# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| Subject | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 | Cultural Capital |
|---|---|---|---|---|---|---|---|
| **English** | **See Nelson Academy Writing Scheme of Work.** | **See Nelson Academy Writing Scheme of Work.** | **See Nelson Academy Writing Scheme of Work.** | **See Nelson Academy Writing Scheme of Work.** | **See Nelson Academy Writing Scheme of Work.** | **See Nelson Academy Writing Scheme of Work.** | |
| **Maths** | Place value<br>Addition and Subtraction<br><br>**See White Rose National Curriculum Progression (Year 1-6) document** | Addition and Subtraction<br>Measurement (length and perimeter)<br>Multiplication and Division<br><br>**See White Rose National Curriculum Progression (Year 1-6) document** | Multiplication and Division<br><br>Measurement (area)<br><br>Fractions<br><br>**See White Rose National Curriculum Progression (Year 1-6) document** | Fractions<br>Decimals<br><br>**See White Rose National Curriculum Progression (Year 1-6) document** | Decimals<br><br>Money<br><br>Time<br><br>**See White Rose National Curriculum Progression (Year 1-6) document** | Statistics<br><br>Geometry<br><br>**See White Rose National Curriculum Progression (Year 1-6) document** | Ely trip – mathematics at the Cathedral |
| **Science** | **ANIMAL CLASSIFICIATION**<br>**Knowledge**<br>Scientists classify animals according to the characteristics they share, for example: Cold-blooded or warm-blooded | **ECOLOGY**<br><br>**Knowledge:**<br>Habitats, interdependence of organisms and their environment<br>The concept of a 'balance of nature' (constantly changing, not a static condition) | **ASTRONOMY**<br><br>**Knowledge:**<br>Our solar system<br>Sun: source of energy (heat and light)<br>The nine planets: Mercury, Venus, Earth, Mars, Jupiter, Saturn, | **HUMAN BODY MUSCLES AND SKELETAL/NERVOUS SYSTEM, DIGESTIVE SYSTEM**<br>***Knowledge:***<br>Voluntary muscles are the muscles you can control. Our bodies also depend | **LIGHT AND OPTICS VISION AND HEARING**<br>**Knowledge:**<br>Through experimentation and observation, children to be introduced to some of the basic physical phenomena of light, with associated vocabulary.<br>The speed of light: light travels at an amazingly high speed. | | Great Science Share<br>Museum of Zoology |

Nelson Academy
'Achieving Through Learning'

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | |
|---|---|---|---|---|---|---|
| | Vertebrates (have backbones and internal skeletons) or invertebrates (do not have backbone or internal skeletons)<br>Different classes of vertebrates<br>Children should become familiar with examples of animals in each class and some basic characteristics of each class, such as:<br>Fish: aquatic animals, breath through gills, cold-blooded, most have scales, most develop from eggs that the female lays outside her body<br>Amphibians: live part of their life cycle in water and part on land, have gills when young, later develop lungs, cold-blooded, | Man-made threats to the environment<br>Air pollution: emissions, smog<br>Water pollution: industrial waste, run-off from farming<br>Measures we can take to protect the environment (for example, conservation, recycling).<br>(Link to English) | Uranus, Neptune, Pluto (recap from year 2)<br>Planetary motion: orbit and rotation<br>How day and night on Earth are caused by the Earth's rotation<br>Sunrise in the east and sunset in the west<br>How the seasons are caused by the Earth's orbit around the sun, tilt of the Earth's axis | on muscles that move without us thinking or deciding that they should. These are called involuntary muscles. Our heart is an involuntary muscle because it beats without us actually telling it to. There are also involuntary muscles in our intestines that move our food through our digestive tracts. Involuntary muscles work all the time without a conscious command from us.<br>• Human beings have an endoskeleton which means our skeletons are inside our bodies. (Insects have exoskeletons which means their bodies are made of a tough outer layer surrounding a softer inside) Our bones give our body shape | Light travels in straight lines (as can be demonstrated by forming shadows).<br>Transparent and opaque objects<br>Reflection<br>Mirrors: plane, concave, convex<br>The spectrum: use a prism to demonstrate that white light is made up of a spectrum of colours.<br>Lenses can be used for magnifying and bending light (as in magnifying glass, microscope, camera, telescope, binoculars).<br><br>**SOUND**<br><br>Through experimentation and observation, children to be introduced to some of the basic physical phenomena of sound, with associated vocabulary.<br><br>Sound is caused by an object vibrating rapidly.<br>Sounds travel through solids, liquids and gases.<br>Sound waves are much slower than light waves.<br>Speed of sound: Concorde<br>Qualities of sound<br>Pitch: high or low, faster vibrations = higher pitch, slower vibrations = lower pitch<br>Intensity: loudness and quietness<br>Human voice | |

