# Askam Village School Curriculum Plan – 2025-2026

## Year 4 Summer Term

| English | Maths | Science | Art and Design |
|---|---|---|---|
| Spelling, Punctuation and Grammar<br><br>Handwriting<br><br>Reading VIPERS<br><br>**Literacy Tree – Progress and innovation**<br>'The Iron Man' by Ted Hughes<br>Outcomes: mystery narrative, character description, short news bulletin, letter of advice, diary entry, menu, logbook entry<br><br>**Literacy Tree – Unearthing civilisations**<br>'Riddle of the Runes' by Janina Ramirez<br>Outcomes: historical fiction narrative (alternative ending), character description, crime scene setting descriptions, dialogue, instructions (directions), letter | **White Rose Maths**<br>Shape<br><br>Money<br><br>Time<br><br>Statistics<br><br>Position and Direction | **Classification and changing habitats**<br>Identifying different ways to group living things, children make classification keys to explore which grouping methods are most effective. Pupils study ways habitats change over time and understand that humans can have both positive and negative effects on their surroundings. They play the role of conservationists and design conservation pamphlets.<br>**How does the flow of liquids compare?**<br>Revising the states of matter, children consider methods for measuring how liquids flow differently from each other. They plan and execute an enquiry, considering different ways of representing data to support a conclusion. Revisiting the digestive system, the children explore how the flow of different liquids should be considered when producing different medicines. | **Craft & Design-Fabric of Nature**<br>One picture, four views<br>Creating patterns<br>Repeating patterns<br>Fabric design<br>**Sculpture and 3D-Mega Materials**<br>From 2D to 3D/ Soap sculptures/ Working with wire/ Shadow sculpture/Recycle & recreate<br><br>**Computing**<br>**Repetition in Games** – using a block-based programming language to explore count-controlled and infinite loops when creating a game.<br>**Data Logging** – recognising how and why data is collected over time before using data loggers to carry out an investigation. |
| **Design & Technology** | **Geography** | **History** | **Personal, Social, Health Education and Citizenship** |
| **Mechanical systems: Making a slingshot car**<br>Using a range of materials, design and make a car with a working slingshot mechanism and house the mechanism using a range of nets. | **Where does our food come from?**<br>How can food choices impact the environment?<br>What does it mean to trade responsibly?<br>How do we get our chocolate?<br>Where does our food come from?<br>Locally sourced school dinners<br>Is it better to buy local or imported food | **How have children's lives changed?**<br>Looking at sources / Tudor children<br>Victorian children / Lord Shaftesbury's impact on children's lives / Leisure time for children / Diseases and treatments in Victorian and Tudor times | **Being My Best**<br>Having choices and making decisions about my health. Taking care of my environment. My skills and interests<br>**Growing and Changing**<br>Managing difficult feelings. Relationships including marriage |
| **Modern Foreign Languages** | **Music** | **Physical Education** | **Religious Education** |
| **Eating Out**<br>Restaurant and cafes / food and drink terms / prices and money / conversation skills<br>Opinions<br>**French weather**<br>Be able to describe the weather using phrases, compass points and temperatures | **Instrumental scheme: South America**<br>Learning about the music of South America, performing a salsa style piece in 2 parts from staff notation and adding their own improvisations on tuned and untuned percussion.<br>**Instrumental scheme: Indonesia**<br>Learning about the key features of gamelan music, and playing a gamelan inspired piece in two parts on tuned percussion using staff notation.<br><br>**Plus, 'A Journey Through the Decades' songs** | Dance<br><br>Rounders<br><br>Cricket<br><br>Athletics | **Unit 4.3 Jesus (9)**<br>Why do Christians believe Jesus is the Son of God?<br>How do we know Jesus had power and authority?<br>Where did Jesus' power and authority come from? How do the actions of Jesus show that he is the Son of God?<br>How do the actions of Jesus show his divine nature?<br>How do these stories reveal Jesus to be the Son of God?<br>What do Christians believe about Jesus and God because of these events?<br><br>**Unit 4.6 Prayer (6)**<br>What is prayer? How do people pray? When do people pray? Why do people pray? Where do people pray? |