

Year 4 Curriculum Overview 2025-2026 for Parents

	Term 1 August – December	Term 2 January – March	Term 3 April – July
Themes	Anglo-Saxons	The Mayan Playground	Where the land meets the sea
GFA Values/Islamic Values	Children will learn about the value of Respect - respecting themselves, their work, each other and the world around them. They will also focus on the value of Kindness at school and at home. Furthermore, they will focus on the values of Integrity and Honesty as well as compassion and resilience . They will learn about doing the right thing and using their strengths to support others. They will reflect on their achievements to date and identify when they have shown excellence and perseverance and set goals for these for the remainder of the year.		
Whole School Events / Themed days	Students' Induction Week UAE Flag Day National Day	International Day World Book Day	
UAE Agenda / Sustainability / SDGs	3. Good health and well-being 12. Responsible consumption and production 13. Climate action	9. Industry, innovation and infrastructure 13. Climate action 15. Life on land	7. Affordable and clean energy 13. Climate action 14. Life below water 15. Life on land
UAE National Identify Mark	Culture 1.1 Arabic Language 1.2 History 1.3 Heritage	Values 2.1 Respect 2.2 Compassion 2.3 Global Understanding	Citizenship 3.1 Belonging 3.2 Volunteering 3.3. Conservation
English	1. Aspirations - Whole School Writing Theme 2. Explanation Texts– Non-Fiction 3. Diary entry (Battle of 1066) - Fiction 4. Biography (Non-fiction) 5. Adversity Narrative - Fiction Focus Week: Spelling, Punctuation and Grammar GL preparation	6. Lost and Found – Whole School Writing Theme 7. Persuasive writing – Non-Fiction 8. Outsider - Narrative - Fiction & Non- Fiction 9. Information Text – Non-Fiction Focus Week: Spelling, Punctuation and Grammar GL preparation	10. Traction Man - Whole School Writing Theme - Narrative 11. Non-Chronological Report – Non-Fiction 12. Poetry 13. English Project: Inventions GL preparation
Mathematics	Unit 1: Number - Place value Unit 2: Number - Addition and Subtraction Unit 3: Number - Multiplication and division Unit 4: Number - Multiplication and division B	Unit 6: Number: Fractions Unit 7: Number - Decimals A Unit 8: Number: Decimals B Unit 9: Measurement - Length and perimeter	Revision of number strand Unit 11: Measurement - Money Unit 12: Measurement - Time Unit 13: Geometry - Shape

	Unit 5: Measurement - Area GL preparation	Unit 10: Statistics GL preparation	Unit 14: Geometry - Position and direction GL preparation
Science	<p>States of Matter</p> <ul style="list-style-type: none"> I can compare and group materials together, according to whether they are solids, liquids or gases I can observe that some materials change state when they are heated or cooled, and measure or research the temperature at which this happens in degrees Celsius (°C) I can identify the part played by evaporation and condensation in the water cycle and associate the rate of evaporation with temperature <p>Sound</p> <ul style="list-style-type: none"> I can identify how sounds are made, associating some of them with something vibrating I can recognise that vibrations from sounds travel through a medium to the ear I can find patterns between the pitch of a sound and features of the object that produced it I can find patterns between the volume of a sound and the strength of the vibrations that produced it I can recognise that sounds get fainter as the distance from the sound source increases. <p>GL preparation</p>	<p>Living things and their habitats</p> <ul style="list-style-type: none"> I can recognise that living things can be grouped in a variety of ways I can explore and use classification keys to help group, identify and name a variety of living things in their local and wider environment I can recognise that environments can change and that this can sometimes pose a danger to living things <p>Electricity</p> <ul style="list-style-type: none"> I can identify common appliances that run on electricity I can construct a simple series electrical circuit, identifying and naming its basic parts, including cells, wires, bulbs, switches and buzzers I can identify whether or not a lamp will light in a simple series circuit, based on whether or not the lamp is part of a complete loop with a battery I can recognise that a switch opens and closes a circuit and associate this with whether or not a lamp lights in a simple series circuit I can recognise some common conductors and insulators, and associate metals with being good conductors <p>GL preparation</p>	<p>Animals Including humans</p> <ul style="list-style-type: none"> I can describe the simple functions of the basic parts of the digestive system in humans I can identify the different types of teeth in humans and their simple functions I can construct and interpret a variety of food chains, identifying producers, predators and prey <p>GL preparation</p>