Nelson Academy
'Achieving Through Learning'

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | |
|---|---|---|---|---|---|---|
| | usually have moist skin<br>Reptiles: hatch from eggs, cold-blooded, have dry, thick, scaly skin<br>Birds: warm-blooded, most can fly, have feathers and wings, most build nests, hatch from eggs,<br>most baby birds must be fed by parents and cared for until they can survive on their own (though some, like baby chickens and quail, can search for food a few hours after hatching)<br>Mammals: warm-blooded, have hair on their bodies, parents care for the young, females produce<br>milk for their babies, breathe through lungs, most are terrestrial (live on land) | | | and protect our soft organs inside our bodies. All of our bones put together make<br>up our skeleton. An adult has 206 bones. A joint is the place where our bones come together. The bones at a joint are connected by strong, stretchy tissue<br>called ligaments. The bones in our head are called the skull. The spinal column is a flexible chain of bones running down our backs. Our ribs curve around our chest and connect to our spinal column in our back. The shoulder bone is called the scapula, or shoulder blade; it allows us to move our arms in different directions. The pelvis is a set of bones at our hips. | Larynx (voice box)<br>Vibrating vocal chords: longer, thicker vocal chords create lower, deeper voices<br>Sound and how the human ear works<br>Protecting your hearing<br>Human Body<br><br>Knowledge:<br><br>THE HUMAN BODY: SYSTEMS, VISION AND HEARING<br><br>VISION: HOW THE EYE WORKS<br><br>Parts of the eye: cornea, iris and pupil, lens, retina<br>Optic nerve<br>Farsighted and near-sighted<br><br>HEARING: HOW THE EAR WORKS<br><br>Sound as vibration<br>Outer ear, ear canal<br>Eardrum<br>Three tiny bones (hammer, anvil and stirrup) pass vibrations to the cochlea<br>Auditory nerve | |

Nelson Academy
'Achieving Through Learning'

