



## **Glen Hills Primary School**

### **Overview of Year 4 2025/2026**

Dear Parents,

This is the Year 4 Plan 2025/2026. It provides an overview of topics and information we will be planning to cover throughout the year and therefore provides you with the opportunity to work on some topics with your child that they will be looking at.

This plan is however only skeletal and not necessarily every aspect will be covered but it does provide a guide for parents and pupils. Without producing a very lengthy booklet, some details (e.g. aspects of PE lessons) are not covered. We are currently working on updating our website with a list of web-links that you and your child may find useful and this should be ready soon.

Many thanks for your continued support,

**R Wesley**  
Head Teacher

AUTUMN	SPRING	SUMMER
<b><u>GEOGRAPHY</u></b>  <b><u>The UK and its Climate</u></b> <ul style="list-style-type: none"> <li>Recognise and label human features of the UK.</li> <li>Geographical regions and counties of the UK.</li> <li>Locate physical features of the UK on a map: Snowdon, Giant's Causeway, Ben Nevis, Jurassic Coast, Pennines, North York Moors, Salisbury Plains, Norfolk Broads.</li> <li>Fieldwork: investigating and recording local weather patterns.</li> <li>Fieldwork: Comparing weather data from different regions of the UK.</li> <li>Discussing the climate and weather of the UK.</li> </ul>	<b><u>World Climate</u></b> <ul style="list-style-type: none"> <li>Learning about and locating different climates around the world: polar, temperate, arid, tropical, Mediterranean, mountain.</li> <li>Identify the position and significance of the Equator, Tropic of Cancer and Tropic of Capricorn.</li> <li>Discuss different biomes around the world and vegetation belts.</li> <li>Learn about ways animals adapt to their environment.</li> <li>Climate change and its impact</li> <li>Learn about carbon footprints and consideration of how to make positive changes.</li> </ul>	<b><u>Magnificent Maps</u></b> <ul style="list-style-type: none"> <li>Order and compare maps with different scales.</li> <li>Look at different types of maps and identify symbols.</li> <li>Create keys.</li> <li>Locate countries on a map of Europe.</li> <li>Create own sketch maps.</li> <li>Fieldwork trip to Bradgate Park.</li> </ul>
<b><u>ICT</u></b> GoogleMaps, GoogleEarth, research various regions	<b><u>ICT</u></b> GoogleMaps, GoogleEarth, research various regions and climates	<b><u>ICT</u></b>
<b><u>COMPUTING</u></b> Computer Systems and Networks – The Internet	<b>Creating Media - Audio Production</b> In this unit, learners will identify the input and output devices required to work with sound	<b>Programming B – Repetition in Games</b>

