



Year group	4	Academic year	2025-26	Teacher(s)	Miss Ferdinando
------------	---	---------------	---------	------------	-----------------

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
----------	----------	----------	----------	----------	----------

Main Class Novel	DIVERSITY <i>The Boy at the Back of the Class</i> by Orjal Q. Rauf (Refugees)	CLASSIC <i>Oliver Twist</i> by Charles Dickens (Abridged) <i>A Christmas Carol</i> by Charles Dickens (Abridged)	SHAKESPEARE: <i>Julius Caesar</i> by William Shakespeare	CONTEMPORARY <i>The Wolf Wilder</i> by Katherine Rundall	CONTEMPORARY <i>The Wrong Shoes</i> by Tom Percival	CLASSIC <i>The Little Prince</i> Novella by Antoine de Saint-Exupéry
	Poetry	<i>General read: Where my wellies take me</i> By Michael Morpurgo	<i>Poems to be Read Aloud</i> by Joseph Coelho	<i>Still I Rise</i> by Maya Angelou	<i>Migration - On the Move</i> by Michael Rosen	<i>Around the World in Eighty Poems</i> by James Berry
	Everyone's Welcome	<i>The First Slodge</i> by Jeanne Willis and Jenni Desmond (Sharing the World)	<i>The Flower</i> by John Light (Turning the dull in to the beautiful)	<i>Dreams of Freedom</i> by Mixed authors (What we should)	<i>We're All Wanderers</i> by RJ Palacio	<i>Beegu</i> by Alexis Deacon (Being lost in the unknown)

The Grove Primary School: **Yearly overview**

			<i>have the freedom to do)</i>			
Picture Books	<i>The Orchard book of Greek Myths by Geraldine McCaughrean and Emma Chichester Clark</i>	<i>A Christmas Carol by Charles Dickens</i>		<i>The Drop in my Drink; the story of Water on our Planet by Christopher Coady and Meredith Meredith Hooper</i>	<i>The Buildings that Made London by David Long</i>	<i>The Great Fire of London: Anniversary Edition of the Great Fire of 1666 by Emma Adams</i>
Memorable learning	<i>Ancient Greece Project Box from the library</i> <i>CLS Rock Detectives Workshop</i> <i>Greek Corinthian Helmet - Artefact</i> <i>Wild Things - Science Museum Session based on</i>	<i>It's All Greek - Art session from the library - Artefacts in class: Greek Corinthian Helmet</i>	<i>Ancient Rome - Project box from the library</i> <i>Artefact: Roman Pottery FOR HANDLING</i> <i>Take flight - Art session (2 hour)</i> <i>Residential - 3 days -</i>	<i>Legionary in marching kit, Legionary in fighting kit and Trebuchet (Siege weapon)</i> <i>Trip to Leicester Industrial Museum - Abbey Pumping Station</i>	<i>Japan project box from the library</i> <i>Richard III workshop - retrieval from year 3.</i>	<i>Human Teeth - Artefact</i>

The Grove Primary School: **Yearly overview**

	<p><i>adaptation and food chains -</i></p> <p><i>Book Talking session with a librarian</i></p>		<p><i>Adventure Training</i></p> <p><i>Battle of Bosworth Trip</i></p>			
English Writing	<p><i>Theseus and the Minotaur</i> Text Type: Narrative Genre: Myth</p> <p><i>Ban on social Media for under 13 year olds-non-fiction website article</i></p>	<p><i>The Iron Man by Ted Hughes</i> Text Type: Narrative Genre: Science Fiction</p> <p><i>Sicily Holiday Brochure</i> Text Type: Non -Fiction Genre: Persuasive Writing</p>	<p><i>A journey into the Wonderful World of your Microbiome</i> Text Type: Non -Fiction Genre: Explanation</p> <p><i>Float</i> Text Type: Narrative Genre: Story</p>	<p><i>The Journal of Iliana (a young Roman slave),</i> Text Type: Non-Fiction Genre: Historical Diary</p>	<p><i>The Princess and the Pea by Lauren Child</i> Text Type: Narrative Genre: Traditional Tale</p> <p><i>The plague</i> Text Type: Non-Fiction Genre: Playscript</p>	<p><i>Bike Boy</i> Text Type: Narrative Genre: Adventure Story</p> <p><i>The creature</i> Text Type: Non-Fiction Genre: Newspaper Report</p>
Grammar	<ul style="list-style-type: none"> - Adjectives - Adverbials - Conjunctions - Prepositions 	<ul style="list-style-type: none"> - Short sentences - Noun phrases - Simile - Questions 	<ul style="list-style-type: none"> - Direct address - Adverbial s - Paragraph s - Metaphors 	<ul style="list-style-type: none"> - Repetition - Precise verbs - Simile - Pronouns - Onomatopoeia 	<ul style="list-style-type: none"> Adverbs - Adjectives -Relative clauses - Metaphors 	<ul style="list-style-type: none"> - Time adverbials - Similes - Personification - Pronouns

