

# Year 4

# Shine Brightly Curriculum

## Spring 2026



### Overview of the spring term curriculum

Art	Computing	DT	French	Geography	History	Music
Focus: Painting Unit: Watercolour	Focus: Online safety  Effective Searching	Focus: Mechanics Unit: levers and pulleys	Focus: Animals  Focus: Carnival and Using Numbers	Focus: Physical Geography  Unit: The Amazon Rainforest	Unit: The Maya  Golden Thread: Monarchy and Power	Focus: Composing Unit: Creating a short film clip
PE	PSHE	RE	Science	Reading	Writing	Maths
Focus: Tag Rugby  OAA  Dance	Focus: Dreams and Goals  Focus: Relationships	Focus: Judaism, Christianity  Unit: Belief into action, (Easter) Salvation	Focus: Electricity  Focus: The Digestive System	Fiction: Greta and the Giants The Girl who Stole an Elephant The Hatmakers  Non-fiction: Solar Farms  Poetry: Storm Dragon	Fiction: The Great Kapok Tree Wizard of Oz  Non-fiction: Discussion	Area  Length and Perimeter  Fractions  Decimals



As artists in Year 4, we are learning:

# Art

Term: Spring

Unit: Watercolour

As artists, we are learning to experiment with colours to create a watercolour mixing chart.

As artists, we are learning to use wet-on-wet techniques.

As artists, we are learning to use wet-on-dry techniques.

As artists, we are learning to produce real-life portraits with sketching and wet-on-dry techniques.

As artists, we are learning to design our own watercolour artwork.

As artists, we are learning to create a piece of artwork using sketching and watercolour techniques.

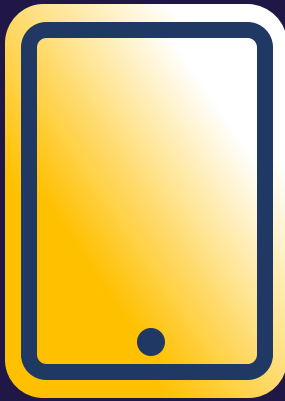
**Composite:** To create a piece of botanical artwork using sketching and watercolour techniques.

As technologists in Year 4, we are learning:

# Computing

Term: Spring

Focus: Online safety



As technologists, we are learning to understand how we can protect ourselves from online identity theft.

As technologists, we are learning to understand that the information we put online leaves a digital footprint.

As technologists, we are learning to identify the risks and benefits of installing software including apps.

As technologists, we are learning to understand that copying the work of others and presenting it as their own is called 'plagiarism' and to consider the consequences of plagiarism.

As technologists, we are learning to identify appropriate behaviour when participating or contributing to collaborative online projects for learning.

As technologists, we are learning to identify the positive and negative influences of technology on health and the environment and understand the importance of balancing games and screen time with other parts of our lives.

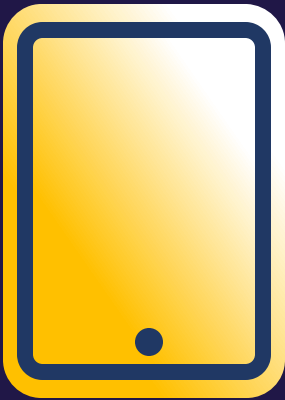
**Composite:** To use and apply our knowledge of internet safety within and beyond school.

As technologists in Year 4, we are learning:

# Computing

Term: Spring

Focus: Effective Searching



As technologists, we are learning to locate information on a search results page.

As technologists, we are learning to use search effectively to find out information.

As technologists, we are learning to assess whether an information source is true and reliable.

**Composite:** To use and apply our knowledge and skills to use search to answer a series of questions.



As design technologists in Year 4, we  
are learning:

# D.T

Term: Spring

Focus: Mechanics – levers and pulleys

As designers, we are learning to identify levers, pulleys and gears in everyday life.

As designers, we are learning to investigate what a lever is.

As designers, we are learning to investigate what a pulley is.

As designers, we are learning to investigate what a gear is.

As designers, we are learning to design and construct a model of a machine to help Cornish miners.

As designers, we are learning to evaluate our design and model.

