

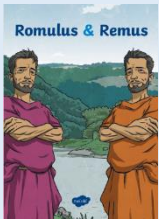
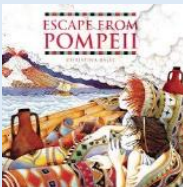
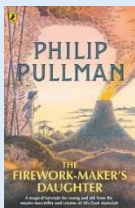


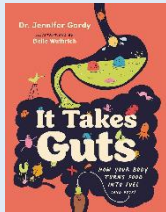









St. Wilfrid's CE Primary Academy Curriculum Overview 2025-2026

Year 4



<u>Term:</u>	<u>Autumn Term 1</u>	<u>Autumn Term 2</u>	<u>Spring Term 1</u>	<u>Spring Term 2</u>	<u>Summer Term 1</u>	<u>Summer Term 2</u>
<u>Focus Theme:</u>	'The Rotten Romans'		Power of the Earth, Power of Invention		Food, Teeth and Tummy Troubles!	
<u>Focus Theme Summary</u>	<p><i>The Rotten Romans is a history-linked focus theme that immerses children in the Roman Empire and its impact on Britain. Through the focus texts <i>Romulus and Remus</i> and <i>Escape from Pompeii</i> by Christina Balit, children explore Roman myths, daily life, and natural disasters, bringing the era vividly to life. These stories deepen their understanding of Roman culture, values, and the lasting legacy of the empire. In <i>Design Technology</i>, children take part in a cooking and nutrition project inspired by Roman food by baking Pompeii bread.</i></p> <p><i>A visit to Ribchester, a site full of Roman heritage, allows children to explore real artifacts and see the enduring influence of Roman Britain firsthand.</i></p>		<p><i>Power of the Earth, Power of Invention explores natural forces and human creativity. Using 'The Firework Maker's Daughter' and biographies of 'Nikola Tesla' and 'William Kamkwamba,' children learn how resilience and innovation shape the world. Lila's volcano journey ties into a dramatic eruption simulation, launching studies of earthquakes, volcanoes, and mountains. In Geography, children conduct local fieldwork in Standish, collecting data on traffic, energy, and electric vehicles to suggest community improvements. In Art, they create volcano paintings inspired by Margaret Godfrey, while in Design Technology, they build model volcanoes with working electrical circuits. Science units on Sound and Electricity are integrated, linking sound waves to earthquakes and circuits to powering their volcano models.</i></p>		<p><i>Food, Teeth and Tummy Trouble explores the human body with a focus on teeth and digestion. Through the texts <i>It Takes Guts</i> by Jennifer Gardy and <i>Smile! All About Teeth</i> by Ben Hubbard, children learn how food is broken down and why dental care matters. In Science, they investigate tooth types and decay, and explore the journey of food through the digestive system. Writing outcomes include persuasive leaflets on dental hygiene, creative narratives from a food's perspective, explanation texts, and poetry. In Design and Technology, children create a fabric digestive system using sewing skills, making learning hands-on and memorable.</i></p>	
<u>Hook:</u>	Roman Mystery Box replica Roman artifacts (coins, pottery shards, small weapons, tools), children guess their use and what they tell us about Roman life.		A volcanic eruption or earthquake or Volcano in a Box – A baking soda/cola eruption simulation.		The Big Digestive System Simulation!	
<u>Home Learning Project</u>	Make a Roman shield		Write a fact file about a famous earthquake, volcanic eruption or mountain expedition		Make a tooth-friendly snack or smoothie at home, focusing on foods that are good for teeth and digestion	
<u>Showcase</u>	Roman Myth Storytelling Event Children perform or narrate the story of Romulus and Remus, sharing their understanding of Roman myths and legends		Volcano Art Gallery An exhibition of their volcano paintings		Interactive health and science fair for another year group or families Tooth Talk Zone – Models of teeth and tooth-brushing demos. Healthy Habits Booth – Persuasive posters, leaflets, and info written by children on how to look after your teeth and tummy.	
<u>Focus Theme Enrichment</u>	Trip to Ribchester		Freshwater Theatre Company: Volcanoes and Earthquakes workshop	Electricity Workshop	Hands on Science: Digestion and Teeth Workshop	