The Grove Primary School: **Yearly overview**

	<ul style="list-style-type: none"> - Repetition - Adverbs - Synonyms - Dialogue - Alliteration - Onomatopoeia - Verbs 	<ul style="list-style-type: none"> Metaphors - Repetition - Onomatopoeia - Short sentence - Brackets - Personification - Dialogue - Complex sentences 	<ul style="list-style-type: none"> - Precise verbs - Conjunctions - Similes - Synonyms 	<ul style="list-style-type: none"> - Adverbials - Rhetorical questions - Alliteration - Apostrophes - Expanded noun phrases - Dialogue - Pathetic fallacy - Exclamation 	<ul style="list-style-type: none"> - Commas - Questions - Repetition - Dialogue - Ellipsis - Stage directions 	<ul style="list-style-type: none"> - Complex sentences - Modal verbs - Dialogue - Relative clauses - Contracted forms - Synonyms - Dialogue - Exclamation - Repetition - Simile
Maths	Place Value Addition and Subtraction	Multiplication and Division Multiplication and division Geometry	Fractions Decimals	Measurement Fractions, Decimals and Percentages Fractions, Decimals and Percentages	Geometry Position and direction Statistics	Consolidation and review Consolidation and review
Science Big Question	Why do we classify plants and animals?	How do we make a light shine?	Why and how should we look after our bodies?	How does the water cycle recycle?	What is sound and how do we hear?	How does our ecosystem impact living things and the environment?
Science	Classification of Plants and Animals 1. Introduction to	Electricity 1. Electrical safety	The Human Body 1. Cells and Nutrients	The Water Cycle 1. States of Matter	Sound 1. What is sound?	Ecology 1. Living things and Habitats

The Grove Primary School: **Yearly overview**

	<p>classification</p> <p>2. Classes of Vertebrates</p> <p>3. Classes of invertebrates: Insects, Arachnids and Molluscs</p> <p>4. Classification of plants</p> <p>5. Classification Enquiry (I)</p>	<p>2. Parts of a circuit</p> <p>3. Switches</p> <p>4. Thomas Edison and Lewis Latimer</p> <p>5. Investigating conductive and non-conductive materials (I)</p>	<p>2. Teeth and Senses (I)</p> <p>3. Digestion</p> <p>4. A Healthy Diet</p> <p>5. Vitamins and Minerals</p>	<p>2. Evaporation (I)</p> <p>3. Condensation</p> <p>4. Precipitation</p> <p>5. The Water Cycle</p>	<p>2. Speed of sound</p> <p>3. Qualities of sound - Pitch and Volume (I)</p> <p>4. Human Voice</p> <p>5. Ears- how we hear</p>	<p>2. Natural Cycles</p> <p>3. Web of Living Things</p> <p>4. Human Threats to the Environment</p> <p>5. Ecology in our Local Area (I)</p>
Physical Education	Fundamentals Y3/4 Athletics	Ball Skills Y3/4 Handball	OAA Gymnastics	Volleyball Netball	Swimming Rounders	Swimming Tennis
Computing	<p>Computing systems and networks</p> <p>Collaborative learning</p> <p>(Option 1: Google)]</p>	<p>Programming 1</p> <p>Further coding with Scratch</p> <p>(Option 1: Google)</p>	<p>Data Handling</p> <p>Investigating weather</p> <p>(Option 1: Google)</p>	<p>Programming 2</p> <p>Computational thinking</p>	<p>Online Safety</p> <p>Online Safety Y 4</p> <p>(4 lessons: 1, 2, 3 and 5)</p>	