**Composite:** To present our designs and explain how it will support Cornish miners.

As linguists in Year 4, we are learning:

# French



Term: Spring

Focus: Animals

As linguists, we are learning to understand some animal nouns in French

As linguists, we are learning to recognise animal nouns in plural

As linguists, we are learning to say what animals I have

As linguists, we are learning to tell someone what my favourite animal is

As linguists, we are learning to listen to and join in a story about animals

As linguists, we are learning to model to write a simple story about animals

**Composite:** To create a small book about animals.

As linguists in Year 4, we are learning:

# French

Term: Spring

Focus: Carnival and Numbers



As linguists, we are learning to about French traditions and take part in a carnival celebrations

As linguists, we are learning to write some numbers between 1 and 16.

As linguists, we are learning to say and write numbers up to 20

As linguists, we are learning to ask and answer, "How old are you?"

As linguists, we are learning to take part in simple dialogue about myself, using familiar questions and answers

As linguists, we are learning to understand easter vocabulary

**Composite:** To apply knowledge and take part in a French Easter hunt.



As geographers in Year 4, we are  
learning:

# Geography

Term: Spring

Unit: The Amazon Rainforest

As geographers, we are learning to locate where rainforests are found.

As geographers, we are learning the benefits of the rainforests.

As geographers, we are learning about the layers of the rainforest.

As geographers, we are learning to identify plants and animals which live in the rainforest.

As geographers, we are learning about the different tribes that live in the rainforest and how their lives differ to ours.

As geographers, we are learning about deforestation within the Amazon rainforest.

**Composite:** To participate in a class debate about deforestation.



As historians in Year 4, we are learning:

# History



Term: Spring

Unit: The Maya

Golden thread: Monarchy and Power

As historians, we are learning to understand where and when the Mayan civilisation developed.

As historians, we are learning to understand the term civilisation and use sources of information to form testable hypotheses about the past.

As historians, we are learning to understand the social structure of Mayan civilisation.

As historians, we are learning to investigate Mayan religion.

As historians, we are learning to investigate other cultural aspects of Mayan society, including entertainment and food.

As historians, we are drawing conclusions based on what we have learnt.

**Composite:** To participate in a debate – The Maya: Civilised or Uncivilised?



As musicians in Year 4, we are learning:

# Music

Term: Spring

Focus: Composing

As musicians, we are learning to explore pitch using different instruments.

As musicians, we are learning to make a compositional decision about the structure of our own improvisation.

As musicians, we are learning to create short pentatonic phrases using a range of 5 pitches.

As musicians, we are learning to arrange individual notation cards if known note values to create sequences.

As musicians, we are learning what major and minor chords are.

As musicians, we are learning to explore musical components by composing music to create a specific mood.

**Composite:** Record composition and share with a friend. Discuss what went well and what could have made it even better next time.



As a sports person in Year 4, we are learning:

# P.E

Term: Spring

Focus: Tag rugby

As sports people, we are learning to develop throwing, catching and running with the ball.

As sports people, we are learning to develop an understanding of tagging rules.

As sports people, we are learning to begin to use the 'forward pass' and 'offside' rule.

As sports people, we are learning to dodge a defender and move into space when running towards the goal.

As sports people, we are learning to develop defending skills and use them in a game situation.

As sports people, we are learning to apply the rules and skills you have learnt and play in a tag rugby tournament.

**Composite:** To apply the skills rules and skills learnt to play in a tag rugby tournament.



As a sports person in Year 4, we are learning:

# P.E

Term: Spring

Focus: OAA

As sports people, we are learning to develop co-operation and teamwork skills.

As sports people, we are learning to orientate a map and navigate around a grid.

As sports people, we are learning to develop observation skills, listening to others and following instructions.

As sports people, we are learning to develop trust whilst listening to others and following instructions.

As sports people, we are learning to be able to identify, draw and follow a simple map.

As sports people, we are learning to be able to orientate and navigate around a map and draw a route using directions.

**Composite:** To apply the knowledge and skills to an orienteering game/challenge.



As a sports person in Year 4, we are learning:

# P.E

Term: Spring

Focus: Dance

As sports people, we are learning to copy and create actions in response to an idea and be able to adapt this using changes of space.

As sports people, we are learning to change actions which relate to the theme.

As sports people, we are learning to develop a dance using matching and mirroring.

As sports people, we are learning to learn and create dance moves in the theme of carnival.

As sports people, we are learning to develop a carnival dance using formations, canon and unison.

As sports people, we are learning to develop a dance phrase in preparation to perform.