<p>Learners will apply their knowledge and understanding of networks, to appreciate the internet as a network of networks which need to be kept secure. They will learn that the World Wide Web is part of the internet and will be given opportunities to explore the World Wide Web for themselves in order to learn about who owns content and what they can access, add, and create. Finally, they will evaluate online content to decide how honest, accurate, or reliable it is, and understand the consequences of false information.</p> <p><b>Programming A – Repetition in Shapes</b> Learners will create programs by planning, modifying, and testing commands to create shapes and patterns. They will use Logo, a text-based programming language.</p>	<p>digitally. Learners will discuss the ownership of digital; audio and the copyright implications of duplicating the work of others. Learners will use audacity to produce a podcast which will include editing their work, adding multiple tracks and opening and saving the audio files. learners will evaluate their work and give feedback to their peers.</p> <p><b>Creating Media – Photo Editing</b> Learners will develop their understanding of how digital images can be changed and edited, and how they can then be resaved and reused. They will consider the impact that editing images can have and evaluate the effectiveness of their choices.</p>	<p>Learners will explore the concept of repetition in programming using the Scratch environment. The unit begins with a Scratch activity similar to that carried out in Logo in Programming unit A, where learners can discover similarities between two environments. Learners look at the difference between count-controlled and infinite loops and use their knowledge to modify existing animations and games using repetition. Their final project is to design and create a game which uses repetition, applying stages of programming design throughout.</p>
AUTUMN	SPRING	SUMMER
<p><b><u>HISTORY</u></b> <b>Britain since the 1930s.</b> Outbreak of war, causes, main events, declaration, Life on the home front, ARP, Blitz, D-Day, VE-Day. <b>Social impact.</b> Evacuation, rationing, change in roles of men and women.</p> <p><b><u>Through the Lens- CAUSE AND CONSEQUENCE:</u></b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, and the result of, historical events, situations and changes.</li> <li>To understand how these people/events have affected and developed Britain today.</li> <li>Understand that one event may lead to many other events.</li> <li>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</li> </ul>	<p><b>Britain since the 1930s.</b> Outbreak of war, causes, main events, declaration, Life on the home front, ARP, Blitz, D-Day, VE-Day. <b>Social impact.</b> Evacuation, rationing, change in roles of men and women. 2<sup>ND</sup> PART</p> <p><b><u>Through the Lens- CAUSE AND CONSEQUENCE:</u></b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, and the result of, historical events, situations and changes.</li> <li>To understand how these people/events have affected and developed Britain today.</li> <li>Understand that one event may lead to many other events.</li> <li>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</li> </ul>	<p><b>VIKINGS AND SAXONS</b> When did the Anglo-Saxons and Vikings rule? (key dates) Where do they fit in the British timeline? Who were the Anglo-Saxons? What impact did the Anglo-Saxons have on Britain? Who were the Vikings? What impact did they have on Britain?</p> <p><b><u>Through the Lens- CAUSE AND CONSEQUENCE:</u></b></p> <ul style="list-style-type: none"> <li>Identify and give reasons for, and the result of, historical events, situations and changes.</li> <li>To understand how these people/events have affected and developed Britain today.</li> <li>Understand that one event may lead to many other events.</li> <li>To explain how primary and secondary resources can alter the views and response of how events/people have affected Britain today.</li> </ul>