The Grove Primary School: **Yearly overview**

	<p>(Option 2: Microsoft Office 365)</p> <p>(4 lessons: 1,3,4 and 5)</p> <p>Lesson 1: Teamwork</p> <p>Lesson 3: Slide presentations</p> <p>Lesson 4: Google forms</p> <p>Lesson 5: Shared spreadsheets</p>	<p>(Option 2: Microsoft Office 365)</p> <p>(3 lessons: 2-4 only)</p> <p>Lesson 2; Identifying what code does</p> <p>Lesson 3: Introduction to variables</p> <p>Lesson 4: Making a variable</p>	<p>(Option 2; Microsoft Office 365)</p> <p>(4 lessons: 1,3,4 and 5)</p> <p>Lesson 1: What's the weather?</p> <p>Lesson 3: Extreme weather</p> <p>Lesson 4: Satellites and forecasts</p> <p>Lesson 5: Presenting forecasts</p>	<p>(4 lessons: 1-4 only)</p> <p>Lesson 1: What is computational thinking?</p> <p>Lesson 2 : Decomposition</p> <p>Lesson 3: Abstraction and pattern recognition</p> <p>Lesson 4: Algorithm design</p>	<p>Lesson 1: What happens when I search online?</p> <p>Lesson 2: How do companies encourage us to buy online?</p> <p>Lesson 3: Fact, opinion or belief?</p> <p>Lesson 5: What is my //Techtimetable like?</p>	
<p>Geography Big Question:</p>	<p>Where is our local area and how has it changed over time?</p>	<p>How has Mediterranean impacted Britain?</p>	<p>How do physical features differ across different locations?</p>	<p>What are the physical and human features of Northern Ireland?</p>	<p>What makes London a great capital city?</p>	<p>How is Japan different to other parts of Asia?</p>
<p>Geography</p>	<p>Spatial Sense</p> <p>1. Globes and the Tropics</p> <p>2. Scale</p>	<p>Mediterranean Europe</p> <p>1. Key Places in Europe</p>	<p>Eastern Europe</p> <p>1. Key places in Eastern Europe</p>	<p>UK Geography: Northern Ireland</p> <p>1. An Introduction to Northern Ireland</p>		<p>Asia - Japan</p> <p>1. Location, weather and climate of Japan</p>

The Grove Primary School: **Yearly overview**

	<p>3. Grid References</p> <p>4. Our Local Area</p> <p>5. Our Local Area- Museum Trip</p>	<p>2. Climate, food and farming</p> <p>3. Landscape and settlements</p>	<p>2. Conflict in Eastern Europe (link with writing)</p> <p>3. Compare and contrast human features between Sicily and Moscow.</p>	<p>2. Northern Ireland, the Republic of Ireland and the partition</p> <p>3. The Giant's Causeway and The Marble Arch Caves</p>	<p>2. Physical and human features of Japan</p> <p>3.EOY Quiz</p>
<p>History Big Question:</p>	<p>How has Ancient Greek culture influenced the Western World?</p>	<p>Why does Pompeii hold the richest source of archaeological evidence in ancient Rome?</p>	<p>Can conflict ever lead to peace?</p>	<p>What have we learned from the events of the Stuart period?</p>	
	<p>Ancient Greece</p> <p>1. Chronology</p> <p>2. Ancient Greece: City States</p> <p>3. Athens and Democracy</p> <p>4. Sparta</p> <p>5. The Persian Wars</p> <p>6. Alexander the Great</p>	<p>Life in Ancient Rome</p> <p>1. Locating Ancient Rome</p> <p>2. Monarchy, Republic, Empire: Rome's</p>	<p>The Rise and Fall of Rome</p> <p>1. The Punic Wars and the expanding empire</p> <p>2. Julius Caesar</p> <p>3. Caesar Augustus and the Pax Romana</p>	<p>The Stuarts</p> <p>1. James I and the Union of the Crown</p> <p>2. The Gunpowder Plot</p> <p>3. Charles I</p> <p>4. The English Civil War</p> <p>5. Oliver Cromwell and the Commonwealth</p> <p>6. The Restoration of Charles II</p>	

