Rotherhithe Primary School Half Termly Curriculum Plan 2026-2027 Year 4 Autumn 2

Topic: Saving the world						
Subject **Read aloud text:** The Iron Man By Ted Hughes	**Week 1**	**Week 2**	**Week 3**	**Week 4**	**Week 5**	**Week 6**
Shared Reading	**Fiction:** Iron Man, Chapter 1 -what I know and what I think I Know -supporting inference with evidence - collect evidence from a text -supporting impression with evidence	**Fiction:** Iron Man, Chapter 2 -collect evidence from the text - support word meaning with evidence from the text - form an impression of a character and support with evidence	**Non-fiction:** Jacques Cousteau -state what I know and support with evidence - explain meaning of words in context - order events in a text -identify if a statement is true or false	Assessment Week Recap of reading strategies	**Poetry** **A Visit from St. Nicholas** - Identify imagery in poetry - make inference and support with evidence - order events on a poem - To snap and copy from a text	**Non-fiction:** David Attenborough -state what I know and support with evidence - explain meaning of words in context - order events in a text -identify if a statement is true or false
Writing	**To write a repeated poem.** To write a whole class poem. To collect imagery from a text. To generate similes. To personify verbs. To act out part of the story.	**Instructions: How to trap an Iron Man** To use imperative verbs To use powerful adjectives To use comparative language To use expanded noun phrases	**Postcard from the Iron Man** To write in the first person. Create an expanded noun phrase using two adjectives. Choose a verb to describe how the Iron Man ate. Create a simile by comparing the metal with food. Include adverbials of time (First, Next, Then) To include adverbs	**Newspaper report about an unidentifiable object** To think of a punchy headline for Include a short caption for a picture. To use important details Include quotes from 2 experts – using inverted commas To use alliteration Include a question	**Letter writing** To write in first person To write in paragraphs To use verbs for actions To use adjectives to describe the gift and similes To use conjunctions TO use a relative clause using brackets (who....) To write a **PS** at the end of your letter.	**Diary in the voice of the Dragon** To write in the first person (I, me, my) To use adverbials of time (At first, After a while, Meanwhile,) To use noun phrases (use 2 adjectives and a comma) Use similes to describe feelings Use motive language Use a relative clause

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Maths (Y4)	Unit 3: Multiplication and division Exploring properties of multiplication Calculate multiplication facts using distributive law Apply distributive law to multiply 2-digit numbers by a 1-digit number Multiply three 1-digit numbers	Unit 3: Multiplication and division Using and explaining short multiplication Short multiplication 1 Short Multiplication 2 Short multiplication 3 Applying multiplication strategies	Unit 3: Multiplication and division Exploring mental division Divide mentally Explore mental division strategies	ASSESSMENT WEEK Re-cap of strategies taught	Unit 4: Discrete and continuous data Representing data using pictograms Read, interpret and compare pictograms Construct pictograms Representing data using bar charts Read, interpret and compare bar charts Construct bar charts	Unit 4: Discrete and continuous data Exploring time graphs Read time graphs Construct time graphs Interpret time graphs Construct time graphs with more than one data set
Science	**States of matter** 1.Compare and group the 3 states of matter Identify the 3 states of matter Describe the properties of the 3 states of matter Classify substances based on their state of matter	**States of matter** **2. Explore how particles behave in solids, liquids and gases** Describe how particles behave in each state of matter Explain how substances change state State the temperature at which water changes state	**States of matter** **3. Investigate melting points** Understand melting points Observe and accurately record the temperature at which food changes state Predict the melting point of different foods	**States of matter** **4. Explore freezing and boiling points** Describe freezing and boiling points Create an accurate bar chart Research freezing and boiling points	**States of matter** 5. Explore evaporation and condensation Define evaporation and condensation Investigate the effect of temperature on the rate of evaporation Raise further questions to be investigated	**States of matter** 6. Understand the water cycle Order the stages of the water cycle Identify the importance of evaporation and condensation within the water cycle Describe the water cycle in detail
Geography	Lesson 1: Where in the world are tropical rainforests? To describe and give examples of a biome and find the location and some features of the Amazon rainforest.	Lesson 2: What is the Amazon rainforest like? To describe the characteristics of each layer of a tropical rainforest.	Lesson 3: Who lives in the rainforest? To understand the lives of indigenous peoples living in the Amazon rainforest.	Lesson 4: How are rainforests changing? To describe why tropical rainforests are important and understand the threats to the Amazon.	Lesson 5: How is our local woodland used?: Data collection To understand how local woodland is used using a variety of data collection methods.	Lesson 6: How is our local woodland used?: Findings To analyse and present findings on how local woodland is used.

