

English

As readers and writers we will learn...

- To use my inference skills when reading to provide answers based on evidence within the text.
- To use our own research to write a feature article about a subject of personal interest
- To write report about Sports Day



Maths

As mathematicians we will learn...

- To understand angles as turns
- To identify angles
- To compare and order angles
- To identify lines of symmetry
- To complete a symmetric figure
- To interpret charts
- To solve problems using Comparison, sum and difference
- To Interpret line graphs
- To Draw line graphs



PE/ Games

As sports people we will learn...

- To develop skills used to play rounders
- To practise our athletic skills through indoor athletics and team spirit ready for our upcoming Sports Day



Science

As scientists we will learn...

- To revise states of matter and how to group materials
- To revise the part played by evaporation and condensation in the water cycle
- To revise classification keys to help group, identify and name a variety of living things
- To revise how Environments can change and that this can sometimes pose dangers to living things
- To revise the simple functions of the basic parts of the digestive system in humans
- To revise how sounds are made, associating some of them with something vibrating.
- To revise circuits and how a switch can be used to affect a circuit

Year 4 Summer 2 2026 Curriculum

Beginning the week commencing 1st June

Where does our food come from?



Computing

As programmers we will learn...

- To identify that sound can be recorded
- To explain that audio recordings can be edited
- To recognise the different parts of creating a podcast project



PSHE / Circle Time

As citizens we will learn...

- To identify and discuss achievements from the year
- To set ourselves goals to aspire to in Year 5
- To discuss worries we may have about moving to Year 5.



Geography

As geographers we will learn...

- To identify that different foods grow in different biomes and say why.
- To explain which food has the most significant negative impact on the environment.
- To consider a change people can make to reduce the negative impact of food production.



As home learners we will learn...

- To create a reflective poem about our time in Year 4 as we get ready to transition to Year 5

DT

As designers we will learn...

- To prepare and cook biscuits by following a recipe
- To design a mechanical car
- To build a mechanical toy car that is able to roll
- To create a list of instructions to build the mechanical toy car