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | |
|---|---|---|---|---|---|---|
| | though some are aquatic | | | Our legs connect to our upper body at the pelvis.<br>• Our brain is an organ which acts as the command centre for the messages that run around our body. Our brain is connected to our spinal cord which runs through our backbone. The spinal cord connects to many nerves that stretch throughout our body, branching out to our legs, arms, toes and fingers. Our nerves carry messages back and forth from our brain.<br><br>body parts and functions involved in taking in food and getting rid of waste. Salivary glands, taste buds | | |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | Teeth: incisors, canines, premolars and molars<br>Oesophagus, stomach, liver, small intestine, large intestine | | | |
| **Geography** | Spatial Sense<br>*local area study<br><br>***Knowledge:***<br><br>On a globe, identify the tropics of Cancer and Capricorn and understand their significance.<br>Draw maps of the local area using symbols and a key. For example, pupils draw a map of their route to school.<br>Use the points of the compass: north, south, east, west.<br>Review scale and discuss how they | UK Geography<br>*The South<br><br>***Knowledge:***<br><br>**Southern counties:**<br><br>**West Sussex**<br>**East Sussex**<br>**Kent**<br>**Berkshire**<br>**Surrey**<br>**Greater London**<br>**Eastern:**<br>**Essex**<br>**Norfolk**<br>**Suffolk**<br><br>Pupils will explore the south region of the UK including: climate, landscape, resources, ecosystems, population distribution, people, cultural practices, | Eastern Europe<br>*map work and culture (relevant to cohort)<br><br>***Knowledge:***<br><br>**ALBANIA, AZERBAIJAN, BULGARIA, CZECH REPUBLIC, CROATIA, ESTONIA, GEORGIA, HUNGARY, KOSOVO, LATVIA, LITHUANIA, POLAND, ROMANIA, UKRAINE**<br><br>Russia: borders China in the East and Finland in the West, Ural mountains, Ural river, Moscow, St Petersburg<br>The Baltic Countries: Latvia, Lithuania, Estonia and Poland | Eastern Europe<br>Physical Geography<br><br>***Knowledge:*** | Mediterranean Climate<br><br>***Knowledge:***<br><br>**GEOGRAPHY OF MEDITERRANEAN EUROPE (SOUTHERN FRANCE, PORTUGAL, SPAIN, ITALY, GREECE, MALTA, CYPRUS)**<br><br>The climate of Europe: A Mediterranean climate.<br>Coastline, islands and beaches<br>Turkey<br>Gateway to the Middle East, Istanbul,Bosphorus.<br>Settlements | Mediterranean Country study<br><br>***Knowledge:*** | ***Downham Heritage Centre visit.***<br><br>***Mediterranean Cooking using foods produced in the Med. Region (Risotto)*** |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | will show this on their maps.<br>Identify changes to a locality over time, sequence of change, and spread or growth. For example, study aerial photographs of a local place taken in different years.<br>Use an atlas and online resources to find geographical information. | economic activities, political and places of interest.<br>How London has changed over time and why, London transport and Landmarks. | The Balkan Countries: Croatia, Albania, Bosnia-Herzegovina, Bulgaria and Kosovo<br>Landscape: lowlands and river valleys (Danube, Dniester), Balkan Mountains | | Lisbon, Madrid, Rome, Milan, Venice, Athens. | | |
| **History** | Monarchs of the House of Stuart<br>Union of the Crown. Gunpowder plot.<br><br>***Knowledge:***<br><br>**MONARCHS OF THE HOUSE OF STUART/ END OF ELIZABETHANS** | | Civil war execution of Charles I Restoration politics<br><br>***Knowledge:***<br><br>**LEAD-UP TO THE CIVIL WAR**<br><br>Charles confronts parliament, 1641<br>Charles forcibly enters parliament to arrest five members<br>Parliament refuses;<br>Charles left powerless | | Plague<br><br>***Knowledge:***<br><br>The Bubonic Plague also known as The Black Death, was a disease carried by infected fleas living on rats. The deadly disease began spreading in London, in the poor and overcrowded | | Links to geography: how London has changed over time.<br><br>Trip to Ely (history focus) Cromwell House |

Nelson Academy
'Achieving Through Learning'

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | King of Scots as James VI from 1567<br>King of England and Ireland as James I from the union of the English and Scottish crowns on 24 March, 1603.<br>Belief in the Divine Right of Kings<br>Gunpowder Plot, 1605<br>Parliament unwilling to grant the King money; dissolved by the King | | Charles flees London; Parliament in control of London<br><br>**THE CIVIL WAR**<br><br>In general, cities and the Royal Navy supported Parliament; rural communities supported the King<br>Roundheads (Parliamentarians) and Cavaliers (Royalists)<br>Edgehill, 1642; Charles withdraws to Oxford<br>Battle of Marston Moor, 1644, victory for Parliamentarians<br>New Model Army; first permanent national standing army in Britain<br>Oliver Cromwell<br>The Rump Parliament<br><br>**THE TRIAL AND EXECUTION OF CHARLES I**<br>Beheaded on the 30th January, 1649<br>Charles II proclaimed King in Scotland | | parish of St.Giles-in-the-Fields in February 1665.<br>By July 1665, 17,036 Londoners had died from this disease.<br>The Great Fire of London<br><br>The fire of London started in a bakery in Pudding Lane on 2nd September 1666. Why did the fire spread? It hadn't rained for months so the city was very dry. In 1666, lots of people had houses made from wood which burns easily.<br><br>***Knowledge:***<br><br>When and where did it start? | | |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | Battle of Worcester;<br>Charles escaped to France<br><br>**THE COMMONWEALTH, 1649-1660**<br><br>An Act declaring England to be a Commonwealth was passed<br>Oliver Cromwell's Protectorate, 1653;<br>Rump Parliament dissolved<br>Cromwell becomes Lord Protector in December 1653<br>Son Richard becomes Lord Protector in 1658<br>***Knowledge:***<br><br>Overthrow of Richard Cromwell<br>Parliament invites Charles II to return from France<br>Charles crowned King in London. | | Why did the fire spread? | | |
| **Visual arts** | Portraits<br>→<br>***Knowledge:***<br><br>***SpoL Kusama linked to Dot Day*** | *Wren Architecture*<br><br>*Monuments*<br>Linked to London and the South East Geography | Space (2D and 3D)<br><br>***Knowledge:*** | Space (2D and 3D)<br><br>Photography (forced perspective)<br>***Knowledge:*** | Needlework/ cross stitch/ Weaving<br>→ T<br><br>***Knowledge:***<br>Bayeaux Tapestry | Light and shade<br><br>**LIGHT**<br><br>Observe how artists use light | Dot Day<br><br>Exhibition<br><br>Sky Access All Arts |

