Year 4 Single Age Sequence 2024 – 2025

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| **Autumn 2024** | **Spring 2025** | **Summer 2025** |
| **CUSP Reading** * **The Queen’s Nose** Blocks 1, 2
* **School’s choice:** eitherThe RavenBlock 18 or school’s choice module – see below)
* **The Girl who stole an Elephant** Blocks 6, 7, 8
 | **CUSP Reading** * **Varjak Paw** Block 12, 13, 14
* **The Boy at the back of the class**Blocks 9, 10, 11
 | **CUSP Reading** * **Young, Gifted and Black** Blocks 3, 4, 5

Caged Bird - Maya Angelou* **Wind in the Willows** (The Walrus and the Carpenter – Lewis Carroll)Blocks 15, 16, 17
 |
| **CUSP Writing** Introduce = green (Block A) Revisit = orange (Block B)Strong Start Sentence Composition* Poems which explore form A
* Persuasive writing (adverts) A
* First person diary entries (imaginative) A
* Critical analysis of narrative poetry A
* Third person adventure stories A
* News reports A
 | **CUSP Writing**Strong Start Sentence Composition * Stories from other cultures A
* Explanatory texts A
* Persuasive writing (adverts)
* Third person adventure stories B
* Poems which explore form B (enrichment)
 | **CUSP Writing**Strong Start Sentence Composition * Stories from other cultures B
* First person diary entries (imaginative) B
* Critical analysis of narrative poetry B (enrichment)
* News reports B
* Explanatory texts B
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| **Maths – Maths No Problem*** **Number & Place Value:** *Numbers to 10000*
* **Calculations:** *Addition & Subtraction Within 10000*
* **Calculations:** *Multiplication & Division*
* **Calculations:** *Further Multiplication & Division*
 | **Maths – Maths No Problem*** **Measurement:** *Graphs*
* ***Fractions, Decimals & Percentages:*** *Fractions*
* **Measurement:** *Time*
* ***Fractions, Decimals & Percentages:*** *Decimals*
* **Measurement:** *Money*
* **Measurement:** *Mass, Volume & Length*
 | **Maths – Maths No Problem*** **Measurement:** *Area of Figures*
* **Geometry - Properties of Shape:** *Geometry*
* **Geometry - Position & Direction:** *Position and Movement*
* *Roman Numerals*
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| **CUSP Science*** Living things and their habitats
* States of matter
 | **CUSP Science*** Animals, including humans
 | **CUSP Science*** Electricity
* Sound
 |
| **CUSP Art and Design*** Drawing Block A
* Painting Block B
 | **CUSP Art and Design*** Printmaking and textiles Block C
* 3D and collage Block D
 | **CUSP Art and Design*** Painting Block E
* Creative Response Block F
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| **Computing*** Online safety
* Coding
* Spreadsheets
 | **Computing*** Writing for different audiences
* Animation
 | **Computing*** Lego
* Effective search
* Hardware investigators
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| **CUSP Design and Technology** * Food and Nutrition Block A
* Mechanisms Block B
 | **CUSP Design and Technology** * Textiles Block C
* Structures Block D
 | **CUSP Design and Technology** * Electrical systems Block E *Science - Electricity*
* Food and Nutrition Block F*Science – Animals including humans*
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| **CUSP Geography*** Rivers
* Latitude and longitude
 | **CUSP Geography*** Latitude and longitude
* Water cycle
 | **CUSP Geography*** Water cycle
* Map skills & Environmental regions
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| **CUSP History*** Britain’s settlement by Anglo-Saxons and Scots
* Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
 | * Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor
* Ancient civilisation: Egypt
 | * Ancient civilisation – Egypt
 |
| **CUSP Music - mastering the glockenspiel****Untuned percussion** * Untuned focus: Mastering rhythm 2 Block A
* Follow beats in a bar (time signatures/metre) Block A

**Singing** * Singing focus: Introducing texture 2 Block B
* Sing parts in an ensemble (harmony) Block B
 | **CUSP Music****Glockenspiel*** Tuned focus: Musical notation 2 Block C
* Revisit the staff Block C

**Singing** * Singing focus: The history of singing 2 Block D
* Singing for entertainment e.g. opera, theatrical, modernism Block D
 | **CUSP Music****Glockenspiel*** Performance focus: Composition 2 Block E
* Perform including an element of composition Block E

**Range of instruments studied*** Tuned focus: Introducing timbre 2 Block F
* Identify and describe how sounds are combined Block F
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| **CUSP French*** The calendar (Days, months, date)
* Colours, emotions and numbers 0-20
 | **CUSP French*** Items from daily life (Clothes)
* Learning together (Subjects and school)
 | **CUSP French*** The natural world (Animals and plants)
* Celebration (Bastille Day)
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| **Physical Education*** Swimming
 | **Physical Education*** Swimming
 | **Physical Education*** Swimming
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| **PSHE – Jigsaw*** Being Me in My World
* Celebrating Difference
 | **PSHE – Jigsaw*** Dreams and Goals
* Healthy Me
 | **PSHE – Jigsaw*** Relationships
* Changing Me
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| **RE – Salford Agreed Syllabus of Religious Education*** What does it mean to be a Hindu in Britain today?
* Why are Christmas and Eid important to religious communities?
 | **RE – Salford Agreed Syllabus of Religious Education*** What can we learn from religions about deciding what is right and wrong?
* Why is Jesus inspiring to some people?
 | **RE – Salford Agreed Syllabus of Religious Education*** What is the Trinity and why is it important to Christians?
* Why do some people think that life is like a journey and what significant experiences mark this?
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**Y4 Autumn Teaching Sequence**

