ST STEPHEN'S C OF E FIRST SCHOOL

YEAR 4 SUMMER TERM CURRICULUM OBJECTIVES

Summer 1 and Summer 2 | 2025 to 2026

Reading

Units Young, Gifted and Black; Wind in the Willows

- Read aloud with accuracy, fluency and appropriate expression.
- Use roots, prefixes and suffixes to work out unfamiliar words.
- Discuss vocabulary and explain the meaning of words in context.
- Ask questions, make predictions and check that a text makes sense.
- Infer characters' feelings, thoughts and motives using evidence.
- Identify themes, main ideas and important details across different texts.
- Explain how language, structure and viewpoint create meaning.
- Discuss books clearly, listen to others and justify opinions.

Writing

Units Stories from other cultures; diary entries; form poetry; narrative poetry; news reports; explanations

- Plan writing by studying similar texts, gathering ideas and organising content.
- Compose and rehearse sentences using varied vocabulary and sentence structures.
- Organise paragraphs around a theme and use suitable organisational features.
- Create settings, characters and plots in first-person narratives.
- Use precise nouns, expanded noun phrases and fronted adverbials for effect.
- Explore poetic form, rhythm and language choices when writing and analysing poetry.
- Use paragraphs, conjunctions and technical vocabulary in reports and explanations.
- Evaluate, edit and proofread writing, then read it aloud clearly.

Maths

Units Decimals; fractions; measures; geometry; statistics and problem solving

- Recognise and write decimal equivalents of tenths and hundredths.
- Compare, order, round and solve problems involving decimals.
- Recognise equivalent fractions and add or subtract fractions with the same denominator.
- Solve problems involving fractions of quantities and amounts.
- Convert between units of measure and calculate with money and time.
- Identify angles, classify shapes and describe position and direction.
- Interpret and present discrete and continuous data in tables and graphs.
- Use efficient written methods and explain solutions clearly.

Science

Units Summer 1: Sound

- Identify how sounds are made, associating them with something vibrating.
- Recognise that vibrations from sounds travel through a medium to the ear.
- Find patterns between the volume of a sound and the strength of the vibrations.
- Find patterns between the pitch of a sound and features of the object producing it.
- Recognise that sounds get fainter as the distance from the sound source increases.
- Plan and carry out a fair investigation into sound.
- Record results, identify patterns and use evidence to draw conclusions.

Geography

Units Summer 1: Rivers

- Describe and explain the water cycle and how it links to rivers.
- Identify the source, course, tributary, meander, mouth and estuary of a river.
- Describe how rivers shape landscapes through erosion, transport and deposition.
- Use maps, atlases, globes and digital mapping to locate rivers and places.
- Use grid references, symbols and keys to interpret maps.
- Use fieldwork and diagrams to collect, present and communicate geographical information.
- Explain patterns and relationships using appropriate geographical vocabulary.

History

Units Summer 2: Ancient civilisations: Ancient Egypt

- Place Ancient Egypt within a chronological framework.
- Describe the achievements and significance of Ancient Egyptian civilisation.
- Investigate the importance of the River Nile to Egyptian life.
- Explore beliefs, religion, daily life, achievements and social structure.
- Use evidence from artefacts, buildings, writing and other historical sources.
- Compare aspects of Ancient Egyptian life with another period or society.
- Explain cause, consequence, continuity and change using relevant evidence.

Computing

Units Summer 1: Photo editing. Summer 2: Repetition in games

- Use digital tools to change, crop, rotate and combine images.
- Explain how images can be edited and recognise that digital images can be changed.
- Choose suitable software and create content for a clear purpose.
- Evaluate whether a digital product communicates its intended message.
- Design a game using a sequence of instructions and repetition.
- Use loops and conditions to control actions in a program.
- Test, debug and improve a game systematically.
- Use technology safely, respectfully and responsibly.

Art and Design

Units CUSP Block E: Painting; CUSP Block F: Creative response

- Develop control and confidence when using paint and mixed media.
- Experiment with colour, tone, texture, pattern and brush techniques.
- Use sketchbooks to record observations, experiments and developing ideas.
- Study how artists use materials and processes to communicate meaning.
- Plan and create a personal creative response to a stimulus.
- Select and combine materials thoughtfully for a considered final piece.
- Review and refine artwork, explaining choices and identifying improvements.

Design and Technology

Units Summer 1: Mechanisms. Summer 2: Food and nutrition

- Use research and design criteria to create a purposeful product.
- Generate, communicate and develop ideas through sketches and prototypes.
- Understand and use mechanical systems such as levers, linkages or pulleys.
- Select suitable materials and tools, measuring and cutting accurately.
- Build, test and improve a mechanism against agreed criteria.
- Understand a healthy, varied diet and prepare predominantly savoury food.
- Apply technical knowledge safely and evaluate the finished product.

French

Units CUSP Block E: The natural world; CUSP Block F: Celebration

- Listen attentively and respond to familiar spoken language.
- Recognise and reproduce accurate sounds and pronunciation.
- Name and describe familiar features of the natural world.
- Ask and answer simple questions using familiar vocabulary.
- Read and show understanding of familiar words and phrases.
- Write short sentences from memory and adapt known language.
- Use language to describe celebrations and share simple information.

Religious Education

Units Summer 1: Why do Christians call the day Jesus died Good Friday? Summer 2: How and why do people mark significant events of life?

- Retell key events of Holy Week and explain why Good Friday is significant.
- Explore Christian beliefs about Jesus' death, sacrifice and resurrection.
- Consider how Christian worship and symbols communicate meaning.
- Identify how people mark significant events such as birth, marriage and death.
- Compare practices and beliefs across religious and non-religious worldviews.
- Explain how beliefs influence choices, ceremonies and community life.
- Ask thoughtful questions and give reasoned responses using evidence.

Music

Units Summer 1: Composition 2. Summer 2: Introducing timbre 2

- Sing and perform with increasing control of pitch, rhythm and diction.
- Compose and record short musical ideas using notation or symbols.
- Develop rhythmic and melodic patterns and combine parts effectively.
- Perform compositions with a steady pulse and attention to others.
- Identify and describe timbre and the sound qualities of instruments and voices.
- Listen to music from different times and places and identify features.
- Evaluate performances and identify specific improvements.

Physical Education

Units Orienteering; athletics; netball; rounders

- Develop running, jumping and throwing techniques in athletics.
- Use maps, symbols and routes to navigate safely during orienteering.
- Apply attacking and defending principles in netball and rounders.
- Develop passing, striking, catching and receiving skills with control.
- Develop flexibility, strength, technique, control and balance.
- Work collaboratively and apply tactics in competitive situations.
- Compare performances and identify ways to improve.

PSHE

Units Summer 1: Keeping safe and managing risk. Summer 2: Stereotypes, discrimination and prejudice

- Recognise hazards, assess risk and make safer choices in different situations.
- Know how to stay safe when playing, travelling and using equipment.
- Understand when to seek help and how trusted adults and emergency services can support safety.
- Recognise stereotypes and explain how they can affect people.
- Understand discrimination and prejudice and know that they are unacceptable.
- Identify ways to challenge unfair behaviour and promote equality.
- Listen respectfully, value differences and explain how to treat others fairly.