produce a given outcome - To decompose a task into small steps - To create a program that uses count-controlled loops to produce a given outcome <p>Datalogging</p> <ul style="list-style-type: none"> - To explain that data gathered over time can be used to answer questions - To use a digital device to collect data automatically - To explain that a data logger collects 'data points' from sensors over time - To recognise how a computer can help us analyse data - To identify the data needed to answer questions To use data from sensors to answer questions 	<p>Photo Editing</p> <ul style="list-style-type: none"> - To explain that the composition of digital images can be changed - To explain that colours can be changed in digital images - To explain how cloning can be used in photo editing - To explain that images can be combined - To combine images for a purpose - To evaluate how changes can improve an image <p>Repetition in Games-</p> <ul style="list-style-type: none"> - To develop the use of count-controlled loops in a different programming environment - To explain that in programming there are infinite loops and count controlled loops - To develop a design that includes two or more loops which run at the same time - To modify an infinite loop in a given program - To design a project that includes repetition - To create a project that includes repetition
<p>Digital Citizenship (Tes Unit 6 lessons)</p> <ul style="list-style-type: none"> • Understand that there are different kinds of responsibilities and rights, and that they can sometimes conflict with one another • Understand why and how rules and laws are made and enforced, and why different rules are needed in different situations • Think critically, behave safely and participate responsibly in the digital world • Recognise unacceptable online behaviour and ways to report concerns about content 			

<p>Geography</p>	<p>The shape of the land</p> <ul style="list-style-type: none"> to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. <p>Volcanoes</p> <ul style="list-style-type: none"> to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. To use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. 	<p>Earthquakes and tsunamis</p> <ul style="list-style-type: none"> to describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. to use maps, atlases, globes and digital/computer mapping to locate countries and describe features studied. to use the eight points of a compass, four and six-figure grid references, symbols and key (including the use of Ordnance Survey maps) to build their knowledge of the United Kingdom and the wider world. <p>Water and the water cycle</p> <ul style="list-style-type: none"> to describe and understand key aspects of physical geography including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. to describe and understand key aspects of human geography, including: types of settlement and land use, economic activity including trade links, and the distribution of natural resources including energy, food, minerals and water. to 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. 	<p>Celebrating our world</p> <ul style="list-style-type: none"> extend their knowledge and understanding beyond the local area to include the United Kingdom and Europe, North and South America. Know the location and characteristics of a range of the world's most significant human and physical features. develop their use of geographical knowledge, understanding and skills to enhance their locational and place knowledge. <p>Climate and Environment in depth study: Global warming- Renewable energy www.teachengineering.org/lessons/view/cub_envirion_lesson09</p> <ul style="list-style-type: none"> What different sources does our electricity come from? What human features of the landscape in the UK are linked to energy production? Which countries produce the most solar energy? Which countries produce other forms of renewable energy? Describe sources and uses of energy. Define renewable and non-renewable energy. Provide examples of common types of renewable and non-renewable resources. Understand and explain general ways to save energy at a personal, community and global level. Describe some general characteristics of solar power, hydropower and wind power. Understand the benefits and disadvantages to using renewable resources. Measure and monitor to investigate the best sites in the school grounds for different sources of capturing renewable energy
<p>History</p>	<p>What did the Romans do for us?</p> <ul style="list-style-type: none"> Asking questions about where evidence comes from and its reliability. Understanding the motivations for and organisation behind the Roman Conquest of the British Isles including the power of the Roman army Evaluating contradictory historical narratives through the study of Boudicca and the rebellion against Roman rule. Explaining impact of Roman rule in changes to the fabric of British life; introducing concept of legacy. 	<p>he Anglo-Saxons: Friend of Foe?</p> <ul style="list-style-type: none"> Understanding reasons for the collapse of Roman power in Britain children and the arrival and settlement of Anglo-Saxons. Using a variety of evidence types to expand the range of valid historical questions and narratives Placing the Anglo-Saxon kingdoms in context through the examination of physical evidence Appreciating the organisation of society and cultural wealth of the Anglo-Saxons 	<p>The Vikings: Ruthless killers or peaceful settlers? Why did people fear the Vikings?</p> <ul style="list-style-type: none"> Understand the motivations and impact of Viking raiders and settlers at the time. Evaluate the connections to present day in place names and language. Exploring imagery and evidence for reliability in how Vikings are portrayed. Using a variety of evidence types to expand the range of valid historical questions. Make comparisons between the Anglo-Saxons and the Vikings.

