

Cleveland Road Primary School Curriculum Map – Year 4, Summer Term 2026

	Summer Term 2026	
TOPIC	<i>Curiosity and Wonder: the importance of new discoveries</i>	
KEY TEXTS	<i>The Lost Thing</i> by Shaun Tan <i>The Rabbits, The Arrival, The Red Tree</i> by Shaun Tan <i>Lost and Found</i> and <i>What We Build</i> by Oliver Jeffers	
ENGLISH <i>Convention on the Rights of the Child (CRC)</i> <i>Articles 28, 29, 30</i>	<u>Philosophical thinking:</u> What does it mean to be lost? Are there things that do not belong anywhere? When do people stop noticing things? Is it selfish to look after yourself when you have more things to do? What defines being human? Why don't people help others in need? Does everything need to have a name, meaning or purpose to be acceptable? To what extent is curiosity important to the development of society? Is choice an act of free will or an enforced act? How is it enforced? What does utopia look like? This term, Year 4 will read <i>The Lost Thing</i> by Shaun Tan. This picture book is set in a dystopian near-future with eponymous Shaun as narrator. He enjoys collecting bottle tops for his bottle top collection. One day, while collecting near a beach, he discovers a strange creature, that seems to be a combination of a crab, an octopus, and an industrial boiler. This creature is referred to as "The Lost Thing". Nobody else seems to pay it any attention, or even notice it, but Shaun attempts to find its home. Pete, an opinionated friend of Shaun's, explains that it may not actually belong anywhere. When he seeks help from a government agency, he is met by a creature who warns that the department exists only to hide or forget about uncategorisable things, and gives him a business card with an arrowhead sign on it. After searching much of the city for the sign, which they find and follow numerous times, Shaun discovers a utopian land for lost things, where he parts ways with the creature, and continues on with his life - although he was unable to say whether the creature, or any of the others, really belonged there. The children will begin their journey of discovery searching the school grounds, noticing and documenting things they may never have realised were there before. Are these things also "lost"? Do they "belong"? What does "belonging" mean? They will ask themselves when and why people stop noticing things, and whether this is an inevitable part of growing up, or something we are conditioned to do by society. They will use the bio-fiction picture book as a starting point to create their own alternative narrative of the dystopian world that Shaun lives in. At the end of the journey, they will create mystery guides of a chosen location, either inside or outside of the school, in order to invite others to make new discoveries.	
MATHS <i>CRC Articles 28, 29, 30</i>	This term, the children will continue to develop their mathematical skills with a focus on addition, subtraction, multiplication and division, measures, geometry and fractions. There will also be the continuous focus on consolidating times tables and arithmetic skills.	
SCIENCE <i>CRC Articles 3, 24, 26, 27, 28, 32</i>	Electricity The children will work scientifically to explore and develop their understanding of electricity and how it works. They will experience constructing and drawing simple series circuits, and will then apply their understanding to predict whether a lamp will light in a simple series circuit. Additionally, the children will find out about materials that are conductors and insulators and carry out their own scientific investigations to test this fairly.	Scientific Enquiry The children will focus on the <i>Scientific Enquiry</i> aspect of science this half term. Focusing on fair testing and the importance of the independent variable, the dependent variable and the control variables to devise, carry out and record their own experiments, to test and evaluate a scientific enquiry.

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COMPUTING <i>CRC Articles</i> 24, 26, 27, 28, 32	Computer Science 3 The children will be using <i>Lego We Do</i> software to build a range of different moving robots, using and applying their knowledge and understanding of algorithms and sequences.	Minecraft The children will use the programme Minecraft to write their own story, building a safe and secure environment. They will be required to think critically to solve real-world problems, overcome challenges and use geometric skills. They will also be studying coding, command blocks and de-bugging, giving them a core understanding of STEM (science, technology, engineering and mathematics).
		Networks and Computers The children will also develop an understanding of how the school network works.
HISTORY <i>CRC Articles</i> 13,17,28	Anglo Saxons and Scots Children will look at where the Anglo Saxons lie on the history timeline and use a variety of resources to find out about aspects of life in the past. They will look at how the Anglo Saxons came about, where they came from and why they came to Britain; they will re-enact the discovery of the Sutton Hoo burial site and from these findings work out how and where the Anglo-Saxons settled in England, what impact they had on society and what evidence there is that they existed. They will look at one of the greatest kings from Anglo-Saxon times, Alfred the Great, and learn how he helped to defeat the Vikings and save England from Viking raids.	Vikings The children will develop their understanding of chronology and place key events within the Viking era on a timeline. They will understand why the Vikings invaded Britain and the impact they have had. Furthermore, they will develop their understanding of contradicting sources and use sources of information to draw their own conclusions about whether the Vikings really were 'vicious'.
		Surrealist Paintings This term, the children will take inspiration from the surrealists to create their own surrealist landscape combining organic and mechanical elements. They will create repeat patterns through sketches and develop their understanding of printing with two colour overlays. Additionally, the children will explore different tools and techniques to create bleeds, washes, splashes and scratches with watercolours to create a background.
ART <i>CRC Articles</i> 13, 28, 29, 31		
DT <i>CRC Articles</i> 13, 28, 29, 31	Electrical Systems The children will use their cross-curricular learning from science, and apply their skills and knowledge, to design and make a torch. They	

