



## Stockport Grammar Junior School – Curriculum Information for Parents 2025-26 Year 4

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
<b>Mathematics</b>	<p>Our focus at the start of the year will be on place value, using number lines to develop understanding, then comparing and ordering numbers. We will learn about Roman numerals and practise rounding to the nearest 10, 100 and 1000. Following this, we will add and subtract 4-digit numbers, learning how to estimate and check answers using different strategies. We will learn about measuring area, initially by counting squares, then we will make different shapes and compare their areas. Finally, we will practise times tables and their related division facts and learn how to multiply three numbers.</p>		<p>We start the term by revisiting multiplication and division, focusing on systematically finding factors of numbers and learning that multiplying two whole numbers gives a product. We then study length and perimeter, learning that kilometres are greater than metres and how to partition measurements into kilometres and metres and make links with addition. Our next unit on fractions, builds on previous learning, identifying how many equal parts a shape has been split into and moving on to thinking about how many more parts are needed to make the whole. They use the denominator to identify how many equal parts a whole has been divided into. Finally, children explore decimals, identifying tenths through different representations of 1 whole split into ten equal parts.</p>			
<b>English</b>	<p>‘Sparks Might Fly!’ will be the theme for the first half-term, with work based on the novel ‘The Firework Maker’s Daughter’ by Philip Pullman. Key learning for reading will focus on developing vocabulary, making predictions and using active reading strategies to generate questions, finding answers and using evidence from the text. Writing skills will focus on using fronted adverbials, inverted commas and other</p>		<p>Firstly, we will read stories with issues and dilemmas, collecting effective words and phrases and using dictionaries to check the meanings of words. This will lead to writing stories using the plot structure from a model text. Key learning in writing will improve setting descriptions, characterisation and the use of paragraphs to organise writing. Grammar work will focus on creating complex</p>			

	<p>punctuation to indicate direct speech. Following on from this, the children will look at examples of different explanations, developing their understanding of paragraphs and using a variety of conjunctions. After half term, we move onto a new topic, 'The Great Plague', looking at a variety of fairy tales and learning to use commas to mark clauses in complex sentences. We continue this topic with a study of classic narrative poetry and finally, we will write news reports and explore, identify, collect and use noun phrases.</p>		<p>sentences with adverb starters and using speech punctuation correctly. Following this, we will study persuasive writing, analysing the features of adverts and exploring and collecting effective noun phrases. We will discuss and record ideas for planning before creating our own adverts. Following this, we will focus on a poetry unit, exploring a range of poetry based on different themes about school. Some of the poets will include Allan Ahlberg, Roger McGough, Simon Pitt, Wes Magee and Rachel Rooney as well as many other poets. The children will have lots of opportunities to rehearse and perform poems within groups as well as use their imaginations to create their own poems based on this theme. Grammar work will focus on figurative language within different styles of poetry.</p>		
<b>Science</b>	<p>Children will construct simple circuits and test electrical conductors and insulators. They will test switches within a circuit and relate knowledge about metals and non-metals to their use in electrical appliances.</p>	<p>They will describe the simple functions of the parts of the digestive system in humans, identify the different types of teeth in humans and their simple functions. They will also construct and interpret a variety of food chains, identifying producers, predators and prey.</p>	<p>We will learn the characteristic properties of solids, liquids and gases through exploration of typical materials and through classifying examples. We will learn about the water cycle, linking to Geography, and introduce reversible changes.</p>	<p>We will build on the children's understanding of hearing. They will develop their vocabulary for describing sounds and identify different sound sources. They will learn that sounds are made by vibrations which travel through a medium to the ear.</p>	
<b>Humanities</b>	<p><b>Geography</b> Children will study: The Americas – looking at key cities in North and South America. <b>History</b> The Ancient Egyptians – how much did the Ancient Egyptians achieve?</p>		<p><b>Geography</b> Learning will focus on rivers. It will introduce the water cycle and mountains as the source of many rivers. Children will consider how people interact with rivers as well as their geographical features. <b>History</b></p>		