<p><b>ICT</b> Internet for research, Comic Life</p>	<p><b>ICT</b> Internet for research, Comic Life</p>	<p><b>ICT</b></p>

AUTUMN	SPRING	SUMMER
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<p><b>ENGLISH</b>  <b>Topics are WAR and Winter</b>  <b>Text:</b> Historical stories, short novels, play scripts, poems, non-fiction, narrative texts, recounts and newspapers.</p> <p><b>Sentence:</b> Verb tenses (past, present, future) and use of powerful verbs, adverbs, editing and revising using commas and other punctuation. Comparing sentences from various texts.</p> <p><b>Word:</b> Regular verb endings, irregular tense changes, homophones, alphabetical order, identifying own mis-spellings, word building from familiar patterns, spelling strategies from words in Appendix list 2.</p> <p><b>Handwriting skills</b>  <b>RAINBOW GRAMMAR</b></p>	<p><b>Topics are An author study on Michael Morpurgo and Fantasy stories- focusing on CS Lewis.</b></p> <p><b>Text: Stories,</b> classic and modern poetry, non-fiction information texts, stories set in an imaginary/ fantasy world, explanations.</p> <p><b>Sentence:</b> Adjectives and adjectival intensifiers. Adjectival phrases, clauses, apostrophes (contraction and possession), prefixes, connectives.</p> <p><b>Word:</b> Suffixes, identifying mis-spelt words, understanding of how vocab. changes over time, words with common endings, making adjectives with suffixes, words implying gender.</p> <p><b>Handwriting skills</b>  <b>RAINBOW GRAMMAR</b></p>	<p><b>Topics are Robin Hood and Native American Stories</b></p> <p><b>Text:</b> Stories that raise issues, stories from other cultures, wider range of poetry, non-fiction, persuasive writing, and discussion texts.</p> <p><b>Sentence:</b> Comparative verbs, pluralising verbs, adapting grammar as necessary, identify more advanced punctuation. Speech marks, connectives.</p> <p><b>Word:</b> Less common letter strings (including those with different pronunciations), compound words, words which indicate place, words with common roots, compounding words with suffixes, range of presentations.</p> <p><b>Handwriting skills</b>  <b>RAINBOW GRAMMAR</b></p>
<p><b>ICT</b>  Internet and word processing. Ipad Chrome Books, Comic Life.</p>	<p><b>ICT</b>  Internet and word processing. Ipad Chrome Books, Comic Life.</p>	<p><b>ICT</b>  Internet and word processing. Ipad Chrome Books, Comic Life.</p>
<p><b>AUTUMN</b></p>	<p><b>SPRING</b></p>	<p><b>SUMMER</b></p>
<p><b>MATHS</b>  Place value, ordering, rounding, reading scales, add and subtract, money and real-life problems, measures, shape and space, number sequences, checking results, multiply and divide, mental calculation strategies, fractions and decimals, time (including problems), handling data.</p>	<p>Place value, ordering, rounding, reading numbers from scales, add and subtract, money and real-life problems, properties of numbers, reasoning about numbers, measures, shape and space, number sequences, checking results, multiply and divide, mental calculation strategies, fractions and decimals, time (including problems), handling data.</p>	<p>Place value, ordering, rounding, reading scales, add and subtract, money and real-life problems, measures, shape and space, number sequences, checking results, multiply and divide, mental calculation strategies, fractions and decimals, time (including problems), handling data.</p>
<p><b>ICT</b>  Online games  Links to Computing Spreadsheets unit</p>	<p><b>ICT</b>  Online games</p>	<p><b>ICT</b>  Online games</p>