Nelson Academy
'Achieving Through Learning'

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | ***SPoL Queen Elizabeth I portrait***<br>The generally recognised elements of art include line, shape, form, space, light, texture, and colour. In Year 4, build on what the children have learned in earlier years as you introduce concepts of light, space and design, symbolism. | | | Understand the following terms: two-dimensional (height, width), and three-dimensional (height, width, depth). [Note: perspective will be considered in Year 6.]<br>Examine the foreground, middle ground, and background in paintings and photography.<br>Discuss Art including:<br>Pieter Bruegel the Younger, The Peasant Wedding, 1620 (National Gallery Jean-François Millet, The Gleaners, 1857 (Musée d'Orsay, Paris) | Understand the basic principles of sewing techniques. Experiment with making their own cross-stitch design .<br>Understand the basic principles of weaving<br>Recognise embroidery and tapestry and discuss examples. | and shadow (to focus our attention, create mood, etc.) in: Caravaggio, Supper at Emmaus, 1601 (National Gallery, London) [Explain that Caravaggio pioneered a very dramatic lighting contrasting dark shade with bright light, known as 'chiaroscuro', combining the Italian words for light and dark.] Rembrandt van Rijn, Belshazzar's Feast, 1636 (National Gallery, London) Johannes Vermeer, The Milkmaid, c. 1658 (Rijksmuseum, Amsterdam) Joseph Mallord William Turner, The Fighting Temeraire, 1859 (National Gallery, | Superpower of Looking |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | | | | | | London) of Ireland, Dublin) | |
| **Design and Technology** | **Mechanisms** – **'Pneumatics'** (Mechanical systems | | **Textiles** – **'Plague Pouches'** (Needlework/ cross stitch/ weaving) Cross curricular link – The Plague (History). | | **Food tec** – **'Ratatouille and Couscous'** (Preparing fruit and vegetables. Weighing and combining ingredients) | | |
| **Music See Nelson Academy Charanga Scheme** | **Spain –Sing Up! Percussion**<br><br>**Charanga** | **Favourite Song** (The doot doot song) Sing with expression and a sense of the style of the music. Identify similarities and differences between pieces of music in a folk/folk-rock style. Understand triads and play C, F, G major, and A minor. Play an instrumental part as part of a whole-class performance. Sing a part in a partner song, rhythmically and from memory | **Composing with Colour**<br><br>(linked to planets) | **Fanfare for the Common Man**<br><br>. | **Djembe Drumming**<br><br>. | | Harvest Songs.<br><br>Christmas Songs. |
| **MFL** | Phonetics 1-2 | My family | At the Cafe | In the classroom | What is the weather? | | Spanish fiesta<br><br>Language day |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Presenting myself | | | | | | |
| **Computing** | **The internet** Children recognise the internet as a network of networks including the WWW, and why we should evaluate online content. | **Audio Editing** Children capture and edit audio to produce a podcast, ensuring that copyright is considered | **Photo Editing** Children manipulate digital images, and reflect on the impact of changes and whether the required purpose is fulfilled. | **Data Logging** Children recognise how and why data is collected over time, before using data loggers to carry out an investigation | **Repetition in shapes** Children use block-based programming language to explore count-controlled and infinite loops when creating a game. | | Data Loggers from Norfolk computing hub |
