



# Rotherhithe Primary School Half Termly Curriculum Plan 2025-2026 Year 4 Autumn 1



Topic: <b>Women of NASA – Hidden Figures</b>							
<b>Subject</b> <b>Read aloud</b> <b>text:</b> A Bad Beginning: A series of unfortunate events	<b>Week 1</b>	<b>Week 2</b>	<b>Week 3</b>	<b>Week 4</b>	<b>Week 5</b>	<b>Week 6</b>	<b>Week 7</b>
<b>Shared Reading</b>	Fiction Cloud Busting Developing understanding of 'Cloud Busting' through rich discussions	Fiction Here we are by Oliver Jeffers -imagery -thoughts and feelings -collecting evidence -impressions	Fiction Gregory cool -what I know -impressions -thoughts and feelings - contrasting a place	Poetry When Count Gracula fell in love with a troll. -imagery -features of a poem - snap and copy -inference	Non-fiction states of matter -what I know -word meaning - snap and copy - fact or opinion	Non-fiction Women of Nasa -what I know -word meaning - snap and copy - fact or opinion	<b>Poetry week- recite a poem by heart</b>  <b>Macavity- the mystery Cat</b>
<b>Writing</b>	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  Little red riding hood -Retelling and mapping and writing over a week as an extended write	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  Little red riding hood -Retelling and mapping and writing over a week as an extended write	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  Prediction-link to known fairy tale –Little Red Riding hood  To generate a senses grid -storm description -a terrible sound To write a suspense description: To write thought bubbles -The next morning	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  To write a prepositional list of everywhere in the house the notes were stuck  To write paragraph/chapter 2: 'Come home Dad -using the prepositional phrase list and making it flow by using adverbials of time  To write a letter from mum to the boy to explain why he should not take the short cut through the forest	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  Drama -Whole Class Process Drama- Character freeze frames-bring to life, TA/teacher retelling/In 3's children retell the middle part -adding in action dialogue and description (speech sandwich)  To write the middle part of the story-meeting the fairytale characters	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  Assessment: To act out Boy putting on red coat and getting lost in the forest  Whole class drawing of the forest -bring it to life -add scary sounds, movements, and phrases  To collect scary phrases and descriptions in a text and generate onto senses grid To write suspense (the boy lost on the forest)  To write the end - Grandma, dad, and boy's reactions	<b><u>Narrative: Modern Fairy tale with a twist</u></b>  Assessment: To plan and write own version of into the Forest with chosen fairytale characters  To retell, draw, plan write own version.



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						Extended ending: Dad and boy walking home and boy explaining/persuading dad not to tell mum that he took a short cut	
<b>Maths</b>	<u><b>Reasoning with 4-digit numbers</b></u>  Recognise the place value of each digit in a 4-digit number  Order and compare numbers beyond 1,000  Find ten, 100, 1,000 more or less than a given number	<u><b>Reasoning with 4-digit numbers</b></u>  Round numbers to the nearest ten  Round numbers to the nearest 100  Round numbers to the nearest 1,000  Use knowledge of place value and rounding to reason with 4-digit numbers	<u><b>Addition and subtraction</b></u>  Derive addition and subtraction facts  Choose an appropriate addition strategy  Choose an appropriate subtraction strategy	<u><b>Addition and subtraction</b></u>  Use column addition for 4-digit numbers  Use column subtraction for 4-digit numbers	<u><b>Addition and subtraction</b></u>  Subtracting from multiples of 1,000  Solve one-step problems  Solve two-step problems	<u><b>Multiplication and division</b></u>  Identify multiplication patterns  Predict and identify multiplication patterns  Multiples of 7  Multiples of 9	<u><b>Multiplication and division</b></u>  Find factor pairs  Multiplying and dividing by 10  Multiplying and dividing by 100  Using known and derived facts to multiply mentally
<b>Science</b>	<u><b>Living things and their habitats</b></u>  <u>Explore different habitats</u>  Understand that living things are suited to different environments  Group living things according to the environment they are suited to  Identify the similarities between animals that live in the same habitat	<u><b>Living things and their habitats</b></u>  <u>Research a habitat</u>  Describe habitats that are found in the UK  Research key facts about a habitat and report on the climate, temperature and type of soil and water they would typically find there  Research and describe habitats that are found in the	<u><b>Living things and their habitats</b></u>  <u>Explore how animals can be classified</u>  Identify different ways to classify animals into groups  Organise animals into different classification groups  Begin to organise animals into different classification groups and sub-groups	<u><b>Living things and their habitats</b></u>  <u>Create a classification key</u>  Understand how to interpret a classification key  Create a classification key using a series of questions  Create a complex classification key using a series of questions that group animals into sub-groups before	<u><b>Living things and their habitats</b></u>  <u>Adaptations and classification within species</u>  Understand that animals adapt to suit their environment  Describe how animals adapt to their environment  Apply knowledge of adaptations to create a classification key for a 'new' species	<u><b>Living things and their habitats</b></u>  <u>Explore and classify pond plants</u>  Name some plants that live in a pond habitat  Describe plants that live in a pond habitat  Classify and sort plants that live in a pond habitat	<u><b>Living things and their habitats</b></u>  End of Unit Test: Living things and their habitats