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Computing	Creating media - Audio production To identify that sound can be recorded I can identify the input and output devices used to record and play sound I can use a computer to record audio I can explain that the person who records the sound can say who is allowed to use it	Creating media - Audio production To explain that audio recordings can be edited I can inspect the soundwave view to know where to trim my recording I can discuss what sounds can be added to a podcast I can re-record my voice to improve my recording	Creating media - Audio production To recognise the different parts of creating a podcast project I can explain how sounds can be combined to make a podcast more engaging I can save my project, so the different parts remain editable I can plan appropriate content for a podcast	Creating media - Audio production To recognise the different parts of creating a podcast project I can explain how sounds can be combined to make a podcast more engaging I can save my project so the different parts remain editable I can plan appropriate content for a podcast	Creating media - Audio production To combine audio to enhance my podcast project I can open my project to continue working on it I can arrange multiple sounds to create the effect I want I can explain the difference between saving a project and exporting an audio file	Creating media - Audio production To evaluate the effective use of audio I can listen to an audio recording to identify its strengths I can suggest improvements to an audio recording I can choose appropriate edits to improve my podcast
RE	**What makes some texts sacred?** How do people record beliefs without words?	**What makes some texts sacred?** What can we find out about scripture?	**What makes some texts sacred?** What does it mean if scripture was revealed or remembered?	**What makes some texts sacred?** Why do some worldviews have more than one book of scripture?	**What makes some texts sacred?** How do some people demonstrate the value of scripture?	**What makes some texts sacred?** How do sacred texts play a part in some people's lives?

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Spanish	**Year 4, Autumn 2 – Dates in Spanish** • To identify and say the numbers 13 to 31. • To ask and answer questions about the months of the year. • To identify and say dates. • To ask and answer questions about significant dates. • To identify and give the dates of specific events. • To listen to and understand spoken language.					
Music	**Unit Aim: To develop children's ability to recognise and use pentatonic scales and to work with 4 x 4 rhythmic phrase (4 bars of 4 beats)** To understand the term Pentatonic To find pentatonic song tunes on tuned instruments To understand and improvise a 4 bar rhythm To add a pentatonic tune to a 4 bar rhythm To improve last week's work and perform					
DT	**Structures** Helmets Designing a helmet for Iron Man	**Structures** Helmets Thinking about strengthening techniques to reinforce the shell structure.	**Structures** Helmets Making helmet for Iron Man	**Structures** Helmets Making helmet for Iron Man	**Structures** Helmets Evaluating strengthening techniques to reinforce the shell structure.	**Structures** Helmets Presenting to the class and discussing big question **Big Question: Helmets (Structures)** **Should everyone wear protective headgear when taking part in potentially risky activities?**
PSHE	**My Healthy Self** L1 What is a balanced diet and why does having one matter?	**My Healthy Self** L2 How can being active help my mind and body?	**My Healthy Self** L3 How can I keep my energy up throughout the day?	**My Healthy Self** L4 How can I get support for myself and others?	**My Healthy Self** L5 How can I respond when things get hard?	**My Healthy Self** L6 Why is helping others good for me too?

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PE	**Striking &Fielding Softball** Technique Consistency **Invasion Games -** Football Communication Understanding Teamwork Physical Ability	**Striking &Fielding Softball** Technique Consistency **Invasion Games -** Football Communication Understanding Teamwork Physical Ability	**Striking &Fielding Softball** Technique Consistency **Invasion Games -** Football Communication Understanding Teamwork Physical Ability	**Striking &Fielding Softball** Technique Consistency **Invasion Games -** Football Communication Understanding Teamwork Physical Ability	**Striking &Fielding Softball** Technique Consistency **Invasion Games -** Football Communication Understanding Teamwork Physical Ability	**Striking &Fielding Softball** Technique Consistency **Invasion Games -** Football Communication Understanding Teamwork Physical Ability

Trip	Sports Inspired
Visitor	