| **PE** | Cardio Drumming<br><br>***Knowledge:***<br>Read and follow symbols for movements in a sequence.<br>Build stamina and fitness.<br>Move to music with co-ordination.<br><br>Ball skills<br><br>***Knowledge:***<br><br>Strike, pass and stop with control | Dance<br><br>***Knowledge:***<br><br>Vary speed and levels within a dance sequence<br>Link movements into dance sequences<br>Use movement patterns to create dance phrases on their own.<br>Begin to perform longer dances clearly and fluently.<br>Show a good sense of rhythm and style when performing | Gymnastics<br><br>***Knowledge:***<br><br>Plan, perform and repeat fluent gymnastic sequences, linking still shapes with travelling<br>Show changes of direction, speed and level during a gymnastic sequence<br>Create successful and stable balances and shapes<br>Decide on strategies, skills and equipment needed to complete a | Racket skills<br><br>***Knowledge:***<br><br>Follow the formal rules of the game and demonstrate they can play fairly<br>Develop the skills of forehand or backhand when playing racket games, showing control when hitting | Athletics<br><br>***Knowledge:***<br><br>Sprint over a short distance<br>Pace running over longer distances<br>Develop technique to be able to throw further<br>Jump in a number of ways (1-1, 2-1, 1-2, 2-2), using a run-up where appropriate | OAA<br><br>***Knowledge:***<br><br>Use basic maps and diagrams to orientate themselves and to move from one place to another<br>Adjusts plans and actions depending on changing situations | |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | and clear sense of direction<br>Follow the formal rules of the game and demonstrate they can play fairly<br>Keep possession of a ball with a hockey stick.<br>Show awareness and accuracy in passing | | challenge based on previous experience | | | | |
| **RE** | ***Judaism***<br>How special is the relationship Jews have with God? – sacred texts, does participating in worship help people to feel closer to God or their faith community. | **Christianity**<br>- Significant part of the Nativity story. DO sacred texts have to be true to help people understand their religion? Can the arts help to communicate religious beliefs? | Judaism<br>How important is it for Jewish people to do what God asks them to do?<br><br>Do religious people lead better lives?<br><br>Is religion the most important influence and inspiration in everyone's life? | Christianity<br>Is forgiveness always possible?<br>Do religious people lead better lives?<br>Do all religious beliefs influence people to behave well towards others? | Judaism<br>What is the best way for a Jew to show commitment to God?<br><br>Do religious people lead better lives?<br><br>Is religion the most important influence and inspiration in everyone's life. | Christianity<br>Do people need to go to church to show they are Christians? Does participating in worship help people to feel closer to God or their faith community. | Harvest<br>Carol Concert<br>Easter |
| **RSHE** | Asking for help<br>Lifewise<br>Healthy Eating and a Balanced Diet x2<br>The Importance of Physical Activity x2<br>Relaxing to | My feelings<br>Lifewise<br>Sleep x 2<br>Screentime x 2<br>Autism: Aspergers<br>What's Love? | My body<br>Lifewise<br>Bullying x 2<br>Everything Will Be Alright<br>All About Tik-Tok<br>Fairtrade: Change | My relationships<br>Lifewise<br>BV Government and Rules x 2<br>BV Freedom in Beliefs x 2 | My beliefs<br>Lifewise<br>Consent<br>Where Does My Food Come From?<br>Respect x 2<br>Being Responsible | My rights and responsibilities<br>Lifewise<br>Problem Solving and Resourcefulness x 2 | |

# Year 4 Curriculum Map 2025/26 (Subject to changes as needs arise)

| | | | | | | | |
|---|---|---|---|---|---|---|---|
| | Recharge x 2 | | Through Choice | | x 2<br>Earning Money | Try and Try Again x 2<br>Leadership x 2 | |
| **Local history and geography** | Map work linked to Norfolk | Local animal classifications | Oliver Cromwell's house in Ely | | | | |