AUTUMN	SPRING	SUMMER
<p><b>SCIENCE</b>  <b>Humans as organisms.</b>  Major organs, skeleton, heart, lungs and circulation, muscles and movement, the digestive system, growth, life cycle, health and hygiene.</p> <p><b>Habitats</b>  Food chains (producers, consumers, predators and prey), classification keys, impacts to the environment</p>	<p><b>Electricity</b>  Circuits, Conductors/Insulators, Switches, Varying a circuit, Short circuits, Static electricity.</p>	<p><b>Rocks and soils</b>  Studying a variety of rock types and soils- looking at permeability and durability</p> <p><b>Sound</b>  How sounds are made, vibration, how musical instruments make their sound, how sound is refined, understanding of pitch, sound insulation, human hearing,</p>

<p><b>ICT</b> Data handling/pulse rate counter, Internet, BBC Bitesize.</p>	<p><b>ICT</b> Internet, BBC Bitesize.</p>	<p><b>ICT</b> Recording sound, measuring sound using a sound meter, Internet, BBC Bitesize.</p>
<p style="text-align: center;"><b>AUTUMN</b></p> <p><b>D&amp;T</b></p> <p>Designing/ Making a Christmas Card.</p> <p><b>Christmas Stockings:</b> Design - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams, prototypes, pattern pieces Make - Select from and use a range of tools and equipment, materials and components to cut and join textiles, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing stockings, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce their stockings.</p>	<p style="text-align: center;"><b>SPRING</b></p> <p>Mother's Day Cards</p> <p>Easter Cards</p> <p><b>Making Torches:</b> Design - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make - Select from and use a range of tools and equipment, materials and components, including construction materials to cut, shape, join and finish, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing torches, evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce their torches. - Understand and use electrical systems in their products [series circuits incorporating switches and bulbs]</p>	<p style="text-align: center;"><b>SUMMER</b></p> <p>Father's Day Cards</p> <p><b>Making Junk-Model Musical Instrument:</b> Design - Use research and develop design criteria to inform the design of innovative, functional, appealing products that are fit for purpose, aimed at particular individuals or groups. - Generate, develop, model and communicate their ideas through discussion, annotated sketches, cross-sectional and exploded diagrams. Make - Select from and use a range of tools and equipment, materials and components, including construction materials to cut, shape, join and finish, according to their functional properties and aesthetic qualities Evaluate - investigate and analyse a range of existing musical instruments evaluate their ideas and products against their own design criteria and consider the views of others to improve their work. Technical knowledge - Apply their understanding of how to strengthen, stiffen and reinforce their junk-model musical instruments. - Understand and use mechanical systems in their products [for example, gears, pulleys, cams, levers and linkages]</p>
<p style="text-align: center;"><b>Autumn term - Music</b> <b>Unit 1-Pulse and Unit 2-Voice</b> Our focus is on creating music within small/class groups, using new skills and skills taught previously, and to perform and evaluate compositions using appropriate vocabulary. We will be exploring the basics of pulse and Voice by performing, composing and appraising learning the following skills:</p> <ul style="list-style-type: none"> <li>• Create, follow and lead performances demonstrating a growing understanding of pulse, rhythm and pitch.</li> <li>• Confidently maintain an independent part in an ensemble, both singing and playing an instrument.</li> <li>• Recognise, respond to and use basic musical symbols representing pitch and rhythm including notation.</li> </ul>	<p style="text-align: center;"><b>Spring term - Music</b> <b>Unit 3-Rhythm and Unit 4-Pitch</b> Our focus is on creating music within small/ class groups, using new skills and skills taught previously and to perform and evaluate compositions using appropriate vocabulary. We will be exploring the basics of rhythm by performing, pitch, composing and appraising learning the following skills:</p> <ul style="list-style-type: none"> <li>• Create, follow and lead performance directions demonstrating a growing understanding of pulse, rhythm and pitch.</li> <li>• Sing and play confidently and fluently within a group, maintaining a steady pulse.</li> <li>• Confidently maintain an independent part in an ensemble.</li> <li>• Aurally identify, recognize, respond to and use basic musical symbols representing</li> </ul>	<p style="text-align: center;"><b>Summer term - Music</b> <b>Unit 5- Music technology and Unit 6 - Century Music</b> Our focus is on creating music within small class groups, using new skills and skills taught previously and to perform and evaluate compositions using appropriate vocabulary. We will be exploring how technology is used to create and listen to music learning the following skills through technology:</p> <ul style="list-style-type: none"> <li>• Create, follow and lead performance directions demonstrating a growing understanding of pulse, rhythm and pitch.</li> <li>• Sing and play confidently and fluently within a group, maintaining a steady pulse.</li> <li>• Confidently maintain an Independent part in an ensemble.</li> </ul>

