Charles Kingsley's CE Primary School

Year 4 Curriculum Overview Autumn 2026 – Second Half

Class Reader – The Land of Roar by Jenny McLachlan

Applied Maths Within maths we will be developing our understanding of numbers – using sophisticated mathematical terminology and developing ways of recording and solving problems. Our focus within Autumn 2 is to secure our understanding of fractions and measures. We will also be investigating statistics and data analysis and learning how to format collected data appropriately. This will be cross curricular with Computing – we will be using electronic devices to help record our data.	**Applied English** When learning about countries of the world in Geography, children will use their reading and writing skills to research different nations, compare geographical features, and present information in clear, well-organised reports. In Science, they will develop their use of precise vocabulary to explain the process of digestion, record observations carefully, and share their understanding through diagrams and written explanations. During our RE unit, children will build their speaking and listening skills by exploring the meaning of a Jewish festival, discussing its traditions, and reflecting on how celebrations bring communities together. **GR Texts**: Skygazing by Anna Claybourne and Kerry Hyndman The Wild Robot by Peter Brown	**RE – Judaism - Sukkot** Within RE we will be focusing on the Jewish Ritual of Sukkot. We will be investigating what rituals Christians have and how these *change* based on religion. Through discussion and investigation, we will be looking at the meaning of Sukkot and why certain rituals are practiced by Jews during Sukkot. As a class we will be discovering why we have rituals and how they affect Jewish lives. We will explore the symbolism of Sukkah and how it is comparable to our Christian traditions.
Science - Digestion Children will describe the simple functions of the basic parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions, construct and interpret a variety of food chains, identifying producers, predators and prey and identify that humans and some other animals have skeletons and muscles for support, protection and movement.	**Art - Drawing - William Morris** Children will look at the skill of sketching and developed it further by looking at the use of different gradients and implements to create texture. Children will explore creating three-dimensions within their artwork thinking about foreground and background. Children will then develop this skill by thinking of layering collage materials to create a similar effect of depth. **This unit will begin following the completion of the DT unit and continue into the Spring term**	**DT – Textiles & Sewing** We will explore different money bags used in history, focussing on the Anglo-Saxon period. We will explore different stitches and have the opportunity to practise these. We will design, make and evaluate our own money bags thinking about which will be the most appropriate stitch to use. We will learn the skills of pattern making, cutting fabric to a pattern, sewing and fastening. **THIS IS A 10 WEEK UNIT AND HAS CONTINUED FROM AUTUMN 1**
History	**Geography - Countries of the World** Children will locate the seven continents on a world map, identify	**PE** **Invasion games/Hockey**

	them from clues, and learn key facts about each. They will distinguish between countries and continents, locate countries within continents, and discover significant landmarks like the tallest mountains and longest rivers. Children will explore the hottest, coldest, largest, and smallest countries and identify major capital cities worldwide. They will learn about human and physical geography, researching a specific country and comparing its features to another.	In this unit children will be refining their dribbling, long and short passes, shooting and looking at defending/ attacking and applying into games **Dance** In this unit the children will be exploring characters in response to a range of stimuli. They will be working in groups to make simple dance phrases. They will be evaluating their own and others' dances.
Computing – **Logo** - This unit introduces children to Logo programming, focusing on developing their understanding of basic commands and programming concepts. Children will learn to create shapes and letters using instructions that contain advanced features such as procedures. **Effective Searching** - This unit teaches children to use search technologies effectively by selecting clear keywords, understanding how results are ranked, refining searches for accuracy, and evaluating online content to judge whether it is reliable and trustworthy. The online safety topic focuses online relationships and staying safe online.	**MFL** We will be working on conversations using vocabulary taught so far during KS2. This will include: • animal names • simple instructions • Christmas and festive words	**Music – *This Little Light of Mine*** is an expressive call-and-response Gospel song based on a pentatonic scale. The origin of the song is not 100% clear – some believe that it was written in the 1920s as a song for children by Harry Dixon Loes, but he never claimed the credit for it. Some believe the lyrics are taken from one of Jesus's speeches to his followers in the Bible. The song has links with the civil rights movement in the United States and became an anthem in the 1950s and 1960s. Famous versions have been recorded by many artists including Sister Rosetta Tharpe, Ray Charles, The Everly Brothers, and The Seekers.
PSHE - Being Me in My World In this unit, children explore what it means to be part of a class team, reflecting on inclusion, friendship and how their actions affect others. They learn about roles in school and how to contribute to their community. Across the six lessons, children explore rights, responsibilities and democracy, including how to share their own thoughts, opinions and ideas. They consider how rewards and consequences influence behaviour and practise empathy. By the end of the unit, children understand how responsible choices and participation benefit their school community, with the Learning Charter as the shared outcome.		