Sustainability	Caring for our water (Taking responsibility for the difference we make)		Living well within Earth's limits (Living on planet Earth)		Moving towards a no-waste world (Making change)	
<p>Topic (History, Geography, Art, Design and Technology)</p> <p>Cross Curricular Learning</p>	<p>Anglo-Saxons</p> <p>History Objectives</p> <ul style="list-style-type: none"> Britain's settlement by Anglo-Saxons and Scots <p>Geography Objectives (linked to the Anglo Saxons)</p> <ul style="list-style-type: none"> Human and Physical Geography: Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution of natural resources including food, energy, minerals and water. 	<p>Vikings</p> <p>History Objectives</p> <p>The Blacksmith of the Family</p> <ul style="list-style-type: none"> The Vikings and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor. <p>Geography Objectives (linked to the Vikings)</p> <ul style="list-style-type: none"> Human and Physical Geography: Describe and understand key aspects of human geography, including types of settlement and land use, economic activity including trade links, and the distribution 	<p>Mayans</p> <p>History Objectives</p> <ul style="list-style-type: none"> A non- European society that provides contrasts with British history – one study of Mayan civilization c. AD 900. <p>Geography Objectives (linked to the Mayans)</p> <ul style="list-style-type: none"> Locational Knowledge: Understanding geographical similarities and differences through the study of the human and physical geography of a region of the United Kingdom, a region in a European country, and a region within North or South America. 	<p>Rainforests</p> <p>Geography Objectives</p> <ul style="list-style-type: none"> Locate the world's countries, using maps to focus on Europe (including the location of Russia) and North and South America, concentrating on their environmental regions, key physical and human characteristics, countries, and major cities <p>Art, Design and Technology Objectives Painting</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To take inspiration from others To develop ideas To master techniques - to improve their mastery of art and design techniques, 	<p>Mountains, Rivers and Coasts</p> <p>Geography Objectives</p> <ul style="list-style-type: none"> Human and Physical Geography: Describe and understand key aspects of physical geography, including: climate zones, biomes and vegetation belts, rivers, mountains, volcanoes and earthquakes, and the water cycle. <p>Art, Design and Technology Objectives Sculpture</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To take inspiration from others To develop ideas 	<p>Topic / STEAM Project</p> <ul style="list-style-type: none"> Students will have the opportunity to create a Desing Thinking/ STEAM / Topic-based project related to any topic they have learnt this year. <p>Art, Design and Technology Objectives Sculpture/textiles</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To take inspiration from others To develop ideas To master techniques - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials

	<p>Art, Design and Technology Objectives Drawing</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To take inspiration from others To develop ideas To create sketch books to record their observations and use them to review and revisit ideas To master techniques - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of material 	<p>of natural resources including food, energy, minerals and water.</p> <p>Art, Design and Technology Objectives Drawing</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To take inspiration from others To develop ideas To create sketch books to record their observations and use them to review and revisit ideas To master techniques - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>Art, Design and Technology Objectives Painting</p> <ul style="list-style-type: none"> To learn about great artists, architects and designers in history. To take inspiration from others To develop ideas To master techniques - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	<p>including drawing, painting and sculpture with a range of materials</p>	<ul style="list-style-type: none"> To master techniques - to improve their mastery of art and design techniques, including drawing, painting and sculpture with a range of materials 	
<p>Computing</p>	<p>Unit 1: Online safety Unit 2: Searching and comparing Unit 3: Desktop publishing Unit 4: Programming part one</p>	<p>Unit 3: Desktop publishing Unit 4: Programming part one</p>	<p>Unit 5: Graphics and copyright Unit 6: Programming part two, lesson one</p>			

Music	<ul style="list-style-type: none"> • Singing 	<ul style="list-style-type: none"> • Strumming, Chords, and Melodies 	<ul style="list-style-type: none"> • Performance Fusion
Physical Education	<ul style="list-style-type: none"> • Strike and Fielding • Invasion Games • Outdoor Adventure Activities 	<ul style="list-style-type: none"> • Dance/Net-Wall • Gymnastics/Tag Rugby 	<ul style="list-style-type: none"> • Athletics • Multisport
PSHE and Wellbeing	<p>Taking care of the body</p> <ul style="list-style-type: none"> • Sleep and nutrition • Exercise • Growth mindset <p>Taking care of the mind</p> <ul style="list-style-type: none"> • Mindfulness • Understanding emotions • Thinking optimistically 	<p>Taking care of relationships</p> <ul style="list-style-type: none"> • Positive relationships • Kindness and gratitude • Communication 	<p>Taking care of the self and the world</p> <ul style="list-style-type: none"> • Identifying strengths • Finding meaning • Appreciating nature
French	<ul style="list-style-type: none"> • Introducing oneself • Greetings-Basic • Numbers • Days of the week 	<ul style="list-style-type: none"> • Months of the year • Body parts • Colours • Family 	<ul style="list-style-type: none"> • Fruit • Vegetables • Alphabet & Pronunciation
Optional Home Learning	<p>Practice Journal (Maths) GCP Book (English, Science) Century (Maths, English Science) Project</p>	<p>Practice Journal (Maths) GCP Book (English, Science) Century (Maths, English Science) Project</p>	<p>Practice Journal (Maths) GCP Book (English, Science) Century (Maths, English Science) Project</p>