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 Raven Block 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 |
| **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* |
| **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 |
| **Computing**   * Online safety * Coding * Spreadsheets | **Computing**   * Writing for different audiences * Animation | **Computing**   * Lego * Effective search * Hardware investigators |
| **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* |
| **CUSP Geography**   * Rivers * Latitude and longitude | **CUSP Geography**   * Latitude and longitude * Water cycle | **CUSP Geography**   * Water cycle * Map skills & Environmental regions |
| **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 |
| **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) |
| **Physical Education**   * Swimming | **Physical Education**   * Swimming | **Physical Education**   * Swimming |
| **PSHE – Jigsaw**   * Being Me in My World * Celebrating Difference | **PSHE – Jigsaw**   * Dreams and Goals * Healthy Me | **PSHE – Jigsaw**   * Relationships * Changing Me |
| **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? |

**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 | Rivers  Drawing 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 Scots  Drawing | | What animals are vertebrates? |
| Art |
| 23 | Computing | Online Safety  Drawing | | What animals are invertebrates? |
| Art |
| 30 | Geography | Rivers  Food and Nutrition Block A | | What groups are plants classified in? |
| DT |
| **Oct**  7 | History | Britain’s settlement by Anglo-Saxons and Scots  Food and Nutrition | | What is classification?  How do I use a key? |
| DT |
| 14 | Computing | Coding  Food and Nutrition | | What happens if the environment in a habitat changes? |
| DT |
| 21 | **Half Term** | | | | | |
| 28 | Geography | Rivers  Painting 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 Scots  Painting | | What are solids, liquids and gases? | **States of matter** |
| Art |
| 11 | Computing | Coding  Painting | | Melting: how do materials change state? |
| Art |
| 18 | Geography | Latitude and longitude  Mechanisms Block B | | Evaporating: how do materials change state? |
| DT |
| 25 | History | Britain’s settlement by Anglo-Saxons and Scots  Mechanisms | | Condensing: how do materials change state? |
| DT |
| **Dec**  2 | Computing | Spreadhseets  Mechanisms | | Summary: how do materials change their state of matter? |
| DT |
| 9 | Geography | Latitude and longitude  Viking 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 longitude  Printmaking 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 Confessor  Printmaking and textiles | What teeth do humans have?  What do they do? |
| Art |
| 20 | Computing | Spreadsheets  Printmaking and textiles | How does our mouth and teeth help digestion? What’s the process? |
| Art |
| 27 | Geography | Latitude and longitude  Textiles 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 Confessor  Textiles | 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 longitude  3D 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 cycle  Structures Block D | SUMMARY  How are teeth, digestion and food chains connected?? |
| DT |
| 24 | History | Ancient civilisation – Egypt  Structures |  |
| DT |
| 31 | Computing | Animation  Structures |  |
| 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 cycle  Painting 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 | Animation  Painting | 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 | Lego  Electrical 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 search  Creative 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 investigators  Food and Nutrition |  |
| DT |
| 21 | Flexible blocks – used for curriculum catch-up, revisiting or enrichment.  **Term possibly 23rd July 2025.** | | | | |