Subject Area:	Autumn Term		Spring Term		Summer Term	
Focus Reading Text:	<p>Romulus and Remus</p> 	<p>Escape from Pompeii by Christina Balit</p> 	<p>Firework Makers Daughter by Philip Pullman</p> 	<p>Nikola Tesla by Maria Isabel Sanchez Vegara</p> 	<p>Smile! All About Teeth by Ben Hubbard</p> 	<p>It Takes Guts How Your Body Turns Food Into Fuel (And Poop) by Jennifer Gurdy</p> 
English Poetry	<p>Poetic forms and device - Compose: Descriptive poem - Wolf (based on Romulus and Remus) -Twinkl</p>	<p>Read and Analyse: Figurative Language – Roman Soldier</p>	<p>Read, Analyse and Compose: The Fire Monster by John Foster</p>	<p>Read, Analyse and Recite - The Sound Collector by Roger McGough</p>	<p>Read and Analyse Narrative: From my mouth, going South by Jillian Harker</p>	<p>Read, Analyse and Recite: - Classic: Sick, By Shel Silverstein</p>
English Writing Focus:	<p>(NF) Baseline – Letter Aspirations (informal)</p> <p>(N) Roman Myth: Roman Myth (informal)</p> <p>(P) Poetry: compose a descriptive poem about a wolf (based on Romulus and Remus)</p>	<p>(N) Literary description: Setting description -Pompeii before and after the eruption (formal)</p> <p>(NF) Informal Letter: Letter to a friend after escaping Pompeii (informal)</p> <p>(N) Dialogue: Conversation between Tranio and Livia as they plan to escape the city. (informal)</p>	<p>(N) Play scripts: Firework Maker's Daughter (informal)</p> <p>(NF) Procedure: Earthquake Drill Procedure (formal)</p> <p>(N) Literary character description: 'The Cave of Flames' descriptive paragraph (informal) Imagine Lila stepping inside the cave at the heart of Mount Merapi for the very first time. What does she see, hear, and feel? What is the atmosphere like? Is it quiet and eerie, or loud and blazing with danger?</p>	<p>(NF) Discussion: Who made the bigger impact— Nikola Tesla or William Kamkwamba? (formal) Use compare and contrast language to discuss different kinds of impact such as: Global vs Local impact Impact in the past vs impact today. Present ideas fairly about both people, then give your own opinion at the end.</p> <p>(NF) Newspaper "Boy Builds Windmill, Brings Power to His Village!" (informal/formal)</p>	<p>(NF) Persuasive Leaflet: How to Look After Your Teeth! – convincing others to avoid sugary drinks and brush properly. (formal)</p> <p>(NF) Comparison: Comparing Teeth: Humans vs Animals (formal)</p> <p>(NF) Explanation: What happens to our food? – a structured, chronological explanation of the digestive system. (formal)</p>	<p>(N) A Tiny Adventure Down the Digestive System! – write from the perspective of a piece of food (or tiny character) travelling through the body. (informal)</p>
End-of-Day Enjoyment (termly text suggestions linked to all curriculum subjects)	<p>Empire's End - A Roman Story by Leila Rasheed</p> 	<p>Romans on the Rampage Jeremy Strong</p> 	<p>King of the Cloud Forests Michael Morpurgo</p>  <p>The Abominables by Eva Ibbotson</p> 	<p>Earth Shattering Events Sophie Williams & Robin Jacobs</p>  <p>Listen: How Evelyn Glennie, a Deaf Girl, Changed Percussion Shannon Stocker & Devon Holzwarth</p> 	<p>Anglo-Saxon Boy Tony Bradman</p>  <p>Monster Slayer by Brian Pattern</p> 	