		Children will learn about the Roman invasion of Britain and its impact on the lives of the Celts, considering whether Roman settlement was a positive experience for all involved, and explore the long-term legacy of the invasion. They will use a variety of sources of evidence including visual, archaeological and written.	
<b>Art/Design Technology</b>	<p><b>Storytelling through Drawing</b> The children will explore how artists create sequenced drawings to share and tell stories. Create accordion books or comic strips to retell poetry or prose through drawing.</p> <p><b>Pneumatics</b> The children will Investigate pneumatics and hydraulics, before designing and making a pneumatic toy.</p>	<p><b>Exploring Still Life</b> Explore artists working with the genre of still life, contemporary and more traditional. The children will create their own still life inspired artwork.</p> <p><b>Towers</b> The children will investigate towers, designing, making and evaluating different towers to fulfil different briefs.</p>	
<b>Computing</b>	<p>Multimedia presentations will be the focus in ICT. Following this, they will complete a module on graphics and infographics. Finally, the children will explore how the internet works and ways to stay safe online.</p> <p><b>My Online Life:</b> Throughout the year, the children will be thinking about all aspects of their online life and considering how to be safe and responsible while using the internet and technology.</p>	Pupils will use two different software packages to learn and further develop their computer programming skills by using more advanced coding commands.	
<b>R.E.</b>	<p>Christianity – God. Pupils will learn that the Bible is not one book but a collection of books, written by different people at different times and about other sources of wisdom and authority.</p>	<p>Christianity – Jesus. Pupils will investigate Jesus through the concept of sacrifice.</p>	<p>The key question this term is: How should we live our lives? We shall be looking at Christianity, focusing on the Church and asking: What does 'love your neighbour' really mean?</p>

<b>P.E/ Swim</b>	<p>In PE lessons, pupils will take part in a range of fitness tests, develop their knowledge of stretching and flexibility and improve their key movement skills.</p> <p>In swimming we will work on stroke improvement and basic skills including, push and glides, diving and sculling.</p> <p>We will be working on our aquatic breathing needed for all our strokes.</p>		<p>In Swimming, we will work on stroke improvement and basic skills including, push and glides, diving and sculling.</p> <p>In PE, pupils will explore a range of dance movements using steps, gestures, formations, body shapes, contact work, and contrasts in dynamic and rhythmic patterning. Pupils will demonstrate creativity by incorporating control, rhythm, timing and aesthetics into sequences. Student will evaluate and assess movements to improve routines.</p>	
<b>Games</b>	<p>In Games, boys will improve their game understanding and spatial awareness in both football and rugby and girls will do the same with hockey and netball skills. All skills taught in the lessons can be further developed by attendance at clubs.</p>		<p>In Games this term, boys will play football and hockey. Girls will play netball and football. There will be an opportunity for pupils to play in mixed house fixtures as well as some external fixtures.</p>	
<b>PSHE</b>	<p>Through the 1 Decision programme, we will look at a world without judgement and consider how other people's families sometimes look different from our own families. We will then learn the basic concepts of first aid and how to deal with common injuries. We will recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that do not feel so good. We will also describe how we can support others who feel lonely, jealous or upset.</p>		<p>We will identify different types of relationships we have and how these change as we grow. We will identify healthy and unhealthy relationships and think about who can help us if we ever feel uncomfortable. When thinking about being responsible, we recognise the importance of behaving in a responsible manner in a range of situations.</p>	
<b>German</b>	<p>Greetings and introductions  Classroom Instructions  Asking and saying how we are  Numbers to 20  Colours  Germany and the German speaking world</p>		<p>Numbers to 100  Days and Months - saying and writing the date  Birthdays  Animals - animal nouns, using plurals, talking about pets we have, saying which animals we like and dislike</p>	
<b>Music</b>	<p><b>Basic Notation</b></p> <ul style="list-style-type: none"> <li>Rhythmic</li> </ul>	<p><b>Notation – Note Values &amp; Treble Clef:</b></p>	<p><b>Continuation of Orchestral Families</b>  Percussion – Tuned / Untuned</p>	

	<ul style="list-style-type: none"> <li>• Treble Clef</li> </ul> <p><b>More Opera &amp; More Voice Types:</b></p> <ul style="list-style-type: none"> <li>• <i>Hansel &amp; Gretel</i></li> <li>• <i>Breakfast Recitative</i></li> </ul> <p><b>Singing</b></p>	<ul style="list-style-type: none"> <li>• <i>Grandfather Clock</i> revised (keyboard)</li> </ul> <p><b>The Orchestra</b></p> <ul style="list-style-type: none"> <li>• Revise and upskill</li> <li>• Orchestral Families and Instruments</li> </ul> <p>Carol Service Songs</p>	<p>Double Reeds</p> <p><b>Medieval and Tudor Music</b> – composition and performance project:</p> <ul style="list-style-type: none"> <li>• Neumes</li> <li>• Music in 3 time</li> <li>• Writing basic notation</li> <li>• Historical context</li> <li>• Singing – L’Homme Arme</li> <li>• Dance – Tudor Dances and moving in time to music</li> </ul> <p>Medieval Music 2 – Modes</p> <ul style="list-style-type: none"> <li>• Exploring Scales and Melody</li> <li>• Create a simple composition using the Dorian Mode</li> <li>• Basic pitch notation</li> <li>• Note values</li> <li>• Introduction to keyboards</li> </ul>	
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