Cleveland Road Primary School Curriculum Map – Year 4, Autumn 2026

	Autumn 1	Autumn 2
TOPIC	**The Frozen Kingdom**	
KEY TEXTS	*The Lion, The Witch and The Wardrobe* by C.S Lewis *The Lion, the Witch and the Wardrobe* by C.S. Lewis, illustrated by Christian Birmingham *The Snow Queen* by Hans Christian Anderson	
ENGLISH *Convention on the Rights of the Child (CRC) Articles 9,11,37,20,22*	This term, Year 4 will be drawn into the magical world of Narnia and follow the adventures of Peter, Susan, Edmund and Lucy in the story, *The Lion, The Witch and The Wardrobe* by C.S Lewis. They will have opportunities to write a wide range of texts, including internal monologues, persuasive speeches, a prequel narrative and an exciting narrative section describing a battle at the end of the term. Throughout the learning journey, the children will explore and discuss many reading themes and key questions around the larger ideas within the text, such as forgiveness, trust, betrayal and temptation. It will also help the children to develop their ongoing understanding of the UNICEF Rights Respecting Schools initiative. Towards the end of their journey, they will experience an exciting trip to a West End theatre to understand the representations more fully how animals are represented in other well-known stories.	
MATHS *CRC Articles 28, 29, 30*	This term, the children will 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 *CRC Articles 13 24, 26, 27, 28, 32*	<u>States of Matter</u> The children will learn to compare and group materials together, according to whether they are solids, liquids or gases; observe that some materials change state when they are heated or cooled, identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature. Within this unit, the children will be working scientifically to develop their enquiry skills and learn how to observe record and evaluate their findings from a range of different investigations.	<u>Animals, including humans</u> The children will learn all about the functions of the basic parts of the digestive system in humans such as, the mouth, tongue, teeth, oesophagus, stomach, and small and large intestine, and explore questions that help them to understand their special functions. They will identify the different types of teeth in humans and their simple functions. The children will work scientifically by: comparing the teeth of carnivores and herbivores and suggesting reasons for differences; finding out what damages teeth and how to look after them. They will also have the opportunities to construct and interpret a variety of food chains, identifying producers, predators and prey.
	<u>Online Safety</u>	

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COMPUTING *CRC Articles* *17,20,24, 26, 27, 28, 32*	The children will learn that copying the work of others and presenting it as one's own is called plagiarism; they will also learn about when and how it is acceptable to use the work of others. Most importantly, the children will learn how to think critically about the information they share online. They will also be made aware that they may get online messages from other people that can make them feel angry, hurt, sad, or fearful. This learning will develop their understanding of cyber-bullying and they will be taught a range of strategies to help them if they, or someone they know, is troubled by cyberbullying. The children will know what to do when they see something worrying online. They will understand the difference between private and personal information and understand that what they say or post on the Internet might be copied, shared, and stored by others. <u>Computer Science 1</u> The children will be learn coding, creating loops and repetition for programming games and instructions.	<u>Computer Science 2</u> The children will have the opportunity to create a game in *Scratch*. They will be able to move and steer sprites, change costumes, and create a maze. They will also be able to use logical thinking to identify and solve potential bugs during coding.
HISTORY *CRC Articles* *12,13, 17, 28, 29*	<u>The Roman Empire and its impact on Britain</u> This term, the children will continue to build on their historical enquiry and historical understanding by learning all about the Roman Empire and its impact on Britain. They will learn about the expansion of the Roman Empire and why they were so successful. They will particularly look at who Hadrian was and how he supported the Roman's invasion of Britain. The children will gain an understanding of how the Romans influenced London and their lives today. They will finally be able to explain reasons why the Roman Empire eventually crumbled.	
GEOGRAPHY *CRC Articles* 24, 28, 29		<u>London (Local area)</u> Through this unit, the children will identify and describe the main human and physical features of their local area. They will develop their understanding of mapping and use a range of resources such as, OS maps, photographs and digital resources to investigate London landmarks. They will learn how to draw maps with greater accuracy