<u>Subject Area:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Mathematics</u>	Number – Multiplication and Division Number - Number and Place Value	Number -Addition and Subtraction Number - Number and Place Value Measurement Number – Multiplication and Division	Measurement Number – Fractions (including Decimals)	Geometry – Properties of shapes Geometry – Position and Direction	Measurement Number – Fractions (including Decimals)	Number – Multiplication and Division Measurement Number – Fractions (including Decimals)
<u>RE</u>	The Church: Are all Churches the same? Links to World Faiths: Are all places of worship the same? Do people worship God in the same way?	Christmas: Why is Jesus described as the light of the world? Links to World Faiths: Jewish Festival of Hanukkah	What is Prayer? Links to World Faiths: How do people of world faiths pray?	Easter: A story of trust and betrayal Links to World Faiths: What do faiths say about forgiveness?	Jesus: Why do Christians believe Jesus is the Son of God? Links to World Faiths: Why do Jewish people believe that the Sabbath/Shabbat is so important?	David and the Psalms: What values do you consider to be important?
<u>Computing</u>	Online Safety Cyberbullying	Algorithms Introduction to Scratch & Purple Mash Concept Maps 2Connect	3D Game Purple Mash (2DIY 3D)	Story Adventure Purple Mash (2Connect)	Algorithms 2Logo	Advanced Animation 2Animate Making Music Busy Beats
<u>Science</u>	Living things and their habitats (Food chain and food webs)	States of Matter	Sound	Electricity	Animals, including Humans (Teeth)	Animals, including Humans (Digestion)
<u>History</u>	The Roman Empire and its impact on Britain				Britain’s settlement by Anglo-Saxons and Scots	Vikings and Anglo-Saxon struggle for the Kingdom of England
<u>Geography</u>			Earthquakes, Volcanoes and Mountains (Human and Physical Geography)	Living in our Region Improving our Local Area (Place Knowledge)	Early Settlers (Human and Physical Geography)	

<u>Subject Area:</u>	<u>Autumn Term</u>		<u>Spring Term</u>		<u>Summer Term</u>	
<u>Art and Design</u>	Collage - musical instruments Architect & Designer in History - Picasso		Painting - Volcanoes Artist in History - Margaret Godfrey		Clay Sculpture - Sutton Hoo Masks Artists in History	
<u>Design and Technology</u>	Roman Recipe (Cooking and Nutrition Topic)		Light up the Volcano <i>(Electrical systems)</i>		<i>Digestive System Fabric Map</i> <i>(mouth, oesophagus, stomach, intestines)</i> <i>(Joining - three to four sewing stitches)</i>	
<u>Physical Education</u>	Invasion Games Swimming	Net Games Tennis Swimming	Sports hall Athletics Swimming	Gymnastics Swimming	Striking & Fielding Games Rounders Swimming	Outdoor Adventurous Activities Swimming
<u>Music</u>	Wider Opportunities Strings and The Orchestra	Wider Opportunities Strings and Performing	Wider Opportunities Strings and Pitch	Wider Opportunities Strings and Rhythm	Wider Opportunities Strings and Sol-F	Wider Opportunities Strings and Performing
	Musicianship skills for Ensembles	Performing	Pitch Scales and Steps	Hall of the Mountain King	Baroque Beats	Performing
<u>PSHE</u>	Friendships and Belonging: Building Positive Relationships In-Person and Online	Staying Safe and Healthy	My Body, My Choice: Understanding Boundaries and Respect	Careers without Limits: Exploring Choices and Challenging Stereotypes	Looking After Our Feelings and Wellbeing	Money Matters: Making Smart Choices
<u>French</u>	How old are you? - Quel âge as-tu? Do you have a pet? - As-tu un animal?		Colours - Les couleurs Months of the year - Les mois de l'année		Numbers 13 to 31 - Les nombres de 13 à 31 Days of the week - Les jours de la semaine	