	<ul style="list-style-type: none"> Develop concept of settlement, Empire, control, culture, changes and contradictions, as well as challenging stereotypes. Londinium: Local study 	<ul style="list-style-type: none"> Understanding of impact now with settlements and names 	
Religious Education	<p>Harvest, Christmas How do I show I'm part of a community ?</p> <ul style="list-style-type: none"> That members of faith groups follow guidelines set out in their religious books and writings. That members of different religions believe it is important to follow the guidelines for their community. Members of different religions follow the guidelines because they believe it is what God requires of them. 	<p>Easter How do communities celebrate</p>	<p>Why are Places of Worship important to Community?</p> <ul style="list-style-type: none"> That worship can take place in special buildings and also the home. That many activities take place in community buildings – food, education, meetings, social activities. The role of leaders of religious groups.
Art	<p>Line and tone (Short Unit-The Iron Man)</p> <ul style="list-style-type: none"> To know that lines can be lighter or darker, or thicker or thinner and that this can add expression or movement to a drawing and can create a 3D effect To know that tone can be used to create contrast in an artwork. Use/compare materials and choose/discuss those most effective for purpose (e.g. charcoal, graphite stick, graded pencils, chalk, pen, biro, ink) combining media for effect. Create a wide range of patterns and textures. Be able to overlay marks. Apply observational skills with an increasing awareness of composition, background, foreground as well as the effects of light and dark Start to use simple perspective Escher <p>Mosaic and colour</p> <ul style="list-style-type: none"> To know that adding black to a colour creates a shade and adding white to a colour creates a tint. Understand how to find complimentary colours, using the colour wheel Predict colour mixing results with increasing accuracy, including mixing secondary from primary 	<p>Shape and form: From 2D to 3D Create free-standing works, in a range of media</p> <ul style="list-style-type: none"> To develop ideas for 3D work through drawing and visualisation in 2D. To use more complex techniques to shape materials. To explore how shapes can be formed and joined in wire. To consider the effect of how sculpture is displayed. To choose and join a variety of materials to make sculpture. Giacometti Anthony Gormley Sokari Douglas Camp Hew Locke 	<p>Pattern and Texture: Printing</p> <ul style="list-style-type: none"> To know that symmetry can be used to create repeating patterns. To know that patterns can be irregular, and change in ways you wouldn't expect Use positive and negative spaces to create patterns Know that a silhouette is a shape filled with a solid flat colour that represents an object Create mood through pattern Discuss and understand the cultural and historical importance of pattern Begin to use vocabulary relating to texture Use textural properties of materials for printing (e.g. bubble wrap, foam print, poly prints, leaves, fruit) Explore stamping and make a stamp Make a collograph print Create a simple foam tile printing block Warhol

	<ul style="list-style-type: none"> Match colours to colour charts Use colour for purpose <p>Roman and historic mosaic: Sunarian, Greek, Roman (Byzantine- Empress Theodora and Her Attendants, Niki De St. Phalle, Gaudi</p>		
Music	<p>World Music- the Blues In-house unit) World Music-classical- BBC ten Pieces</p>	<p>Glockenspiel stage 2 Charanga The Blues history 12-bar blues using xylophones or boomwhackers lyrics</p>	<p>Peter and the Wolf Art or ipads (Garage Band) Junkyard orchestra composition focus Summer music festival</p>
PE	<p>Striking and Fielding -A1 Dance-Dance Fit A2 Invasion games-Football- Invasion Games-Tag Rugby-</p>	<p>Gymnastics S1 Invasion games-Netball-S2 Invasion games-Hockey- Net and Wall -Tennis-</p>	<p>Athletics Net and Wall -Tennis- Striking and fielding-Rounders-</p>
Outdoor Learning	Weekly attention to developing the skills from the Outdoor Learning Curriculum		
<p>PHSCE /Well Being</p> <p>Will change to include new Safeguarding objectives</p>	<p>Why should we eat well and look after our teeth?</p> <ul style="list-style-type: none"> how to eat a healthy diet and the benefits of nutritionally rich foods how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health how people make choices about what to eat and drink, including who or what influences these how, when and where to ask for advice and help about healthy eating and dental care how regular physical activity benefits bodies and feelings <p>What strengths, skills and interests do we have?</p> <ul style="list-style-type: none"> how to recognise personal qualities and individuality 	<p>How can we manage our feelings?</p> <ul style="list-style-type: none"> how feelings change over time and can be experienced at different levels of intensity the importance of expressing feelings and how they can be expressed in different ways how to respond proportionately to, and manage, feelings in different circumstances ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings <p>How can we manage risk in different places?</p> <ul style="list-style-type: none"> how to recognise, predict, assess and manage risk in different situations how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety 	<p>How can our choices make a difference to others and the environment?</p> <ul style="list-style-type: none"> how people have a shared responsibility to help protect the world around them how everyday choices can affect the environment how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups how the community helps everyone to feel included and values the different contributions that people make the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues how to show care and concern for others (people and animals) how they can take small steps to protect the environment around them how to carry out personal responsibilities in a caring and compassionate way <p>How does money impact our lives?</p> <ul style="list-style-type: none"> about the role that money plays in people's lives, attitudes towards it and what influences decisions about money