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		and detail and use digital resources, such as Digimaps, to locate, measure, annotate and add symbols to maps.
ART *CRC Articles* 28, 29, 31	Clay Sculptures This term, the children will be developing their sculpting skills by using clay to create 3D mythological creatures. They will learn about artists and be able to adapt their techniques to their own sculptures. Throughout the unit, they will continually evaluate their work and share ways to improve their pieces.	
DT *CRC Articles* *13, 28, 29*		Mechanisms: Levers and linkages This term, the children will be creating amazing pop-up books, which have been inspired by their own narrative writing in English. They will create their pop-up books by learning how to make several different levers and linkages and then carefully consider how these mechanisms will be used in an interesting way within their stories. They will also develop their technical drawing skills, make prototypes, before designing, making and evaluating their work, and suggest ways of improving their models in the future.
MUSIC *CRC Articles* *13, 29*	Djembe Drumming This term, Year 4 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. Charanga When not taking part in djembe drumming lessons, each class with complete an exciting charanga unit to develop their understanding of musical skills such as rhythm, pitch, dynamics and performing as an ensemble.	
PE *CRC Articles* *14 ,28, 29*	Outdoor PE- Multiskills During multiskills this term, the children will develop their coordination, throwing and catching skills, learn the basics of attacking and defending as well as develop their understanding of what makes a good team.	Outdoor PE-Hockey After half term, the children with develop their skills in hockey by practising and applying co-ordination, dribbling, ball control and shooting.

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	Indoor PE- Dance The children will be inspired by the text *The Lion, the Witch and the Wardrobe* to create a winter woodland themed dance. They will combine elements such as shape, space and time in their performances as well as learn how to perform in cannon.	Indoor PE - Gymnastics In Gymnastics, the children will create a long sequence of movement and learn how to create balances and counter balances, whilst developing their control and precision.
RE *CRC Articles 13,14 ,28, 29,30*	Where, how and why do people worship? This half term, the children will learn about actions, symbols or ritual in worship for a believer. They will also use religious vocabulary to identify and suggest meanings for some symbolic objects, actions and sounds found in a Church/Mandir/Synagogue, and say how these help people worship. The children will also have the opportunity to explain the key functions of the Church, Synagogue and Mandir, comparing them to worship in the home, where appropriate.	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 *CRC Articles 1,2,4,,12,13,16*	Being Me in My World In this unit, the children will understand how their attitudes and actions make a difference to the class team. As part of this, they will also begin to understand who is in their school community, the roles they play and how they fit in. The children will also understand how democracy works through the School Council and how groups come together to make decisions- having a voice benefits the school community. They will further learn how their actions affect themselves and others and to show care about other people's feelings, trying to empathise with them.	Celebrating Differences In this unit, the children will understand that, sometimes, we make assumptions based on how people look. They will try to accept people for who they are and understand what influences them to make assumptions based on how people look.
SPANISH *CRC Articles 2, 3, 7, 8, 10, 12, 13, 14, 16, 23, 28, 30, 31, 39, 42*	Introducing Myself ME PRESENTO	My family MI FAMILIA By the end of this unit, the children will have the knowledge and skills to make a presentation about their own, or a fictitious, family in both spoken and written forms, in Spanish. They will start to integrate

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	By the end of this unit, the children will have the knowledge and skills to present themselves both orally and in written form in Spanish. They will focus on asking questions, as well as providing accurate replies. They will demonstrate a growing understanding of grammar to manipulate language and start to create sentences of their own using a range of personal details including name, age, where they live and nationality. • Revising greetings • Revising how to express moods (*Estoy cansado*/a, *estoy aburrido/a, estoy contento/a, estoy triste*) • Revising how to ask and talk about other people´s names (*Se llama*…) • Nationalities and saying where we live • Asking and talking about age using the verb "*tener*".	previously learnt language with newly acquired language, encouraging a more confident use of their growing bank of vocabulary. The children will demonstrate an increasing knowledge of grammar and will start creating more personalised responses as the unit supports the change from 1st person singular to 3rd person singular.
Safeguarding *CRC Articles 15, 19, 24, 31*	The children will continue to learn about online safety and how to stay safe online. In their PSHE lessons, they will develop their understanding of good mental health and well-being. Additionally, in P.E. the children will learn that physical well-being is as important as mental well-being.	