The Grove Primary School: **Yearly overview**

	<p>7. Greek Philosophy 8. Gods and mythology 9. The Ancient Olympic Games 10. The Legacy of Ancient Greece - art, architecture and the Elgin Marbles - Assessment</p>	<p>different Governments 3. Pompeii 4. A Day in the Life in Ancient Rome 5. Latin</p>	<p>4. The Fall of the Roman Empire 5. Assessment</p>	<p>7. The Great Fire of London 8. Christopher Wren and the Rebuilding of London 9. James II and the Monmouth Rebellion 10. William of Orange and the Bill of Rights 11. EOY Quiz</p>		
<p>PSHE (Personal, Social & Health Education) SMSC (Spiritual, Moral, Social & Cultural)</p>	<p>Being Me in My World 1. Being part of a class team 2. Being a school citizen 3. Rights, responsibilities and democracy (school council) 4. Rewards and consequences 5. Group decision-making</p>	<p>Celebrating Differences 1. Challenging assumptions 2. Judging by appearance 3. Accepting self and others 4. Understanding influences 5. Understanding bullying 6. Problem-solving</p>	<p>Dreams and Goals 1. Hopes and dreams 2. Overcoming disappointment 3. Creating new, realistic dreams 4. Achieving goals 5. Working in a group 6. Celebrating contributions 7. Resilience</p>	<p>Healthy Me 1. Healthier friendships 2. Group dynamics 3. Smoking 4. Alcohol 5. Assertiveness 6. Peer pressure 7. Celebrating inner strength</p>	<p>Relationships 1. Jealousy 2. Love and loss 3. Memories of loved ones 4. Getting on and Falling Out 5. Girlfriends and boyfriends 6. Showing appreciation to people and animals</p>	<p>Changing Me 1. Being unique 2. Having a baby 3. Girls and puberty 4. Confidence in change 5. Accepting change 6. Preparing for transition 7. Environmental change</p>

The Grove Primary School: **Yearly overview**

	6. Having a voice 7. What motivates behaviour	7. Identifying how special and unique everyone is 8. First impressions	8. Positive attitudes			
RE BIG Question	Key Question: How special is the relationship Jews have with God?	Key Question: What is the most significant part of the nativity story for Christians today?	Key Question: How important is it for Jewish people to do what God asks them to do?	Key Question: Is forgiveness always possible for Christians?	Key Question: What is the best way for a Jew to show commitment to God?	Key Question: Do people need to go to church to show they are Christians?
Discovery RE	Theme: Beliefs and Practices Religion: Judaism Do sacred texts have to be 'true' to help people understand	Theme: Christmas Concept: Incarnation Religion: Christianity Do sacred texts have to	Theme: Passover Religion: Judaism Do religious people lead better lives? Is religion the most important influence and inspiration in	Theme: Easter Concept: Salvation Religion: Christianity Do religious people lead better lives?	Theme: Rites of Passage and good works Religion: Judaism Do religious people lead better lives?	Theme: Prayer and Worship Religion: Christianity Do religious people lead better lives? Does