<ul style="list-style-type: none"> <li>• Listen to, identify and use features of music from different traditions, genres, styles and times. (Minimalism, Musicals, Pop music).</li> <li>• Offer comments about my own and others' work.</li> <li>• I can sing with an awareness of breathing and pronunciation and understand that lyrics relate to music and have cultural and social meaning.</li> <li>• Create, follow and lead simple performance directions for starting, stopping, faster and slower, demonstrating an understanding of pulse.</li> <li>• Use my voice, sounds, technology and instruments in creative ways.</li> </ul>	<p>pitch and rhythm including notation.</p> <ul style="list-style-type: none"> <li>• Use my voice, sounds, technology and instruments in creative ways.</li> <li>• Offer comments about my own and others' work.</li> <li>• Listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music).</li> <li>• Understanding that lyrics relate to music that songs have cultural and social meaning.</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate an increasing understanding and use of the interrelated dimensions of music.</li> <li>• Use my voice, sounds, technology and instruments in creative ways.</li> <li>• Listen to and discuss both live and recorded music from a range of different traditions, genres, styles and times (Minimalism, Musicals, Pop music).</li> <li>• Offer comments about my own and others' work.</li> <li>• Understand that lyrics relate to music that songs have cultural and social meaning.</li> </ul>
<b>ICT</b> Computer generated music. Recording, Internet	<b>ICT</b> As autumn	<b>ICT</b> As autumn
<b>AUTUMN</b>  <b>ART</b>  Sketching Pencils Grading 1- 6 HB - practise using tone and shade, lines and observational sketches.  Charcoal and grey tone pastels to create observational sketches of WW2 artefacts.  <b>Charles Rennie Mackintosh</b> - artist in focus. Look at a selection of his work. Discuss responses to his work.  Oil pastels, crayon, coloured pencils & posca pens to create sketches and then design own ceramic tile inspired by his stained glass designs.	<b>SPRING</b>  Create a collaborative group piece of 3D artwork inspired by <b>Beatriz Milhazes</b> . Media used to collage- card, paint, acetate, beads, string, wool, decorated cds, ribbon, thread.  Exploring nature- Trees. Pencil crayons, oil pastels, pens, pencils, watercolour paint (?), pencil crayons, oil pastels, pens, pencils, watercolour paint. Wax crayons for tree rubbings.  Sketch different trees, leading to observational drawings of trees on our field / in our garden. Produce an accurate watercolour of a tree. Mix watercolours correctly.  Culminating in collecting twigs, leaves, pinecones, etc and as a class creating a transient piece of art collage.	<b>SUMMER</b>  <u><b>Impressionism-</b></u>  Look at a selection of paintings from contrasting art movements and talk about how they differ?  Encourage children to refer to colour, shape, line, texture (formal elements of art) and how each painting makes them feel.  Media used- Sketchbooks, poster paints (primary colours, black, white), photographs of local scenes (printed for each child), mixing trays, implements to paint with - sticks, spoons, sponges, small pieces of card, cotton wool balls, sugar paper (to paint on), possibly flat brushes, soft pastels.  Learn about <b>Claude Monet</b> . Experiment using the variety of media to then create a painting of a garden inspired by the style of Monet. Using paints and watercolours skillfully.  <b>Self Portrait in the style of Berthe Morisot</b> Learn how to mix secondary and tertiary colours from primary colours.  Mix colours, shades and tints to match as many as possible of the colours, shades and tints seen in the painting and try them out in sketchbooks.
<b>ICT</b>	<b>ICT</b>	<b>ICT</b>

Internet	Internet	Internet
<p><b>AUTUMN</b></p> <p><b><u>P.E.</u></b></p> <p>Swimming</p> <p>I</p>	<p><b>SPRING</b></p> <p>Swimming</p>	<p><b>SUMMER</b></p> <p>Invasion Games Children can use a wide range of throwing, catching and hitting skills, on both sides of my body; change the pace, length and direction of my throws and shots, to outwit my opponent; choose and use a range of simple tactics for sending the ball in different ways to make it difficult for my opponent; keep possession with some success when using equipment; and identify &amp; explain good athletic performance.</p> <p>Tennis Children can use a wide range of throwing, catching and hitting skills, on both sides of my body; change the pace, length and direction of my throws and shots, to outwit my opponent; and begin to improve and sustain my running technique at different speeds. Children can jump confidently in different ways. Children can choose and use a range of simple tactics for sending the ball in different ways to make it difficult for my opponent; they can keep possession with some success when using equipment; link a series of jumps together. Children can identify &amp; explain good athletic performance; understand why my heart beats faster when I exercise and understand that my body gets tired during exercise.</p>
<p><b>AUTUMN</b></p> <p><b><u>R.E.</u></b></p> <p><b>Hinduism:</b></p> <ul style="list-style-type: none"> <li>• What do Hindus believe that God is like?</li> <li>• What does it mean to be a Hindu in Britain today?</li> </ul> <p>Visit to the local mandir. Visit from Mrs Soma &amp; Mrs Mistry during Diwali celebrations.</p> <p>Harvest Remembrance Day Christmas</p>	<p><b>SPRING</b></p> <p><b>Christianity:</b></p> <ul style="list-style-type: none"> <li>• What is it like for someone to follow God?</li> <li>• Why do Christians call the day Jesus died 'Good Friday'?</li> </ul> <p>Christian concept: Salvation</p> <p>Stories from the Bible The Old and New Testament Holy week, Palm Sunday and Easter</p> <p>Pancake day / Lent Mothering Sunday GlenCroft Church visit</p>	<p><b>SUMMER</b></p> <p><b>Christianity &amp; other religions:</b></p> <ul style="list-style-type: none"> <li>• What kind of world did Jesus want?</li> <li>• How and why do people try to make the world a better place?</li> </ul> <p>Christian concept: Gospel</p> <p>Parables of Jesus Visit from Reverend Jane Micklethwaite (priest at Blaby All Saints' church) Learning about the work of different religious charities such as Christian Aid and Khalsa Aid.</p>