	<ul style="list-style-type: none"> to develop self-worth by identifying positive things about themselves and their achievements how their personal attributes, strengths, skills and interests contribute to their self-esteem how to set goals for themselves how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking <p>How do we treat each other with respect? (anti bullying link)</p> <ul style="list-style-type: none"> how people's behaviour affects themselves and others, including online how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return what makes a healthy friendship and how they make people feel included why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable how to respond if this happens in different situations about the relationship between rights and responsibilities about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) the rights that children have and why it is important to protect these that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	<p>and the safe use of digital devices when out and about)</p> <ul style="list-style-type: none"> how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online how to report concerns, including about inappropriate online content and contact that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law <p>How will we grow and change?</p> <ul style="list-style-type: none"> about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams how puberty can affect emotions and feelings how personal hygiene routines change during puberty 	<ul style="list-style-type: none"> about value for money and how to judge if something is value for money how companies encourage customers to buy things and why it is important to be a critical consumer
Mfl- Spanish	Hobbies and Routines	How I Look	Food and Drink

	<ul style="list-style-type: none"> • Revise how to greet people and introduce yourself • Count from one to thirty • Recognise and pronounce the sounds A and E I • Say what time it is in Spanish • To understand and pronounce the days of the week in Spanish • Learn to talk about your hobbies in Spanish • Revise the days of the week and giving the time • Say when you like doing different hobbies • Recognise and pronounce the sounds G and J • To produce a cartoon strip in Spanish to describe hobbies • Make sentences about your hobbies and routine • Learn about how New Year’s Eve is celebrated in Spain 	<ul style="list-style-type: none"> • Revision of animals • To learn the colours in Spanish • Recognise and pronounce the sounds N & Ñ • Describe your facial features • Describe your hair and eyes • Understand how to use adjectives in Spanish • Be able to describe yourself physically • Be able to name different body parts in Spanish • Be able to describe the body parts of an alien • Create a drawing of an alien and describe in Spanish • Make sentences describing yourself and others. • Learn 10 words related to Easter in Spanish 	<ul style="list-style-type: none"> • Learn how to say what you eat and drink • Learn how to say what you eat and drink for different meals of the day • Revise how to pronounce the sounds L and Y • Learn words for foods from the different food groups. • Revise opinion phrases and use them to talk about food • Learn some new opinion phrases and use them to talk about food. • To learn some classic Spanish dishes and how they would look on a menu • Make sentences describing the food you eat and what you like. • To learn about some classic Spanish dishes. • To design a menu
Whole School Themed weeks/days	First of the Month Art Days Good to be Me week /Diversity Week Anti bullying Week BHM Christmas Production KS1 Choir/ concert KS2	First of the Month Art Days Srem week Safer Me Week / road safety/Safer Internet Day Children’s Mental Health week World Book Day- Book Week World Maths Day First Maths Challenge	First of the Month Aer days Health Weeks incl. Money Week and Sports Day/Croydon Sports (Refugee week)Take One: Artwork- Arts Week Junior Maths Challenge Production UKS2 Concert KS2