The Grove Primary School: **Yearly overview**

	<p>their religion? Does participating in worship help people to feel closer to God or their faith community? (Believing/Belonging)</p> <p>ATI A Beliefs, teachings and sources AT2 D Identity, diversity and belonging.</p> <p>We are learning to understand the special relationship between Jews and God and the promises they make to each other.</p>	<p>be 'true' to help people understand their religion? Can the arts help to communicate religious beliefs? (Believing/Belonging)</p> <p>ATI C Forms of expressing meaning AT2 E Meaning, purpose and truth.</p> <p>We are learning to understand the symbolism in the Christmas story and think about what the different parts mean</p>	<p>everyone's life? (Believing/Behaving)</p> <p>ATI B Practices and ways of life AT2 E Meaning, purpose and truth</p> <p>We are learning to understand how celebrating Passover and keeping Kashrut (food laws) help Jews show God they value their special relationship with Him.</p>	<p>Do all religious beliefs influence people to behave well towards others? (Believing/Behaving)</p> <p>ATI A Beliefs, teachings and sources AT2 E Meaning, purpose and truth</p> <p>We are learning to understand how Jesus' life, death and resurrection teaches Christians about forgiveness.</p>	<p>Is religion the most important influence and inspiration in everyone's life? Does participating in worship help people to feel closer to God or their faith community? (Believing/Behaving/Belonging)</p>	<p>participating in worship help people to feel closer to God or their faith community?</p> <p>ATI B Practices and ways of life AT2 D Identity, diversity and belonging.</p> <p>We are learning to understand how important going to church is to show someone is a Christian.</p>
--	--	---	--	--	--	--

The Grove Primary School: **Yearly overview**

		to Christians today.				
Design Technology		<p>Structure: Produce a range of free-standing frame structures of different shapes and sizes.</p> <p>Design a pavilion that is strong, stable and aesthetically pleasing.</p> <p>Select appropriate materials and construction techniques to create a stable, free-standing frame structure.</p> <p>Select appropriate materials and techniques to add cladding to their pavilion.</p>		<p>Textiles: Fastenings</p> <p>Identify the features, benefits and disadvantages of a range of fastening types.</p> <p>Write design criteria and design a sleeve that satisfies the criteria.</p> <p>Make a template for their book sleeve.</p> <p>Assemble their case using any stitch they are comfortable with.</p>		<p>Adapting a Recipe: Follow a recipe, with some support.</p> <p>Describe some of the features of a biscuit based on taste, smell, texture and appearance.</p> <p>Adapt a recipe by adding extra ingredients to it.</p> <p>Plan a biscuit recipe within a budget.</p>
Artists and Architecture	Artists: Caravaggio,		Artists: Matisse,		Monuments: The Pantheon,	

The Grove Primary School: **Yearly overview**

	Vermeer, Goncharova, Begum		Munch, Kauffman		Colosseum, Trajan's Column
Art Concept	<p>LIGHT</p> <p>Concepts: light shows form, using tone to show form and drama, chiaroscuro, ground and underpainting, using/showing light in different ways</p> <p>Skills: Observational drawing, continuous line drawing, using chalk and charcoal for tone, using acrylic paint for tone, painting a ground, underpainting mixing tints and shades in acrylic</p>		<p>Design</p> <p>Concepts: Meaning of design in art, the elements of art, composition, cut-outs, expressionism, colour and line to create emotion, complementary colours</p> <p>Skills: Arranging a composition, using lines to show expression, painting with watercolour</p> <p>DRAWING</p> <p>PAINTING</p>		<p>Monuments of Ancient Rome:</p> <p>Concepts: What is a monument, monuments shows Emperor's power, construction and use of the Pantheon and Colosseum (domes and arches), relief sculpture on Trajan's column</p> <p>Skills: Following instructions, model making, working as a team</p> <p>3D FORM</p>

The Grove Primary School: **Yearly overview**

	DRAWING PAINTING				
Music	<p><i>Unit: Musical Structures</i></p> <p><i>Focus Songs:</i> <i>Hoedown by Joanna Mangona and Pete Readman</i></p> <p><i>Go Tell it on the Mountain Public Domain Arranged by Chris Taylor</i></p> <p><i>I'm Always There by Joanna Mangona Arranged by Rick Coates</i></p> <p><i>Trick or Treat by Joanna Mangona and Pete Readman</i></p> <p><i>Martin Luther King by Chris</i></p>		<p><i>Unit: Compose with your friends</i></p> <p><i>Focus Songs:</i> <i>Bringing us Together by Joanna Mangona and Pete Readman</i></p> <p><i>Mambo from West Side Story by Leonard Bernstein</i></p> <p><i>Old Joe Clark Public Domain Arranged by Chris Taylor</i></p> <p><i>Bachianas Brasileiras No. 2 - The Little Train Of The Caipira by London</i></p>		<p><i>Unit: Expression and Improvisation</i></p> <p><i>Focus Songs:</i> <i>Train is A-Comin Public Domain Arranged by Chris Taylor</i></p> <p><i>O Euchari by Hildegard of Bingen</i></p> <p><i>Oh Happy Day Public Domain Arranged by Chris Taylor</i></p> <p><i>Romeo And Juliet, Overture-Fantasy by Pyotr Ilyich Tchaikovsky</i></p> <p><i>A World Full of Sounds by</i></p>