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| **YEAR 4 Autumn 2024** |  |  | **Weekly Science 1.5 houra** |
| **Sep**2 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment. |  | STRONG START |  |
| 9 | Geography | RiversDrawing Block A | Cycle 1 | What are the characteristics of living things? | **Living things and their habitats** |
| Art |
| 16 | History | Britain’s settlement by Anglo-Saxons and ScotsDrawing | What animals are vertebrates? |
| Art |
| 23 | Computing | Online SafetyDrawing | What animals are invertebrates? |
| Art |
| 30 | Geography | RiversFood and Nutrition Block A | What groups are plants classified in? |
| DT |
| **Oct**7 | History | Britain’s settlement by Anglo-Saxons and ScotsFood and Nutrition  | What is classification? How do I use a key? |
| DT |
| 14 | Computing | CodingFood and Nutrition | What happens if the environment in a habitat changes? |
| DT |
| 21 | **Half Term** |
| 28 | Geography | RiversPainting Block B | Cycle 2 | What is matter?What does ‘state’ mean? | **States of matter** |
| Art |
| **Nov**4 | History | Britain’s settlement by Anglo-Saxons and ScotsPainting | What are solids, liquids and gases? | **States of matter** |
| Art |
| 11 | Computing | CodingPainting | Melting: how do materials change state? |
| Art |
| 18 | Geography | Latitude and longitudeMechanisms Block B | Evaporating: how do materials change state? |
| DT |
| 25 | History | Britain’s settlement by Anglo-Saxons and ScotsMechanisms | Condensing: how do materials change state? |
| DT |
| **Dec**2 | Computing | SpreadhseetsMechanisms | Summary: how do materials change their state of matter? |
| DT |
| 9 | Geography | Latitude and longitudeViking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor  | Optional sessions in the learning sequence where you can adapt and add what you want to teach, given the understanding and provision of the children. |  |  |
| History |
| 16 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.**Term ends possibly Friday 20th December 2025** |

**Y4 Spring Teaching Sequence**

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| **YEAR 4 Spring 2025** |  | **Weekly Science** |
| **Jan**6 | Geography | Latitude and longitudePrintmaking and textiles Block C | Cycle 3 | STRONG START | **Animals, including humans** |
| Art |
| 13 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorPrintmaking and textiles | What teeth do humans have?What do they do? |
| Art |
| 20 | Computing | SpreadsheetsPrintmaking and textiles | How does our mouth and teeth help digestion? What’s the process? |
| Art |
| 27 | Geography | Latitude and longitudeTextiles Block C | Can teeth tell us what animals eat? |
| DT |
| **Feb** 3 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the ConfessorTextiles | What are the parts of the digestive system?What do they do? |
| DT |
| 10 | Computing | Writing for different audiences Textiles | How does digestion work? What’s the process? |
| DT |
| 17 | **Half term** |
| 24 | Geography | Latitude and longitude3D and collage Block D | Cycle 4 | How does digestion work? What’s the process? |  |
| Art |
| **Mar**3 | History | Viking and Anglo-Saxon struggle for the Kingdom of England to the time of Edward the Confessor 3D and collage | Cycle 4 | What are food chains How do they work? | **Animals, including humans** |
| Art |
| 10 | Computing | Writing for different audiences 3D and collage | How do I construct and interpret a food chain? |
| Art |
| 17 | Geography | Water cycleStructures Block D | SUMMARYHow are teeth, digestion and food chains connected?? |
| DT |
| 24 | History | Ancient civilisation – Egypt Structures |  |
| DT |
| 31 | Computing | AnimationStructures |  |
| DT |
| **Easter break****Easter 7th April – 22nd April 2025. (21st Easter Monday)** |

**Y4 Summer Teaching Sequence**

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| **YEAR 4 Summer 2025** |  |  | **Weekly Science** |
| **Apr**22 | Geography | Water cyclePainting Block E | Cycle 5 | STRONG START | **Electricity** |
| Art |
| 28 | History | Ancient civilisation – Egypt Painting | What appliances use electricity? What sort of power makes them work? |
| Art |
| **May** 5 | Computing | AnimationPainting | What are the components in a simple series circuit? |
| Art |
| 12 | Geography | Environmental regions – map skills (Y4)Electrical systems Block E | What are the effects of changing circuit components and batteries? |
| DT |
| 19 | History | Ancient civilisation – Egypt Electrical systems |  |
| DT |
| 26 | Half Term |
| **Jun**2 | Computing | LegoElectrical systems |  | What is sound? | **Sound** |
| DT |
| 9 | Geography | Environmental regions – map skills (Y4)Creative Response Block F | Cycle 6 | How does sound travel? |
| Art |
| 16 | History | Ancient civilisation – Egypt Creative Response | What is the pitch and loudness of sound? |
| Art |
| 23 | Computing | Effective searchCreative Response |  |
| Art |
| 30 | Geography | Environmental regions – map skills (Y4)Food and Nutrition Block F |  |  |
| DT |
| **Jul**7 | History | Ancient civilisation – Egypt Food and Nutrition |  |
| DT |
| 14 | Computing | Hardware investigatorsFood and Nutrition |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.**Term possibly 23rd July 2025.** |