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		UK and the threats that living things face		identifying the species			
History		<b><u>Key individuals</u></b>  <b>Women of NASA- Hidden figures</b>  · Recount the story of Hidden figures. · To learn about the jobs the women did. · Create a biography on one of the women of NASA. · That equality is important, and we should not discriminate against anyone.		<b><u>Key individuals</u></b>  <b>Women of NASA- Hidden figures</b>  · Recount the story of Hidden figures. · To learn about the jobs the women did. · Create a biography on one of the women of NASA. · That equality is important, and we should not discriminate against anyone.		<b><u>Key individuals</u></b>  <b>Women of NASA- Hidden figures</b>  · Recount the story of Hidden figures. · To learn about the jobs the women did. · Create a biography on one of the women of NASA. · That equality is important, and we should not discriminate against anyone.	
Computing	<b><u>Computing systems and networks – The Internet</u></b>  <b>Lesson 1 Connecting networks</b>  To describe how networks physically connect to other networks  I can describe the internet as a network of	<b><u>Computing systems and networks – The Internet</u></b>  <b>Lesson 2 What is the internet made of?</b>  To recognise how networked devices make up the internet  I can describe networked devices and how they	<b><u>Computing systems and networks – The Internet</u></b>  <b>Lesson 3 Sharing information</b>  To outline how websites can be shared via the World Wide Web (WWW)  I can describe where websites are stored when uploaded to the	<b><u>Computing systems and networks – The Internet</u></b>  <b>Lesson 4 What is a website?</b>  To describe how content can be added and accessed on the World Wide Web (WWW)  I can explain what media can be found	<b><u>Computing systems and networks – The Internet</u></b>  <b>Lesson 5 Who owns the web?</b>  To recognise how the content of the WWW is created by people  I can explain that websites and their content are created by people	<b><u>Computing systems and networks – The Internet</u></b>  <b>Lesson 6 Can I believe what I read?</b>  To evaluate the consequences of unreliable content  I can explain that not everything on the World Wide Web is true	<b><u>Computing systems and networks – The Internet</u></b>  Lesson 7- Summative assessment



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	<p>networks</p> <p>I can demonstrate how information is shared across the internet</p> <p>I can discuss why a network needs protecting</p>	<p>connect</p> <p>I can explain that the internet is used to provide many services</p> <p>I can recognise that the World Wide Web contains websites and web pages</p>	<p>WWW</p> <p>I can describe how to access websites on the WWW</p> <p>I can explain the types of media that can be shared on the WWW</p>	<p>on websites</p> <p>I can recognise that I can add content to the WWW</p> <p>I can explain that internet services can be used to create content online</p>	<p>I can suggest who owns the content on websites</p> <p>I can explain that there are rules to protect content</p>	<p>I can explain why some information I find online may not be honest, accurate, or legal</p> <p>I can explain why I need to think carefully before I share or reshare content</p>	
RE		<p><b><u>How are different religious worldviews connected?</u></b></p> <p>To recognise that there are many connections between religious worldviews.</p>	<p><b><u>Is there more than one way to understand God?</u></b></p> <p>To explain similarities and differences in how people understand God.</p>	<p><b><u>Why is religious harmony important?</u></b></p> <p>To identify how some Sikh beliefs and practices reflect ideas about religious equality.</p>	<p><b><u>How can people from different worldviews live in harmony?</u></b></p> <p>To determine how Bahá'í teachings influence some practices.</p>	<p><b><u>How and why should we celebrate religious equality?</u></b></p> <p>To express ideas about religious equality and harmony.</p>	
Spanish	<p><b>Year 4, Autumn 1 – Dates in Spanish</b></p> <ul style="list-style-type: none"> <li>To identify and say the numbers 13 to 31.</li> <li>To ask and answer questions about the months of the year.</li> <li>To identify and say dates.</li> <li>To ask and answer questions about significant dates.</li> <li>To identify and give the dates of specific events.</li> <li>To listen to and understand spoken language.</li> </ul>						
Music	<p><u>Exploring Singing Games</u></p> <p><b>Unit Aim:</b> To develop children's ability to read rhythm notation and for children to adapt and perform playground songs.</p>						
Art	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p> <p><u>Lesson 1: 3D pencil drawings</u></p>	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p>	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p> <p><u>Lesson 3: Showing proportion</u></p>	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p>	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p>	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p>	<p><b><u>Drawing: Exploring tone, texture and proportion</u></b></p>



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	To draw using tone to create a 3D effect.	<u>Lesson 2: Texture and tone</u>  To explore how combining lines and mark making can show texture and tone in drawings.	To understand proportion by observing how it is used in artwork.	<u>Lesson 4: Creating an effective composition</u>  To understand what is an effective composition in art.	<u>Lesson 5: Using texture, tone and proportion in drawing</u>  To apply an understanding of texture, tone and proportion in a drawing.	<u>Lesson 6: Every picture tells a story</u>  To create a collaborative piece of art inspired by an artist.	Lesson 7: Art and design assessment on drawing skills.
<b>PSHE</b>	<u>MindUP</u>  How our brain works	<u>MindUP</u>  Mindful Awareness	<u>MindUP</u>  Focused Awareness- Core practice	<u>Understanding the Zones of Regulation</u>  Recognise and name a range of emotions.  Understand the four Zones of Regulation and what they represent.	<u>Empathy</u>  Recognise and describe how others might feel in different situations.	<u>Empathy</u>  Recognise and describe how others might feel in different situations.	<u>Empathy</u>  Recognise and describe how others might feel in different situations.
<b>PE</b>	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics	<u>Multi Skills</u>  (Able to apply the ABCs with fluency in a range of activities) Feedback Confidence Technique  <u>OAA Problem Solving</u>  Problem solving Technique Tactics

<b>Trip</b>	
<b>Visitor</b>	