

**Curriculum Overview**  
**Grasshoppers (Year 4) Spring Term 2026**

**Interconnected Question: Would you rather live in the Stone Age, Bronze Age or Iron Age?**

Key Texts	Anticipated Writing Outcomes
<p>Stone Age Boy - Satoshi Kitamura  How to wash a woolly mammoth - Michelle Robinson  Stig of the Dump - Clive King</p>	<p>Instruction writing - develop a piece of writing which instructs the reader on how to wash a woolly mammoth.</p> <p>Narrative writing - developing character, setting and atmosphere through the stimulus of Stone Age Boy.</p> <p>Persuasive writing - using our Geography stimulus to create a persuasive piece about potential improvements for our local area.</p>
History	Design and Technology
<ul style="list-style-type: none"> <li>• Begin to understand the terms Stone Age, Iron Age and Bronze Age and organise chronologically</li> <li>• Find out what was needed to survive the 'paleolithic' Stone Age</li> <li>• Explain what was 'new' about the Neolithic Stone Age</li> <li>• Explain what life was like in Bronze Age Britain</li> <li>• Investigate how Celtic people lived (Iron Age)</li> </ul>	<ul style="list-style-type: none"> <li>• Research the type of food Iron Age people ate</li> <li>• Learn about seasonal sourcing of ingredients in the Iron Age</li> <li>• Understand bread was a key part of the Iron Age diet</li> <li>• Learn how cereals were ground in the Iron Age</li> <li>• Plan and make Iron Age bread</li> </ul>
Science	
<p><b><u>Rocks and soils</u></b></p> <ul style="list-style-type: none"> <li>• Compare and group different kinds of rocks</li> <li>• Describe how fossils are formed</li> <li>• Recognise that soils are made from rocks and organic matter</li> </ul>	

## Discrete Subjects

### Maths

#### **Multiplication and Division B**

- Factor pairs
- Use factor pairs
- Multiply by 10
- Multiply by 100
- Divide by 10
- Divide by 100
- Related facts - multiply and divide
- Informal written methods for multiplication
- Multiply a 2-digit number by a 1-digit number
- Multiply a 3-digit number by a 1-digit number
- Divide a 2-digit number by a 1-digit number (1)
- Divide a 2-digit number by a 1-digit number (2)
- Divide a 3-digit number by a 1-digit number
- Correspondence problems
- Efficient multiplication

#### **Length and Perimeter**

- Measure in kilometres and metres
- Equivalent lengths (km & m)
- Perimeter on a grid
- Perimeter of a rectangle
- Perimeter of rectilinear shapes
- Find missing lengths in rectilinear shapes
- Calculate the perimeter of rectilinear shapes
- Perimeter of regular polygons
- Perimeter of polygons

#### **Fractions**

- Understand the whole
- Count beyond 1
- Partition a mixed number
- Number lines with mixed numbers
- Compare and order mixed numbers
- Understand improper fractions
- Convert mixed numbers to improper fractions
- Convert improper fractions to mixed numbers
- Equivalent fractions on a number line
- Equivalent fraction families]
- Add two or more fractions
- Add fractions and mixed numbers
- Subtract 2 fractions
- Subtract from whole amounts
- Subtract from mixed numbers

#### **Decimals A**

- Tenths as fractions
- Tenths as decimals
- Tenths on a place value chart
- Tenths on a number line
- Divide a 1-digit number by 10
- Divide a 2-digit number by 10
- Hundredths as fractions
- Hundredths as decimals
- Hundredths on a place value chart
- Divide a 1 or 2-digit number by 100