	Me	You	World	God
<u>Spirituality</u>	At St. Wilfrid's, we believe spirituality is within everyone; we are all created in the image of God and valued for who we are. Spirituality is about how we connect with ourselves, others, the world around us, and with God through love. We nurture spiritual development through daily collective worship, our curriculum, reflection, creativity, and by living out our Christian Values. Through worship, children experience opportunities such as singing, prayer, stillness, and reflection, helping them to flourish and live life in all its fullness. (John 10:10).			
	<p><i>In Year 4, children are given many opportunities to explore spirituality in relation to themselves, their feelings, values, and personal choices. Lessons often encourage children to reflect on how learning connects to their own lives and identities. For example, when exploring light as a Christian symbol at Christmas, children are prompted to think about what light means to them personally and how it makes them feel.</i></p> <p><i>Similarly, when learning about colours in the Church calendar, they are asked to choose colours that best represent their own birthday or Christmas, linking symbolic thinking to their own experiences. In studying the Jewish festival of Hanukkah, activities such as writing imagined conversations between people watching the Menorah burn encourage children to creatively express their own thoughts and interpretations. Designing their own coin to celebrate freedom and victory provides a personal, symbolic expression of values they consider important. Wider questions in RE, such as "What is prayer?" or "What values do you consider important?" invite children to reflect on their own beliefs, habits, and moral priorities.</i></p> <p><i>In history and geography, personal spirituality is encouraged when children consider the resilience of people living through events such as volcanoes, earthquakes, or Roman invasions, reflecting on their own responses to challenge and change.</i></p> <p><i>Science topics such as teeth, digestion, and habitats prompt reflection on caring for their own bodies, making healthy choices, and recognising their place within the natural world.</i></p> <p><i>Across the curriculum, creative opportunities in art, design, and drama allow children to express individuality, imagination, and emotion, supporting their growing spiritual awareness of themselves and their unique contributions.</i></p>	<p><i>Through RE, they explore how people of different faiths worship and pray, encouraging respect, empathy, and understanding of diverse religious communities. Lessons on forgiveness at Easter invite children to reflect on how trust and betrayal affect relationships, prompting them to think about the importance of compassion and reconciliation in their own interactions. When studying Judaism, they learn about the Sabbath and why it is so important to Jewish people, developing respect for the values and traditions of others. Lessons encourage personal reflection on spiritual concepts and explicitly link belief to individual feelings and actions. For example, children are prompted to think about how the Christian belief in Jesus as the light of the world inspires Christians to live their lives, and then to consider how they too can let their own 'light' shine in their relationships and community. In exploring the Church as people rather than a building, children reflect on belonging and guided behaviour, discussing how individuals form a community based on shared values and how internal qualities such as kindness and honesty matter more than outward appearance. Activities such as designing a poster that connects biblical guidance to school Christian values enable children to apply these principles to their own lives and interactions with others.</i></p> <p><i>In history, children study the Romans, Anglo-Saxons, and Vikings, considering the impact of invasions and settlements on communities and what it means to live together with both conflict and cooperation. Literature, including Romulus and Remus, Escape from Pompeii, and The Firework Maker's Daughter, allows them to reflect on courage, resilience, and the consequences of actions on others, fostering empathy and moral reflection.</i></p> <p><i>Geography fieldwork in Standish challenges children to think about community improvements, fostering care and responsibility for the wellbeing of others in their local area. In science, learning about digestion, healthy eating, and teeth highlights the importance of caring for others by sharing knowledge about health and encouraging good choices. Through design technology projects, such as cooking and nutrition or creating fabric models, children experience collaboration, shared responsibility, and the satisfaction of contributing to a collective outcome.</i></p> <p><i>Lessons also encourage introspection and empathy through scenarios such as the Hanukkah story, where children are asked to consider how people felt when forced to give up their beliefs and how they themselves would feel if something precious was taken away. Such reflection strengthens their capacity for compassion and fairness in their interactions.</i></p> <p><i>Across the curriculum, opportunities to work creatively in groups, engage in role-play, and respond to moral and ethical questions deepen children's awareness of empathy, fairness, and respect. These experiences support children in recognising their uniqueness, understanding how it affects their relationships, and reflecting on their individual potential to positively influence others, strengthening their spiritual understanding of responsibility within a community.</i></p>	<p><i>Themes of awe and wonder are explored through science when investigating states of matter, sound, electricity, and the complexity of the human body, encouraging children to marvel at how intricately the natural world works. Learning about living things, food chains, and habitats helps children to recognise the interdependence of life and their own role in caring for the environment.</i></p> <p><i>Geography topics such as earthquakes, volcanoes, and mountains inspire awe at the power of nature, while local fieldwork in Standish enables children to think critically about their community and how sustainable choices, such as energy use and transport, can positively impact the world around them.</i></p> <p><i>In history, studying ancient civilisations, the Romans, Anglo-Saxons, and Vikings gives children a sense of how human societies have shaped the world and how legacies continue to influence modern life.</i></p> <p><i>RE provides opportunities to ask big questions about worship, forgiveness, and the values people hold, broadening their awareness of how faiths across the world express belief and connect to shared human experiences. Natural elements are also used as symbols of spiritual truth, such as light from the sun, candles, or a torch representing Jesus' qualities, or a rock symbolising Peter's steadfastness, helping children to connect physical creation with deeper theological concepts.</i></p> <p><i>Art and literature, including Escape from Pompeii and The Firework Maker's Daughter, prompt reflection on resilience, natural forces, and human creativity, sparking awe at both the natural and human-made world.</i></p> <p><i>Across the curriculum, children are encouraged to consider their responsibility to protect the environment, to value human achievements, and to reflect on their place in the wider world and the bigger questions of life.</i></p>	<p><i>Children have multiple opportunities to develop their spirituality in relation to God by asking deep questions, interpreting symbols, and reflecting on faith.</i></p> <p><i>Lessons explicitly encourage children to search for meaning about God, such as when they explore the symbolism of light. Children are asked to reflect on the nature of light itself before connecting it to Jesus as the light of the world, prompting consideration of his qualities and identity as the Son of God. They also learn how light in different faiths, such as the Ner Tamid in Judaism, symbolises the constant presence of God, encouraging metaphorical thinking about God's attributes. When studying Christian belief, children explore Jesus as the Messiah and Saviour, the Word who was with God and was God, and reflect on how God looks at the heart, developing an understanding of God's perspective. The use of the Cross as a Christian symbol, linked to Jesus' death and sacrifice, supports their ability to interpret meaning behind religious symbols. Lessons on prayer help children to see how people can talk to God, while stories and teachings in the Bible, such as guidance in Romans, encourage them to reflect on how faith in God should shape behaviour within a community.</i></p> <p><i>Learning about other world faiths also deepens their spiritual understanding, such as examining the Imam's role in Islam as guiding believers to know more about Allah (God) and exploring the Oneness of Allah and the meaning of submission to God's authority.</i></p> <p><i>These opportunities across the curriculum invite children to ask questions, make connections, and develop a personal awareness of who God is and what faith in God means to believers.</i></p>