**Composite:** To perform as part of a class performance.



As successful citizens in Year 4, we  
are learning:

# PSHE

Term: Spring

Focus: Dreams and Goals

As successful citizens, we are learning to identify some of our hopes and dreams

As successful citizens, we are learning to understand that sometimes hopes and dreams do not come true and that this can hurt.

As successful citizens, we are learning to reflect on positive and happy experiences to help us to counteract disappointment.

As successful citizens, we are learning how to make a new plan and set new goals even if we have been disappointed.

As successful citizens, we are learning to work out the steps to take to achieve a goal and do this successfully as part of a group.

As successful citizens, we are learning to identify the contributions made to the group's achievement.

**Composite:** To set a goal for the year and consider the steps to achieve it.



As successful citizens in Year 4, we  
are learning:

# PSHE

Term: Spring

Focus: Relationships

As successful citizens, we are learning to recognise situations which can cause jealousy in relationships and problem-solve when this happens.

As successful citizens, we are learning to identify people we love and can express why they are special to us.

As successful citizens, we are learning to reflect on someone that we no longer see and know that we can remember people that we no longer see.

As successful citizens, we are learning to recognise how friendships change, know how to make friends and how to manage when we fall out with my friends.

As successful citizens, we are learning to understand what having a boyfriend or girlfriend means and know that it is a special relationship for when we are older.

As successful citizens, we are learning how to show love and appreciation to the people and animals who are special to us.

**Composite:** To create a whole class collage using creations from memory box or mini-collage lessons.

As theologists in Year 4, we are learning:

# R.E

Term: Spring

Focus: Judaism- Belief into action

As theologists, we are learning to discuss why we would choose to eat certain foods and share who helps us make our food choices and why.

As theologists, we are learning about some of the foods Jews would choose to eat or not eat if they keep kosher.

As theologists, we are learning to retell the story of Passover and begin to explain why it is important to Jews today.

As theologists, we are learning to understand how Passover is celebrated and why it is important to Jewish people.

As theologists, we are learning to describe some of the things Jews do to show how their beliefs and respect for God impacts on their daily life.

As theologists, we are learning to show how some people choose to show respect for those in authority by following the rules.

**Composite:** To describe how Jewish people show their beliefs and respect for God.





As theologians in Year 4, we are learning:

# R.E

Term: Spring

Focus: Christianity- Easter  
(Salvation)

As theologians, we are learning to explain what forgiveness is and why it might be difficult in some situations.

As theologians, we are learning to describe what a Christian might learn about forgiveness from a Bible story.

As theologians, we are learning to retell a Bible story where Jesus forgave somebody.

As theologians, we are learning to discuss how some Christians might feel about forgiveness.

As theologians, we are learning to describe what a Christian might learn about forgiveness from a Bible text.

As theologians, we are learning to explain what forgiveness might mean to us.

**Composite:** To give examples of times they have shown forgiveness to others.

As scientists in Year 4, we are learning:

# Science



Term: Spring

Focus: The digestive system - Animals including humans (Biology)

As scientists, we are learning to identify the functions of different types of teeth in humans.

As scientists, we are learning to classify animals according to their types of teeth.

As scientists, we are learning to understand food chains.

As scientists, we are learning to investigate what animals eat in different habitats.

As scientists, we are learning about the main parts of the digestive system.

As scientists, we are learning about the functions of the digestive system.

**Composite:** To present their information learnt on Seesaw to educate others.

As scientists in Year 4, we are learning:

# Science



Term: Spring

Focus: Living things (biology)

As scientists, we are learning to observe living things in different habitats.

As scientists, we are learning to classify living things.

As scientists, we are learning how environments change naturally.

As scientists, we are learning how environments change due to the seasons and how this impacts the life that can be found there.

As scientists, we are learning to use fieldwork to explore the impact of humans on the environment.

As scientists, we are learning to use secondary sources to find out about the human impact on environments.

**Composite:** Short burst writing opportunity – discussion about a school area being cleared for building work.

As scientists in Year 4, we are learning:



# Science

Term: Spring

Focus: Sound (Physics)

As scientists, we are learning about how sound is made through vibrations.

As scientists, we are learning to identify how pitch and volume are changed.

As scientists, we are learning how sound travels.

As scientists, we are learning about the effect of distance on sound.

As scientists, we are learning how sound travels through different materials.

As scientists, we are learning to apply our knowledge of sound.

**Composite:** To solve a real-life problem involving sound.