<b>AUTUMN</b> <b><u>FRENCH</u></b>	<b>SPRING</b>	<b>SUMMER</b>
<p><b>Language Angels-</b></p> <p>Half-term 1: <b>La Phonétique / Fruits</b></p> <p><b>In this unit the children will learn how to:</b></p> <p>Pronounce letters of the alphabet and blends of phonics in french. Name and recognise up to 10 fruits in French. Attempt to spell some of these nouns. Ask somebody in French if they like a particular fruit. Say what fruits they like and dislike.</p> <p>Half-term 2: <b>Les legumes (vegetables)</b></p> <p><b>In this unit pupils will learn how to:</b></p> <p>Name and recognise up to 10 vegetables in French. Attempt to spell some of these nouns (including the correct determiner/article) Learn simple vocabulary to facilitate a role play about buying vegetables from a market stall. Say if they would like one kilo or a half kilo of a particular vegetable or selection of vegetables.</p>	<p><b>Language Angels-</b></p> <p>Half-term 1: <b>Je Me Présente (presenting myself)</b></p> <p><b>In this unit the children will learn how to:</b></p> <p>Count to 20. Say their name and age. Say hello and goodbye, then ask how somebody is feeling and answer how they are feeling. Tell you where they live. Tell you their nationality and understand basic gender agreement rules.</p> <p>Half-term 2: <b>Ma Famille (My family)</b></p> <p><b>In this unit pupils will learn how to:</b></p> <p>Tell somebody the members, names and various ages of either their own or a fictional family in French. Continue to count in French, with the option of reaching 100, enabling students to say the age of various family members. Understand the concept of the possessive adjectives 'mon', 'ma' and 'mes' in French. Move from 1st person singular to 3rd person singular of the two high frequency verbs used in this unit: s'appeler (to be called) and avoir (to have).</p>	<p><b>Language Angels-</b></p> <p>Half Term 1: <b>En Classe</b></p> <p><b>In this unit the children will learn how to:</b></p> <p>Remember and recall 12 classroom objects with their indefinite article/determiner. Replace an indefinite article/determiner with a possessive adjective. Say and write what they have and do not have in their pencil case.</p> <p>Half Term 2: <b>Chez Moi</b></p> <p><b>In this unit the children will learn how to:</b></p> <p>Say whether they live in a house or an apartment and say where it is. Repeat, recognise and attempt to spell up to ten nouns (including the correct article for each) for the rooms of the house in French. Tell somebody in French what rooms they have or do not have in their home. Ask somebody else in French what rooms they have in their home. Attempt to create a longer spoken or written passage in French recycling previously learnt language (incorporating personal details such as their name and age).</p>
<p><b>ICT</b> Internet sites</p>	<p><b>ICT</b> Internet sites</p>	<p><b>ICT</b> Internet sites</p>
<b>AUTUMN</b>	<b>SPRING</b>	<b>SUMMER</b>
<p><b><u>PSHCE/Extras</u></b> Rights, Rules and Responsibilities Healthy Lifestyles Friendship Bullying R2R</p>	<p>Charity work Friendship Online Safety and Relationships RSE Personal Safety R2R</p>	<p>Drug Education Managing Change Transitions R2R</p>