

Year 4 subjects	Autumn 1+2		Spring 1+2		Summer 1+2	
English	The owl tree by Jenny Nimmo Cliffhanger by J.Wilson	Akimbo and the Elephants	How to train your dragon (adventure story)	Alien Invasion (suspense story)	Explanation information Texts – library loan box	Class Text: Michael Morpurgo: 'The Wreck of the Zanzibar'
Maths	<ul style="list-style-type: none">•Place Value•Place Value – decimals•Written +/- (inc. problems & inverse)•2D shape•Time	<ul style="list-style-type: none">•Mental multiplication (X) inc x6/x9 tables•Mental ÷•Written X•Length inc. perimeter•Statistics	<ul style="list-style-type: none">• Maths mastery programme of study	<ul style="list-style-type: none">• Maths mastery programme of study	<ul style="list-style-type: none">• Counting and sequences (statistics)• Fractions and decimals (measures)• Fractions and written ÷• Measures• Volume/Capacity & mass• Position and area• X facts inc x12 table and time	<ul style="list-style-type: none">• Place value• Statistics• +/- (statistics)• X/÷• Shape
Science	States of matter and chocolate crispy cakes	Sounds		Electricity	Living things and habitats Animals including humans	
Geography	The UK Counties, rivers and mountains	Africa Kenya – comparative study			Fieldwork visit and observe Stopsley v Whipsnade	
History			Vikings and Edward the confessor	Tudors		Local History
Computing	Wks 1 & 2 LP introduction	We are travel presenters	We are historians	We are traders	We are photographers & We are artists	We are opinion pollsters
	We are communicators					
Music	Recorder – Luton music service					

N.B Mathematics: [implementation and application of school's calculation policy](#)

RE (Luton & Beds Syllabus)	Where, how and why do people Worship?		What are the deeper meaning of Festivals?		What do Religions teach us about the Natural World and Why should we care about it?	
Citizenship/P4C	New beginnings and E-Safety	Getting on and falling out Say no to bullying Black history	Going for goals	Good to be me	Relationships	Transition Changes / wellbeing week
PE	Swimming OAA	Swimming Dance (African)	Swimming Gymnastics	Swimming Invasion games	Swimming Athletics	Swimming Striking and fielding games
Art	A sense of place to link geog/history Painting and crayons Drawing constables Rural, Lowrie	Art journeys Fabric pens Africa fabrics batik etc			Surrealism 'dreams' View points Pastels	
DT			Pop up story books	Alarms in houses		Wallets Sewing relate to WW2
British values Curriculum	<p>'actively promote ...'</p> <ul style="list-style-type: none"> • Focus on, and show how, our work is effective in securing these values • Challenging pupils, staff or parents who express opinions contrary to British values <p>Democracy – what do we do?</p> <ul style="list-style-type: none"> • Provide pupils with a broad general knowledge of, and promote respect for, public institutions and services • Teach pupils how they can influence decision-making through the democratic process • Include in the curriculum information on the advantages and disadvantages of democracy and how it works in Britain • Encourage pupils to become involved in decision-making processes and ensure they are listened to in school • Organise visits to the local council and Parliament • Hold 'mock elections' so pupils learn how to argue and defend points of view • Help pupils to express their views • Teach pupils how public services operate and how they are held to account • Model how perceived injustice can be peacefully challenged <p>Rule of law – what do we do?</p> <ul style="list-style-type: none"> • Ensure our school rules and expectations are clear and fair • Help pupils to distinguish right from wrong • Help pupils to respect the law and the basis on which it is made • Help pupils to understand that living under the rule of law protects individuals • Include visits from the police in the curriculum 					

	<ul style="list-style-type: none"> • Teach pupils aspects of both civil and criminal law and discuss how this might differ from some religious laws • Develop restorative justice approaches to resolve conflicts <p>Individual liberty – what do we do?</p> <ul style="list-style-type: none"> • Support pupils to develop their self-knowledge, self-esteem and self-confidence • Encourage pupils to take responsibility for their behaviour, as well as knowing their rights • Model freedom of speech through pupil participation, while ensuring protection of vulnerable pupils and promoting critical analysis of evidence • Challenge stereotypes • Implement a strong anti-bullying culture <p>Respect and tolerance – what do we do?</p> <ul style="list-style-type: none"> • Promote respect for individual differences • Help pupils to acquire an understanding of, and respect for, their own and other cultures and ways of life • Challenge prejudicial or discriminatory behaviour • Organise visits to places of worship • Develop links with faith communities • Develop critical personal thinking skills • Discuss differences between people, such as differences of faith, ethnicity, disability, gender or sexuality and differences of family situations, such as looked-after children or young carers
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