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	will explore a range of different torch designs and draw labelled and exploded diagrams to show the electrical system that will make their torch light. At the end of the project, they will be able to explain and evaluate how effectively they used electrical systems in their product, designed for a real person and real purpose.	
MUSIC <i>CRC Articles</i> 13, 28, 29, 31	Djembe Drumming Some Year 4 classes will continue to develop their drumming skills, alongside their class teacher and a specialist-drumming teacher. They will learn how to play as part of an ensemble as they develop their timing, understanding of call and response and rhythm as well as prepare for a class performance, with solo elements, for the other Year 4 classes and some Year 3 classes.	Glockenspiels Some Year 4 classes will be learning how to sing and play songs on the glockenspiel and to recognise and read musical notation. They will continue to explore key signatures and time signatures. The children will compose a piece of music using percussion instruments such as metallophones, glockenspiels, xylophones, untuned instruments, keyboard and ukuleles, inspired by the dystopian and utopian images in <i>The Lost Thing</i>. They will perform the class composition to the other Year 4 classes. The children will also continue to develop their understanding of Music History, widening the range of their cultural capital.
PE <i>CRC Articles</i> 28, 29, 30, 31	Outdoor PE – Athletics The children will continue to develop their speed, agility and technique in javelin, long and triple jump, racing and speed bounce. They will develop their teamwork and leadership skills by taking part in relay races and develop their speed and efficiency during baton changes. Indoor PE - Dance The children will continue to develop and refine their skills in dance techniques such as cannon, unison and linking movements. Through the inspiration of African dance and rhythms, they will tell a narrative by refining their balance and strength skills.	Outdoor PE - Sports Day Activities In preparation for Sports Day, the children will be building their speed and stamina for the following activities: Hot Potato, Rob the nest, Speed Bounce, Relay Race and Track Race. Indoor PE – Gymnastics The children will develop their gymnastics techniques, including flexibility, coordination and balance. In groups, they will learn to sequence movements for performances which they will evaluate. They will use inspiration from the natural world, inspired by <i>Kensuke's Kingdom</i>, in developing their sequences.

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RE <i>CRC Articles</i> 8, 12, 13, 14, 28, 29, 30	How and why do religious leaders show their commitments during their journey of life? The children will learn about the significance of pilgrimage across many different religions. They will understand the significance of pilgrimage, and identify significant places of worship around the world, as well as develop their understanding of the importance of these places to worshippers.	What matters most to Humanists and Christians? The children will learn about the differences between a Christian and a Humanist; make links between religious and non-religious lives; describe these different codes for living and the values they apply. They will identify some of their own values and consider what behaviour goes with it. They will discuss whether good or bad actions are considered the same for all people and why we find it hard to always be good. They will also explore Humanist ideas about making the wrong choices and the Christian ideas about forgiveness.
PSHE <i>CRC Articles</i> 13, 28, 29, 30	Relationships The children will be involved in lessons about knowing how to make friends; solving friendship problems when they occur; helping others to feel part of a group and show respect in how they treat others.	Healthy Teeth & Gums The children will learn ways about how to take care of their oral hygiene and why this is important. They will also recognise that their lifestyle choices can have an impact on their dental health. Keeping Safe Near Water The children will know how to keep safe around water and consider their responsibility to keep themselves and others safe. Changing Me The children will be able to identify what they are looking forward to when they move to a new class, and reflect on the changes they would like to make next year, describing how to go about this.
Spanish <i>CRC Articles</i> 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42	Clothes By the end of this unit, the children will have the knowledge and skills necessary to describe what they are wearing, in Spanish. This is a unit that brings together much of the grammar covered in previous units so that the children can say and write what they are packing in their suitcase for a holiday.	Song Competition In this unit, the children will be preparing a song in Spanish ready for an <i>X-factor</i> style song competition. This will be an opportunity to practise their pronunciation, learn more vocabulary and experience the musicality of the Spanish language.
Safeguarding <i>CRC Articles</i> 28, 29	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, the children will develop their understanding of good mental health and well-being. Additionally, in PE, the children will learn that physical well-being is as important as mental well-being.	