The Grove Primary School: **Yearly overview**

	<i>Madin Arranged by Rick Coates</i>		<i>Symphony Orchestra</i>		<i>Joanna Mangona and Pete Readman</i>	
			<i>Dance with me by Joanna Mangona and Pete Readman</i>			
French	<p>Introductions</p> <p>Revision of giving basic information about yourself</p> <p>Learn to pronounce the French alphabet</p> <p>Ask how something is spelled</p> <p>Spell out words</p>	<p>Birthdays</p> <p>Revise numbers to 31 and months</p> <p>Say when your birthday is</p> <p>Ask when someone's birthday is</p> <p>Grammar: forming ordinal numbers in French</p>	<p>My Home</p> <p>Say what type of house you live in</p> <p>Describe what rooms there are in a house</p> <p>Grammar: Definite and indefinite articles</p> <p>Forming plurals of nouns</p> <p>Using basic connectives</p>	<p>Family</p> <p>Saying who is in your family</p> <p>Grammar: The masculine, feminine and plural form of possessive adjectives</p> <p>Using basic connectives</p>	<p>My Pets</p> <p>Saying what pets you have and don't have and what colour they are.</p> <p>Grammar: Gender of nouns Position of adjectives and adjectival agreement</p>	<p>At the Zoo</p> <p>Saying how many animals are at the zoo.</p> <p>Naming other animals</p> <p>Counting up to 60</p> <p>Introduction to cognates and near cognates</p> <p>Grammar: Gender of nouns</p> <p>Forming plurals of nouns</p>
<i>Festivals and Celebrations</i>	<p><i>Rosh Hashanah</i></p> <p><i>Harvest Festival</i></p> <p><i>Eid ul Adha</i></p> <p><i>All Saints Day</i></p>	<p><i>Guy Fawkes</i></p> <p><i>Remembrance Sunday</i></p> <p><i>Diwali</i></p>	<p><i>Chinese New Year</i></p> <p><i>St Valentine's Day</i></p> <p><i>Shrove Tuesday</i></p>	<p><i>St David's Day</i></p> <p><i>Holi</i></p> <p><i>Mothering Sunday</i></p> <p><i>St Patrick's Day</i></p>	<p><i>St George's Day</i></p> <p><i>May Day</i></p> <p><i>Ramadan</i></p>	<p><i>Eis ul Adha</i></p>

The Grove Primary School: **Yearly overview**

		<p>St Andrews Day</p> <p>Advent and Christmas</p> <p>Thanksgiving</p> <p>Hanukah</p>		<p>Easter</p> <p>Baisakhi</p>		
<p>British Values</p>	<p>Democracy -</p> <p>Right to vote -</p> <p>Ancient Greece history</p> <p>Individual Liberty -</p> <p>Alexander Great wanting individuality</p> <p>Mythology - faith and tolerance</p>		<p>Democracy -</p> <p>Republic -</p> <p>History</p> <p>Tolerance and respect -</p> <p>hierarchy- History</p>	<p>Individual Liberty- Julius Caesar</p> <p>Rule of Law -</p> <p>The Punic Wars</p> <p>Religion and Belief -</p> <p>Christianity</p>		<p>Bill of Rights</p> <p>Democracy -</p> <p>History</p> <p>Monarchy</p> <p>England -</p> <p>London -</p> <p>History and the rebuild after the war</p>
					<p>Year 1 go to year 4 to tell them about their spring 2 learning about Oliver Cromwell</p>	