<u>Subject Area:</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>SMSC</u>	Our Year 4 Curriculum promotes children's Spiritual, Moral, Social and Cultural Development, ensuring that they are prepared to be reflective about and responsible for their actions as good citizens.		
	<p>"The Rotten Romans" encourages spiritual reflection on Roman beliefs, myths, and responses to events like the eruption of Pompeii. Morally, children explore values and dilemmas within Roman stories, considering how ideas of right and wrong have changed over time. Culturally, it enriches their understanding of Roman traditions, daily life, and legacy, further enhanced by a visit to Ribchester where they connect with Britain's Roman heritage.</p>	<p>Power of the Earth, Power of Invention encourages awe and wonder through exploring natural forces like volcanoes and earthquakes, and creative invention. Moral development is fostered as children consider responsible use of technology and environmental stewardship through local fieldwork and community improvement projects. Cultural development is supported by studying diverse figures such as Nikola Tesla and William Kamkwamba, recognising contributions from different cultures and inspiring respect for global innovation.</p>	<p>Food, Teeth and Tummy Troubles! fosters curiosity about the human body and its processes, inspiring awe at the complexity of digestion and health. Moral development is encouraged through discussions on the importance of dental hygiene and personal responsibility for health. Cultural development is promoted by exploring diverse dietary habits and health practices, encouraging respect for different cultures and lifestyles related to food and health.</p>