Science	Religious Education
<p><b><u>States of Matter</u></b></p> <ul style="list-style-type: none"> <li>• Compare/group materials into solids, liquids and gases</li> <li>• Observe changes when materials heated/cooled</li> <li>• Record/observe temp at which materials change Water cycle - evaporation &amp; condensation</li> </ul>	<p><b>When Jesus left, what was the impact of Pentecost?</b></p> <ul style="list-style-type: none"> <li>• Understand the story of Pentecost</li> <li>• Discuss what happened during Pentecost and its importance</li> <li>• Examine how Pentecost is represented in Art</li> <li>• Learn about the importance of the Holy Spirit in Pentecost</li> <li>• Imagine and discuss what the Kingdom of God is like</li> <li>• Imagine and discuss what the world might be like without the Holy Spirit</li> </ul> <p><b>Understanding Christianity: Salvation</b></p> <ul style="list-style-type: none"> <li>• What difference does the resurrection make for a Christian?</li> </ul>
Geography	Computing
<p><b>How could we improve Partridge Green?</b></p> <ul style="list-style-type: none"> <li>• Locate our local area using maps, atlases and digital mapping</li> <li>• Map out the local area in detail</li> <li>• Use fieldwork skills to observe and record features in the local area</li> <li>• Present and explain fieldwork research using geographical terms</li> <li>• Use eight points of the compass to give directions</li> </ul>	<p><b><u>Video Editing</u></b></p> <ul style="list-style-type: none"> <li>• explain what makes a video effective</li> <li>• use a digital device to record video</li> <li>• capture video using a range of techniques</li> <li>• create a storyboard</li> <li>• identify that video can be improved through reshooting and editing</li> <li>• consider the impact of the choices made when making and sharing a video</li> </ul> <p><b><u>Flat file Databases</u></b></p> <ul style="list-style-type: none"> <li>• use a form to record information</li> <li>• compare paper and computer-based databases</li> <li>• outline how grouping and then sorting data allows us to answer questions</li> <li>• explain that tools can be used to select specific data</li> <li>• explain that computer programs can be used to compare data visually</li> <li>• apply my knowledge of a database to ask and answer real-world questions</li> </ul>

Physical Education	Modern Foreign Languages
<p><b>Dance</b></p> <ul style="list-style-type: none"> <li>• Choreograph planned dances by using, adapting and developing actions and steps from different dance styles</li> <li>• Confidently use dynamics to express different dance styles</li> <li>• Use direction and patterning to express different dance styles</li> <li>• Confidently use formations, canon and unison to express a dance idea.</li> <li>• Perform dances expressively, using a range of performance skills, showing accuracy and fluency</li> </ul> <p><b>Badminton</b></p> <ul style="list-style-type: none"> <li>• Develop the range of shots used in the games they play</li> <li>• Develop their range of serving techniques appropriate to the game they are playing</li> <li>• Use a variety of shots to keep a continuous rally.</li> <li>• Demonstrate effective footwork patterns to move around the court.</li> </ul> <p><b>Football</b></p> <ul style="list-style-type: none"> <li>• Develop control when S&amp;R under pressure</li> <li>• Select and apply a variety of dribbling techniques to game situations</li> <li>• Explore creating tactics with others and applying them to game situations.</li> <li>• Developing tracking and marking with a variety of techniques and increased success</li> <li>• Move to create space for themselves and others in their team.</li> </ul>	<p><b>Spanish</b></p> <ul style="list-style-type: none"> <li>• Recall from memory a selection of nouns and indefinite articles for</li> <li>• common classroom objects.</li> <li>• Learn how to use the negative in Spanish.</li> <li>• Describe what we have and do not have in our pencil case.</li> </ul> <p><b>Spanish (cont from Spr 1)</b></p> <ul style="list-style-type: none"> <li>• Understand possessive adjectives better in Spanish ('my' form only).</li> </ul> <p><b>Easter in Spain - La semana santa -</b></p> <ul style="list-style-type: none"> <li>• How is Easter celebrated in Spain? How is it similar/different to the UK?</li> </ul>
Music	Relationships Sex and Health Education

<p><b>John Adams - Short Ride in a Fast Machine</b> - the pentatonic scale, ostinato</p> <p><b>Charanga - Musical Structures - How does music bring us together?</b></p> <p>Listening and appraising, singing, time signatures, improvising and composing - glockenspiel</p>	<p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Hopes and dreams</li> <li>• Broken dreams</li> <li>• Overcoming disappointment</li> <li>• Creating new, realistic dreams</li> <li>• Achieving goals</li> <li>• Working in a group celebrating contributions, resilience and positive attitudes</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Healthier Friendships</li> <li>• Group Dynamics</li> <li>• Smoking</li> <li>• Alcohol</li> <li>• Assertiveness Peer Pressure</li> <li>• Celebrating Inner Strength</li> </ul> <p><b>Our Locality</b></p> <ul style="list-style-type: none"> <li>• Crossing a road independently inc Partridge Green High Street</li> </ul>
<p><b>Art and Design</b></p>	
<p><b>Collage Unit</b></p> <ul style="list-style-type: none"> <li>• Explore proportion &amp; tone when drawing</li> <li>• Plan a collaged composition</li> <li>• Using shading techniques to create pattern and contrast</li> </ul>	