<u>Subject Area:</u>	<u>Autumn Term</u>	<u>Spring Term</u>	<u>Summer Term</u>
<u>EDIJ</u>	<p>The Rotten Romans encourages children to examine the structure of Roman society, including the inequalities between different classes, genders, and enslaved people. Exploring these historical injustices provides a platform for discussions about fairness, rights, and how societies have changed over time. Through texts like Romulus and Remus and Escape from Pompeii, children consider diverse perspectives and how power, privilege, and culture shaped lives in the Roman Empire. The unit fosters respect for different cultures and highlights how history can inform our understanding of justice and inclusion in the modern world.</p>	<p>Power of the Earth, Power of Invention promotes equality and diversity by featuring biographies of inventors from different cultural backgrounds, such as William Kamkwamba from Malawi and Nikola Tesla, highlighting diverse contributions to science and innovation. The focus on community improvements fosters a sense of justice by empowering children to understand and address environmental challenges that affect society, promoting fairness and responsible citizenship.</p>	<p>Food, Teeth and Tummy Troubles! helps children to recognise that access to healthcare, dental care, and nutritious food can vary between individuals and communities. It encourages empathy and discussion around health inequalities, supporting children to understand that not all people have the same opportunities for healthy living. The texts and discussions can raise awareness of global and local differences in diet, hygiene, and access to education, helping children appreciate the importance of fairness and collective responsibility.</p>

**Fundamental
British Values**

Our Year 4 Curriculum actively promotes the Fundamental British Values of *democracy; the rule of law; individual liberty; mutual respect for and tolerance of those with different faiths and beliefs and for those without faith*, in order to prepare children for life in Modern Britain.

The Rotten Romans supports Fundamental British Values by exploring the origins of democracy and the rule of law through the Roman Senate and Roman legal systems, helping children understand how these concepts influence modern Britain. Discussions around Roman society promote awareness of individual liberty, comparing freedoms then and now. Learning about the diverse cultures and religions within the Roman Empire encourages mutual respect and tolerance of different beliefs and lifestyles.

Power of the Earth, Power of Invention unit promotes Fundamental British Values by encouraging children to participate in democratic processes through community fieldwork and decision-making. It highlights the importance of the rule of law in safety and regulation in protecting people and managing risk (e.g., building regulations in earthquake-prone areas), celebrates individual liberty through creative expression and innovation, and fosters mutual respect and tolerance by exploring diverse biographies and global environmental issues.

Food, Teeth and Tummy Troubles! supports the Rule of Law by helping children understand the importance of laws and rules around public health, such as hygiene, food safety, and dental care. Through persuasive writing on dental hygiene, children reflect on individual responsibility and the wider implications of health-related behaviours. The theme also promotes Individual Liberty by encouraging children to make informed choices about their health and diet, recognising the impact of their decisions.

**Christian
Values**

**Our Christian Values underpin all of our Curriculum at St. Wilfrid's:
FAIR, FORGIVE, TRUST, HOPE, LOVE, JOY, COURAGE, KIND and PEACE.**